LEADERSHIP DEVELOPMENT IN CONTEXT: A DESCRIPTIVE MIXED

METHOD STUDY OF LEADERSHIP DEVELOPMENT ACTIVITIES DURING

SIGNIFICANT ORGANIZATIONAL CHANGE

A Dissertation

by

MICHAEL GRAHAM HASLER

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

May 2009

Major Subject: Educational Human Resource Development

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ABSTRACT

Leadership Development in Context: A Descriptive Mixed Method Study of Leadership

Development Activities During Significant Organizational Change. (May 2009)

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This study explores the extent to which organizational culture and operational

environment influence the leadership activities of an organization in the midst of

significant organizational change and whether culture drives leadership development or

vice versa. After exploring several different leadership theories, the study focuses on the

concepts of transformational leadership as the theoretical foundations for the leadership

component of the research. Likewise, the study builds on organizational theory and

sociological foundations to focus on the work of Schein and Hatch for organizational

culture, and Schneider for key concepts used in the development of person-organization

fit.

The research in this study concentrated on the manufacturing organization of a

large, well-known company based in the US. This organization is in the midst of

considerable organizational change in response to upheavals in its markets, its

technology, and its manufacturing strategy. Research was conducted through collection

of data from public sources, review of internal organization documents, a survey of

perceptions of the organizational culture held by the staff, and detailed interviews with a cross section of the professional and managerial staff involved in the leadership development process.

The results of the research and analysis showed that despite strong efforts by executive leadership and developing leadership at all levels to create a more compassionate organizational culture, the crisis facing the organization caused even the most committed and well-meaning individuals to revert to a cultural norm of a driven, results-oriented organizational culture. The interviews and survey data led to conclusions that culture change is a long term effort; that it requires executive leadership commitment, vision, and constant communication to reinforce the vision; and is best addressed through leadership development in the younger staff with less personal investment in the status quo.

DEDICATION

This dissertation is dedicated to my wife, Nancy. She contributed several things to this study: her patience to listen to my ideas, her willingness to give me honest constructive criticism, and her forbearance from violence after listening to my voice for 80 hours of transcribing. These things and the fact that she can still love me after nearly 30 years of marriage, a dissertation, and 13 months in a one room apartment leave me shaking my head in wonder. Heaven knows no greater saint.

ACKNOWLEDGEMENTS

Every study of this magnitude is the accumulation of effort from many individuals, not just the author. Such is the case in this study.

First, thank you to all of the people who served on my dissertation committee. Dr. Steve Thompson, my colleague from the business world, supported me in making the decision to pursue a doctorate. Dr. Jenny Sandlin provided my early introduction to qualitative research. Thanks also to Dr. Toby Egan, who could always be counted on to ask the tough questions that helped reveal the hidden insights in my research. Dr. Ben Welch graciously gave his time to serve as a replacement on my committee and support my efforts for no other reason than that he was asked and wanted to help. Dr. Larry Dooley served as a mentor and friend as we worked together on the 2004 AHRD conference. Dr. Rex Draman gave me my first opportunity to teach at the university level and became an invaluable mentor, encourager, confidante, business colleague, and friend. All of you have played an enormous role in this accomplishment and it is greatly appreciated.

Two individuals provided additional academic assistance in this study even though they did not serve on my committee. Dr. Homer Tolson provided invaluable assistance and support on the statistical analysis of this study. Dr. Gail Gemberling, my colleague at The University of Texas, supported me with her expertise in statistics in a couple of critical instances during this study. Thank you both for the generous gift of your time and knowledge.

This study would not have been possible without the participation, support, candor, and professionalism of the many people at the Wolf Company who were part of this study. The people at Wolf are among the brightest, hardest working, and committed people with whom I have ever worked, and I hope for nothing but the best for you; individually and corporately.

Many people provided encouragement to me through this journey, but two friends began with a joke about the time I required finishing my dissertation and turned it into a constant source of support, willpower, and focus. For that encouragement I want to sincerely thank Nathan and Lori. You probably did not realize it at the time, but your constant inquiries about my progress were sources of inspiration.

Finally, this dissertation and my choice of Texas A&M University for my Ph.D. studies can be traced to my Committee Chair, Dr. Jamie Callahan. Little did either of us suspect that a chance 15 minute conversation that began because I asked for directions would result in this achievement. After six years of 10 minute conversations that lasted an hour and a half, discussions of options in academia over coffee, and award-winning collaboration, I can only begin to adequately say thank you. I have admitted to enormous frustration with the writing and editing process, and it is only compounded by the realization that the edits and suggestions for rewrites have made this document far better than it could have possibly been on my own. Jamie, for your friendship, intellectual challenge, and mentoring, you have my sincere and wholly inadequate thanks.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

CHAPTER I

INTRODUCTION AND STATEMENT OF PROBLEM

A significant portion of the responsibility of a leader is to ensure the existence of a sustainable organization that can carry on the mission and strategy supporting the vision of the leader (Bass, 1985; 1978). In order to ensure an effective succession of leadership, the best leader develops talented individuals who can assume leadership roles in the future. A variety of factors can affect the success of the leadership development activities, and the Center for Creative Leadership notes that "any leadership development process is embedded in a particular organizational context: the organization's business strategy, its culture, and the various systems and processes within the organization" (McCauley, Moxley, & Van Velsor, 1998, p. 8). This study focuses on two of those factors in the organizational context: organizational culture and the business strategy, or the company's response to its operational environment. The cultural context of the organization drives the *human* side of leadership development, while the operational environment drives the *technical* component of leadership development.

For decades researchers have noted that managing the culture of the organization is (or should be) the primary role of the manager (Schein, 1985). Several authors have noted the strong role that transformational leadership has in bringing about organizational change (Bass, 1985; Burns, 1978; Sashkin & Rosenbach, 2001), and numerous survey instruments have been developed to categorize and measure key

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The style and format of this dissertation will follow the *Human Resource Development Quarterly.*

characteristics of organizational culture (Cameron & Quinn, 1999; Cooke, 1997; Ridgway, 2001; Sashkin, 1995). Many have also noted the management of culture in the organization as a major component of the development of future leaders when done in a manner that reinforces and enhances the positive aspects of the organizational culture (Sashkin, 1995; Sashkin & Rosenbach, 2001; Schein, 1985; Sharkey, 1999; Vaughan & Weisman, 2003).

Statement of the Problem

As leaders design development activities for their future leadership, they must consider both organization culture and the operational environment (Conger, 2004). Leaders face the task of ensuring that the design of a leadership development program is effective in producing successful future leaders, and that responsibility includes prioritizing the various factors within the development process (Lord & Hall, 2005). Without a clear understanding of the implications of their priorities within the development process, current organizational leaders cannot effectively develop the next generations of leaders that have the necessary balance of cultural understanding and technical leadership skills.

Several authors (Sashkin & Rosenbach, 2001; Schein, 1985; Sharkey, 1999) note the significant role that leaders and managers play in defining and affecting the desired culture of the organization. However, participants in the leadership development process seem to be unclear on the role they should take as leaders in shaping that culture; and what that culture should be.

Purpose of the Study

Through this study, I compare the relationship between the leadership and the organizational culture of a large, North American commercial organization with the goal of understanding the impact of these factors on leadership development activities. I examine the leadership development activities of a large, North American commercial organization in the midst of significant organizational change to understand how organizational culture in a dynamic operational environment is considered in the process to design and implement programs to develop future leaders. More significantly, I attempt to better define the relationship between organization culture and leadership development to more clearly understand whether leadership development is a reflection of the culture or a defining force of the culture.

Research Questions

In order to better understand the influence of organizational culture in a dynamic operational environment on the leadership development process, I study leadership development activities in a large, well-known commercial organization headquartered in the US. The study addresses the organizational culture and how it is incorporated into the creation of the development process, and whether it is considered by the participants in the process.

This study seeks to answer the following questions:

1. In what ways do the individuals responsible for the creation and management of leadership development activities in a large US-based company understand and consider organizational culture in their program development process?

2. In what ways do participants in leadership development activities in a large US-based company understand and consider organizational culture in their development as leaders?

3. In what ways do participants in leadership development activities in a large US-based company understand and consider the transformational responsibilities of leadership in their development as leaders?

4. In what ways do participants in leadership development activities in a large US-based company understand and consider the fit between themselves and their employer in their development as leaders?

Operational Definitions

The findings of this study are to be reviewed within the context of the following definitions of operational terminology:

Leadership Development: The systematic process of identifying, evaluating, training, and developing individuals to assume future leadership roles in their organizations. This activity may also include a process of identifying organizational needs to ensure that specific skills and capabilities exist in the talent pool of potential organizational leaders.

Organizational Culture: The culture of an organization is made up of a web of interrelated factors that include: the underlying operating paradigm of the organization, power and organizational structure, stories that exemplify shared history, symbols of shared values and goals, rituals and routines, and control systems (Johnson, 2000). This definition highlights the interrelatedness of the various factors that influence the culture

of the organization including the dynamic environment in which the organization operates.

Organization Development (OD) Managers: Individuals in the organization who were responsible for training and development of the human resources within the organization. The OD executives in this study were at--or reported to--the Director level in the organization, and had the primary responsibility for creating, implementing, and managing the leadership development effort in this organization.

Summary of Methodology

This section outlines the various components of the research methodology applied across a population utilizing a mix of quantitative and qualitative approaches. The goal is to find if there is a discernible interrelationship between leadership, organizational culture and the operational environment on leadership development.

Population

The population for this study is made up of the professional and supervisory employees of the North American manufacturing division of a large company--headquartered in the US--that is in the midst of significant organizational change. This group totals approximately 500 individuals. The organization was selected for study based on its accessibility and willingness to participate in this study. Through personal relationships and professional networks, I approached several commercial organizations with the goal of obtaining access to the population of employees from which participants in the organizations' leadership development activities are drawn. This search resulted in contact with a large manufacturing organization that is in the midst of significant

organizational challenges and consequent change. The employee population of this organization was surveyed for their perceptions on culture and leadership within the organization; and a subset of the population at various levels of leadership and different stages of development were interviewed about their individual experiences with leadership development processes (Lord & Hall, 2005). This approach (Merriam, 2002), utilizing extensive one-on-one interviews, was used with the participants in the leadership development process. Additionally, I conducted focused, informational interviews (Erlandson, Harris, Skipper, & Allen, 1993) with Organization Development (OD) professionals responsible for leadership development to gain further perspective on the creation and formation of the leadership development process within the organization.

Data Collection

Data was collected through five different processes: review of public financial and performance data; review of internal documentation pertaining to the leadership development process; interviews with the OD professionals; a survey of the professional, supervisory, and managerial staff of the subject organization; and finally, interviews with selected participants in the leadership development process.

Within the selected organization, I worked with the Organization Development staff for three purposes: identification of participants in the leadership development process, access to documentation and background data for the development process, and interviews concerning the various aspects of the development process. Review of the documentation and interviews with the program creators were intended to reveal the

context and organizational assumptions within which the creation of the leadership

development process took place.

The OD staff provided a list of participants in the leadership development

process that were divided into three groups according to their degree of organizational

and leadership maturity (Lord & Hall, 2005). Each of those participants--at least eight

from each experience group--was interviewed with a focus on the participants'

leadership development experiences and the data were studied using narrative analysis.

Limitations

The following are limitations to this study. While this list is intended to be

representative it may not be exhaustive:

1. The scope of this study is limited to the specific commercial organization
   researched during the course of this study.

2. The study is limited to information developed through the literature review,
   results gathered from the use of survey instruments, and data generated through
   the interview process, data from internal company documents, and publicly
   available financial performance data.

3. While I took specific steps to eliminate any bias in the selection and analysis of
   the survey and interviews, it is possible that some forms of bias exist. For
   instance, over 75% of the individuals invited to participate in the survey on
   organizational culture chose not to participate. Due to constraints imposed by the
   leadership of the organization, I was not able to study any of the reasons for non-
   response to verify the existence of bias.

4. Since the study focuses on one large, commercial organization, the results of the study are not easily generalized to other organizations in other industries.

5. The study included interviews with participants in the leadership development process in various stages of their development. The results of these interviews are used to make longitudinal interpretations of data that represent a cross sectional view of the current organization.

Significance of the Study

Human Resource executives responsible for leadership development in their respective organizations spend a great deal of money and invest countless hours of valuable leadership potential in development efforts. The literature shows a significant amount of research and practice in the area of leadership development and like amounts in the area of organizational culture. However, the linkage is still unclear between effective leadership development and organizational culture in a dynamic operational environment. The results of this study will increase the understanding of those conducting research on effective leadership development and provide guidance for HR executives creating leadership development efforts in their own organizations.

CHAPTER II

FOUNDATIONS AND THEORY DEVELOPMENT

Edgar Schein (1985) noted that a manager's primary role should be the development and management of the organizational culture in order for the organization to be effective. Since that time, managers and Organization Development professionals have been wrestling with the challenge of putting Schein's admonition into action. One of the central points of concern is whether or not the existing culture determines the selection and development of future leaders, or if management uses the selection and development of future leaders as a tool to manage the culture (Hatch, 1997; Sashkin & Rosenbach, 2001; Schein, 1985; Sharkey, 1999).

Organizational leaders bear the responsibility for ensuring for the success of the organization beyond their own tenure (Hatch, 1997). Therefore, leaders must constantly be looking to the existing and expected environment within which the organization operates in order to ensure that future leaders are being developed with that environment in mind (Rummler & Brache, 1995). Leaders' responses to the nature of the environment can be manifested in organizational structure (Mintzberg, 1983) as well as the development of future leaders (Harrison & Shirom, 1999).

In this chapter I will address the issues and theories that inform the conceptual foundations of this study. Additionally, I will review the relevant concepts presented in seminal literature as well as recent research literature that surround the issues of leadership, organizational culture, and leadership development. Through this review of

the literature, I hope to provide a theoretical context within which this current study can take place.

Conceptual Foundations

The culture of an organization can affect the leadership development process within that organization and, in turn, can be influenced by the participants of that process who emerge as leaders of the organization (Sharkey, 1999). In order to better understand the influence of organizational culture in a dynamic operational environment on the leadership development process, one must begin with a conceptual framework for the investigation. The framework for this study begins with an understanding of leadership and organizational culture interacting within a dynamic operational environment.

The role of leadership development within the organizational system is the primary focus of this study. As such, leadership development could be a reaction by the organization to external inputs and stimuli, or it could be a stimulus for change in its own right. The leadership development activity is either the result of change in the external environment of the organizational system, a catalyst for change within the organizational system that allows it to better respond to external stimuli, or a combination of both. Additionally, this study is particularly focused on an organization in the midst of significant organizational change; brought about in large part by great shifts in external environmental impacts including technology changes and shifts in the competitive situation. Figure 1 shows the relationship between the various concepts in this study. I will provide a description of the fundamental concepts and a review of

seminal and recent research literature in each of the critical areas: Leadership,

Organizational Culture, and Leadership Development.

Figure 1: *Interaction Between Organizational Factors*

Leadership

One cannot effectively study leadership development without first understanding

the wide variety of thoughts on leadership. Yukl (1989) outlined the various approaches

as "individual traits, leader behavior, interaction patterns, role relationships, follower

perceptions, influence over followers, influence on task goals, and influence on

organizational culture" . Similarly, leadership can be defined as "a process whereby an

individual influences a group of individuals to achieve a common goal" (Northouse, 2004, p. 3). Others focused on the difference between management and leadership, noting the distinction between administering processes for incremental improvement and creating a strategic vision for the organization that calls for change (Yukl, 1989). This view is summarized as "Management is about coping with complexity…leadership, by contrast, is about coping with change" (Kotter, 1990, p. 104). No leadership theory better encapsulates this view of management and leadership than the work originally described by James MacGregor Burns as transformational leadership (Burns, 1978).

While this study focuses primarily on transformational leadership to inform the research, leadership theories have been seriously investigated for many years. In fact, the concept of effective leadership in a time of great change draws liberally from many of the key concepts that were developed before Burns (1978) first published his transformational leadership theory. Concepts of leadership that included necessary traits (Stogdill, 1975), skills (Argyris, 1970; Katz, 1955), style (Blake & Mouton, 1967; Likert, 1958), and situational effectiveness (Fiedler, 1969; Hersey & Blanchard, 1969) for their theoretical underpinnings provided a foundation that led to the development of transformational leadership as a theory for understanding effective leadership during a time of organizational change.

Transformational Leadership

Beginning in earnest with the work of James MacGregor Burns (1978), the study of leadership as a vehicle to personal and organizational transformation has become one of the most studied areas of leadership (Brown & Moshavi, 2005).

As its name implies, transformational leadership is a process that changes and transforms individuals. It is concerned with emotions, values, ethics, standards, and long-term goals, and includes assessing followers' motives, satisfying their needs, and treating them as full human beings. Transformational leadership involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them. It is a process that often incorporates charismatic and visionary leadership. (Northouse, 2004, p. 169)

While Burns (1978; 2003) and others (Bass, 1985; Bass & Avolio, 1990; Yukl, 1989, 1999) later came to describe transformational leadership in terms of a continuum from transactional (management) to transformational (leadership) the focus has always been the leader during change. This study is focused on an organization in the midst of significant changes in its operational environment; such an organization yearns for leadership that can provide clarity of vision, perceived strength of character, challenging intellect, compassion for its members, and inspirational communication (Crant & Bateman, 2000; Jung & Avolio, 2000; Kotter & Heskett, 1992). These are characteristics that define a transformational leader, and will serve to guide this discussion (Sashkin & Rosenbach, 2001).

Vision

In order to transform an organization, it is first necessary to understand and agree upon what the organization will be once it is transformed. Without a desired end state in mind, the transformation becomes merely an exercise in change for change's sake. The clear understanding of the desired end state is the visionary characteristic of

transformational leadership. Burns (2003) described clarity of vision as the process of creating a shared, common purpose greater than that of any individual in order to bring about necessary change.

Several researchers have addressed transformational leadership since the concept was first introduced by Burns (1978), and most of them agree on the importance of the strength and clarity of vision as the first step in leadership. The terms vary by author: substance of vision (Khoury, 2005; Kirkpatrick & Locke, 1996), management of attention (Bennis, 1984, 1989), recognizing the need for change and creating a vision (Kanter, 2003; Tichy & DeVanna, 1986), and clarity (Sashkin & Sashkin, 2003). However, the common theme through all of these studies is the importance and priority placed on creating a compelling vision of substance and clarity that is intended to move a group of individuals in a common purpose to higher levels of achievement than they would achieve individually.

*Characte*r

Individuals are more likely to follow a leader they trust than someone whose integrity is in question. Burns (1978) referred to this characteristic as integrity, and highlighted it as one of the critical characteristics of a transformational leader. Other researchers studying transformational leadership have focused on this characteristic from a number of perspectives.

Bennis (1984; 1989) described this focus on character as *management of trust* and included it in one of his four crucial leadership competencies. In a similar vein, Sashkin and others (Sashkin, 1995; Sashkin & Rosenbach, 2001; Sashkin & Sashkin,

2003) chose to use *consistency* as a synonym for trust as one of the key behavioral

dimensions of a transformational leader. Kouzes and Posner (1987) identified the

function of leadership in providing a model for ideal behavior to the organization, and

they used the term *model the way* to highlight the importance of integrity and earned

trust in effective leadership.

Intellect

If leaders are to be transformational, they must possess the intellectual strength to

understand the importance of the various forces affecting the organization. While so

much of the appeal of transformational leadership is emotional, an energetic and

inquiring intellect is necessary for the analysis and integration of numerous factors to

consider when developing a vision for the organization. This begins with the ability to

determine the need for change (Jung & Avolio, 2000), and then leads to the creation of

the vision of the future state (Kanter, 2003; Tichy & DeVanna, 1986).

Bass and Avolio (1990) noted *intellectual stimulation* as one of four components

of transformational leadership that defines one end of the continuum from

transformational (leader) to transactional (manager). Their work confirmed the original

work in this area (Bass, 1985; Burns, 1978) and supports other work that highlights the

intelligent risk taking (Sashkin & Sashkin, 2003) necessary to create opportunities. This

theme is repeated in the form of *challenging the current process* (Kouzes & Posner,

1987). All of these works underscore the need for an active intellect that can see patterns

in data and situations before others and create the vision to drive effective change.

Compassion

Individuals are often able to discern quite accurately whether a leader genuinely cares about their welfare or is simply acting in order to garner their assistance. The presence of true compassion for the individuals they are leading is one of the key characteristics of transformational leadership (Burns, 1978). Bass and Avolio (1990) used the term *individualized consideration* to describe this sense of compassion, while Sashkin and others (Sashkin, 1995; Sashkin & Rosenbach, 2001; Sashkin & Sashkin, 2003) used *caring* in the same context. The appeal of this characteristic is to the emotional side of the human make up, and Kouzes and Posner (Kouzes & Posner, 1987) explained this concept with the term *encouraging the heart*.

Related research on emotion in leadership has led to a concept referred to as emotional intelligence (EI), and it has noted (EI) as a necessary condition for effective leadership, particularly if the focus is transformational leadership (Gardner & Stough, 2002; Palmer, Walls, Burgess, & Stough, 2001). Some have even noted high EI to be a threshold capability for entry into consideration for leadership roles (Goleman, 2001). Not only did researchers find that there was a high correlation between transformational leadership behaviors and high EI in leaders perceived to be transformational, there was a corresponding negative correlation between transactional leadership behaviors and EI (Gardner & Stough, 2002). Leadership with a focus on the human component is described as the difference between emphasis on the *whats* of leadership (quantifiable outputs) and the *hows* (effective dealings with colleagues and staff) that are often associated with transformational leadership (Rosete & Ciarrochi, 2005).

Communication

This important component of transformational leadership is not simply about conveying information; rather, it is the ability to convey thoughts and ideas in a way that is fundamentally inspirational and motivational (Burns, 1978). This ability is often tied to the concept of *charisma*; one of the original concepts in the development of transformational leadership (Conger, Kanungo, & Menon, 2000; House, 1977; Shamir, House, & Arthur, 1993). Certainly charisma is more than communication skills, but it is frequently linked to the ability to frame ideas and concepts in a way that reaches people and inspires them to tie their identities to that of the larger organization (Crant & Bateman, 2000; Humphreys & Einstein, 2003; Shamir et al., 1993).

The focus on communication in the discussion of leadership is critical because of the importance of superior communication skills in the execution of all the other characteristics of transformational leadership. The style of communication was found to be critical in the motivation of individuals by leaders to follow a vision; specifically to be able to articulate the substance and value of the vision to those who were yet to be convinced (Jung & Avolio, 2000; Khoury, 2005; Kirkpatrick & Locke, 1996).

Several researchers utilized some variation of communication skills as a critical characteristic for a transformational leader; for instance Sashkin and others simply highlighted *communication* (Sashkin & Sashkin, 2003). Bass (1985) and Bass and Avolio (1990; 1993) utilized the term *inspirational motivation* for excellence in communication, while Bennis (1984; 1989) employed *management of meaning* as a term to describe the need for a transformational leader to shape shared meaning.

Summary

The full range of research on leadership has built upon the early ideas of leadership traits, to a focus on skills and behavior, followed by style. The question from the perspective on leadership development is the understanding of what can be taught and learned versus what is merely observed. As the study of leadership moved into analysis of different styles and their effectiveness in organizational leadership, researchers developed theories and frameworks such as the Managerial Grid (Blake & Mouton, 1967), Situational Leadership Theory (Hersey & Blanchard, 1969), Path-Goal (House, 1996), LMX (Graen, Dansereau, Minami, & Cashman, 1973). These frameworks have been a mainstay of leadership development programs for years; in some cases decades.

This study focuses on an organization in the midst of significant organizational change; a situation that fits the criteria for a leader with the characteristics described in the theory of transformational leadership (Burns, 1978; Sashkin, 1995). Organizations in the midst of such change often yearn for the clarity of vision, perceived strength of character, and the force of a great communicator that a transformational leader should bring to the situation (Crant & Bateman, 2000; Jung & Avolio, 2000). The critical question for an organization looking for transformational leaders among its developing leadership is whether a transformational leader is developed or uncovered (Lord & Hall, 2005), and by what processes might either of those goals be accomplished.

This study was informed heavily by an integrative view of leadership theory (Sashkin, 1995; Yukl, 1989) that draws primarily from transformational leadership

theory and its supporting concepts. In particular, the work of Bass (1985) that

highlighted the transactional and transformational aspects of leadership along a

continuum served as a model for my own interpretation of transformational leadership.

Likewise, the study was influenced heavily by the recognition of emotional intelligence

as an important concept viewed within the context of transformational leadership.

Recent research describing the *whats* and *hows* of leadership (Rosete & Ciarrochi, 2005)

and the impact of emotional intelligence on the effectiveness of transformational

leadership (Kupers & Weibler, 2006; Leban & Zulauf, 2004) helped to crystallize my

thinking in this area.

Organizational Culture and Operational Environment

The concept of organizational culture came into wide spread acceptance in the

late 1970s and early 1980s primarily through the work of two researchers, Edgar Schein

(1980; 1985) of MIT in the United States and Geert Hofstede (1980; 1984) from the

Institute for Intercultural Research in The Netherlands. Schein's approach originated

from the perspective of an organizational psychologist with a focus on leadership, and

Hofstede's perspective had its foundations in sociology. While the theories developed

by these two men seemed to align quite closely with one another as the models they

developed matured, both researchers pulled liberally from classical sociologists in

developing their theories. Using the foundations provided by these important researchers

in the field of organizational culture, several key concepts inform this current study.

The first guiding concept is that every organization no matter how large or small

has a culture that carries with it certain assumptions and beliefs about how the

organization operates and interacts with its environment. Numerous researchers

beginning with Schein (1980; 1985) and Hofstede (1980; 1984) highlighted that

relationship and provided its initial models. This is consistent with Parsonian views of

the organization as a system that responds in various ways to external stimuli (Parsons,

1956).

The second concept is very closely related and is informed by the idea that each

culture is itself made up of a number of subcultures (Van Maanen, 1992). While many of

the core beliefs and assumptions in these subcultures are consistent throughout the larger

organizational culture, there are differences based upon training, location, and type of

mission that differentiate many of the units within an organization as distinct

subcultures.

A third important concept is that leaders both affect and are affected by the

organizational culture, particularly in the formulation of strategy and management of

change. This is supported by a number of researchers (Hatch, 1997; Johnson, 2000;

Sharkey, 1999). Additionally, the fourth concept is that the culture will tend to reinforce

itself by the natural tendency of individuals to be drawn to an organization within which

they feel comfortable, and will leave that organization sooner if they do not share the

underlying values and beliefs (Kristof, 1996; Schneider, 1987).

Culture as Values and Beliefs

Viewed broadly, as a societal construct, culture can be described in sociological

terms as "…the collective programming of the human mind that distinguishes the

members of one human group from another. Culture in this sense is a system of

collectively held values" (Hofstede, 1980, p. 24). This is even more clearly evident within an organization that has a shared purpose as its reason for being, such as a commercial or non-profit organization. Several researchers have written many different definitions of organizational culture, but there are a number of common threads that weave their way through these different definitions: shared values, beliefs, and assumptions (Hofstede, 1980, 1984; Schein, 1985); outward facing symbols of shared beliefs (Hatch, 1997; Pettigrew, 1979); and rituals that confirm and reinforce the beliefs (Deal & Kennedy, 1982).

Organizational culture is made up of the shared values and beliefs that define organizational reality for members of the organization. By providing an underlying set of assumptions that explain the operational environment and illustrate the appropriate response to that environment, the organizational culture provides a degree of certainty in the face of ambiguity (Schein, 1985). Over time, the culture reinforces certain organizational responses to the environment in the form of behaviors that are deemed appropriate or not (Schein, 2001).

The outward signs and symbols of organizational culture referred to by Schein (1985) and Hatch (1997) can, and often do, take the form of organizational responses to the environment. Items such as slogans, banners, and ad campaigns combine with more subtle items such as executive parking spots, the use of offices or cubicles, or even different modes of dress for different levels in the organizational hierarchy to send messages that confirm or refute the perceptions of the organizational culture. Schein (2001) noted that when observing a given organizational culture, it is not unusual to

perceive a conflict between a set of espoused values--a desire for balance between work

life and home life for organizational members, for example--and the outward

manifestations or symbols of the actual cultural assumptions. In the case of work/life

balance, for instance, this might take the form of stating a desire for balance, yet

expecting a seven-day-a-week work ethic on the part of someone with promotional

career aspirations. In their work on organizational and individual effectiveness, Argyris

and Schon (1974) refer to this concept as espoused theory versus theory-in-use, and the

concept appears frequently in the study of organizational culture (Glisson & James,

2002).

The organization reinforces the culture through the use of rituals and stories that

affirm the culture and serve as lessons to new members of the organization. This can

take the form of organizational stories about extraordinary efforts of a member to

provide customer service or stories about the organizations founding and early members,

but all of the stories reinforce the values and assumptions underlying the culture (Deal &

Kennedy, 1982; Trice & Beyer, 1991). Likewise, the use of rituals can be something as

simple as an annual Christmas or Holiday party that includes spouses and children to

illustrate the idea of the organization as family to elaborate ceremonies that signify the

changing of management within the organization.

Organizational Subcultures

As organizations become larger, different groupings of members emerge that

may have more values and assumptions in common than those of the parent

organization. While most often reflecting the values, beliefs, and assumptions of the

parent organization, these subcultures (Van Maanen, 1985; Van Maanen & Barley, 1984) often emerge from a basis of shared interest or training. In a commercial organization for instance, there may be a subculture surrounding those in the technical and engineering ranks that has its own set of values and rituals when compared to those in the accounting and finance activity (Hatch, 1997; Schein, 1996b). Figure 2 illustrates the concept of organizational subcultures.

Figure 2: *Organizational Subcultures*

Main organization culture

Subculture 1

Subculture 2
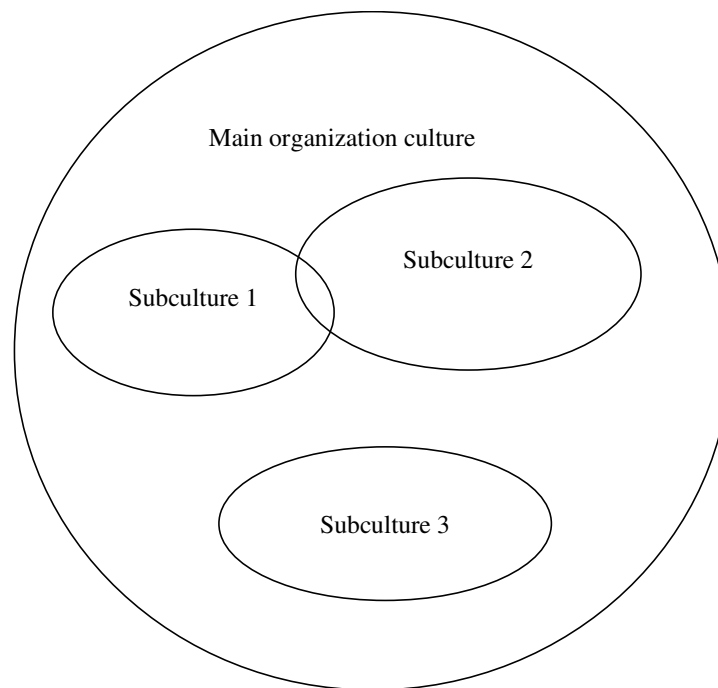
Subculture 3

The idea of organizational subcultures becomes particularly true when the size of the organization requires it to span multiple social, geographical, ethnic, or cultures (Van

Maanen, 1992), such a as a large multi-national corporation (Adkins & Caldwell, 2004;

Gregory, 1983; Kamoche, 2000; Perlow & Weeks, 2002). The researchers in this area

emphasize the need for sensitivity on the part of leadership and management to the

differences of the various subcultures while enhancing the common cultural beliefs. This

is especially true in a period of turbulence when management is attempting to bring

about significant change (Hatch, 1997).

Leaders and Culture

The role of leaders in establishing the climate and vision of the organizations

they lead is a critical concept in idea of transformational leadership (Bass & Avolio,

1993; Burns, 2003). In one of the seminal texts on organizational culture, leaders are

admonished that the creation, management, and development of culture is one of the

most critical roles of leadership (Schein, 1985). Likewise, understanding of the cultural

ramifications of strategic organizational change is critical to successful implementation

(Lorsch, 1986). It follows then, that organizational culture and implementation of change

are inseparable concepts for effective leaders.

A transformational leader is concerned about bringing about change in the

organization (Bass & Avolio, 1993). Researchers have established that strong

organizational cultures--assuming they value flexibility and adaptability--can enhance

the change process and make the change more effective, while a weak culture neither

aids nor blocks the change (Erdem & Satir, 2003; Lorsch, 1986). In many cases, the

ability of the organization to respond to change is directly related to its measurable

performance; a correlation that Kotter and Heskett (1992) highlighted in studying the

link between the intensity of the organizational culture and the organization's

performance.

Many other researchers and authors have noted positions consistent with Hatch's

(1997) perspective that leaders cannot effectively *manage* the culture as an objective

outsider since they are actually part of the culture instead of outside it. For example, in a

study of culture and strategy formation (Johnson, 2000), the author encouraged a

broadened view of the organizational context that included a sensitivity to a leader's role

in the culture rather than being distanced from it. "This is much more in line with the

concept of organizational culture as subjective, with managers as part of it, rather than

culture as objective and managers as somehow distanced from it and able to manipulate

it in a precise way" (Johnson, 2000, p. 421). This is confirmed by one researcher (Hatch,

1997) who notes that managers in this context are themselves part of the culture and,

therefore, are as likely to be managed by the culture as to be successful managing it. In

fact, Hatch offers that the idea of managing culture is a misnomer:

> But you need to give up thinking of culture as an entity and trying to understand
>
> what it *does*. Instead, think of culture as a context for meaning making and
>
> interpretation. Do not think of trying to manage culture. Other people's meanings
>
> and interpretations are highly unmanageable. Think instead about trying to
>
> culturally manage your organization, that is, manage your organization with
>
> cultural awareness of the multiplicity of meanings that will be made of you and
>
> your efforts. (Hatch, 1997, p. 235)

If, however, the leader attempts to manage and influence the culture, then leadership development is one of the important tools for accomplishing that goal. Keiper (2002) concluded that leadership had a direct linkage to the organizational culture, that the leadership development process was important in reinforcing that culture, and in some cases, changing the culture. Trice and Beyer (1991) reviewed the process of cultural change in organizations and the role of the leadership in that change. They suggested, consistent with others (Keiper, 2002; Sharkey, 1999) that the leadership development process needs a focus on organizational culture in order to be effective in bringing about organizational change. In fact, Trice and Beyer (1991) noted that training for managers in organizational culture is necessary to even *maintain* existing culture, let alone change it.

The culture creates a dynamic within the organization that is manifested as the fit between the individual and various characteristics of the organization and serves as a way to predict satisfaction, performance, and retention. This becomes an important factor in the identification, recruitment, and development of future leaders. As one of the noteworthy researchers in this field, Kristof developed a definition of Person-Organization fit (POF) used widely by others in the field; "…the compatibility between people and organizations that occurs when: (a) at least one entity provides what the other needs, or (b) they share similar fundamental characteristics, or (c) both" (Kristof, 1996, p. 4). Kristof's work served as a launching point for research in several other related fields, and in the context of Kristof's work Person-Organization fit and Person-Culture fit are essentially equivalent (1996).

Person-Organization fit (Judge & Cable, 1997; Kristof, 1996; Schneider, 1987) gained wide acceptance by focusing on four operational perspectives: (a) congruence between individual and organizational values is a foundational concept; (b) similar people are attracted to and selected by organizations whose goals are similar to their own or will enable them to attain their individual goals, or they will leave; (c) persons will be satisfied with work if his or her needs are fulfilled by the environment; and (d) POF is a match between the characteristics of individual personality and organizational climate.

One part of the four operational perspectives is the Attraction-Selection-Attrition concept first introduced by Schneider (1987). Schneider's predominant thesis is that the attributes of the people in the organization determine the behavior of the organization as opposed to factors such as the external environment, organization structure, or technology. In time, the organization will become more homogenous in the behavior and beliefs of its human component because similar people will be attracted and selected into the organization while those that are not aligned with the organization will leave. One significant point that can be drawn from this concept is that people who feel alignment with the culture will tend to stay in the organization and will be more likely to succeed because they align with the goals, beliefs, and assumptions of the organization.

Summary

The topic of organizational culture is a broad intersection of organizational theory (Hatch, 1997), sociology (Hofstede, 1998), and anthropology (Pettigrew, 1979) among other things. The researchers in this field have studied the organizational cultures from the perspective of organizational effectiveness (Deal & Kennedy, 1982), from a

hierarchical view (Schein, 1996b), and have often viewed organizational cultures as a collection of unique subcultures (Van Maanen, 1992). A critical area of research in this field has been the role of leadership in shaping or managing the culture (Hatch, 1997; Johnson, 2000), and the debate has centered on whether managing a culture is even possible. As more organizations focus on leadership development in the context of their own culture, the emphasis on leadership development, transformational leadership, and organizational culture as interdependent frameworks continues to gain acceptance (Keiper, 2002; Sharkey, 1999; Trice & Beyer, 1991). Leaders with an acute cultural sense recognize the role that cultural fit have on recruiting, retention, and performance (Kristof, 1996; Schneider, 1987)

All systems change in some way as they react to stimuli from the environment in which they operate. The researchers in this field seek to understand the ways that organizations interact to certain types of stimuli often found in a market-based organizational environment (Parsons, 1956; Rummler & Brache, 1995). This study is informed by the contention of researchers that the organization is a complex system that reacts to environmental changes that can come from the outside in terms of market changes, technology, or demographics; or the changes can come from internal components that include leadership, culture, and leadership development. All of these factors are interdependent inputs into the organizational system.

Leadership Development

While concepts addressed in this study include leadership and culture in a dynamic operational environment, this study is fundamentally concerned with the

development of future leaders. The training and preparation of the leadership for the next generation of the company, organization, tribe, or country has been an important part of the role of leaders for centuries. Researchers and practitioners of the leadership development process have become much more focused on the development process as the pace and amplitude of change has clarified the need for effective leadership development processes.

Within the area of leadership development, several concepts inform the formation and implementation of this study. The first, and most critical, is that leadership development is a process, not a program or class. The second concept focuses on self-selection as an important part of an effective leadership development process. The third foundational concept is that leadership is something that is learned, not taught. In other words, the adult learner participant in a leadership development process learns best through action learning and application of ideas rather than passive participation in a classroom situation.

Development as a Process

Leadership development has evolved significantly over the past several decades from an orientation toward single-event training, such as a seminar or workshop, to a curriculum covering several topics over a number of events and a longer span of time, to the recognition of effective development as an ongoing process (Fulmer, 2001). A variety of factors can affect the success of the leadership development activities, and the Center for Creative Leadership notes that "any leadership development process is embedded in a particular organizational context: the organization's business strategy, its

culture, and the various systems and processes within the organization" (McCauley et al., 1998). Most development approaches have focused on the acquisition of skills, hence the widespread use of Path Goal (House, 1996), Situational Leadership Theory (Hersey & Blanchard, 1982), and the Managerial Grid (Blake & Mouton, 1975) as development models. However, more recently, development efforts have reflected the popularity of transformational leadership as a highly effective leadership approach during turbulent times of organizational change (Locander, Hamilton, Ladik, & Stuart, 2002). Sashkin and Sashkin (2003) note the central theme of transformational leadership. "…followers can be transformed from subordinates who take and carry out orders into self-directed leaders. A central task of transformational leaders is the transformation of followers into leaders" (Sashkin & Sashkin, 2003, p. 143).

Selection and Growth of Participants

One concern often noted in research on developing leaders who are transformational is voiced by Bass and Avolio (1990). "Now, the question turns to whether transformational leadership can be trained, and in what manner?" (Bass & Avolio, 1990, p. 23). According to Bass (1985), most individuals need to have the opportunity and the maturity to exhibit more transformational leadership behaviors versus the tendency to function more as a transactional leader at lower levels in an organization and earlier in one's career. Personal insight is noted throughout leadership theory as a critical characteristic of transformational leaders (Bennis, 1984) and those individuals with high Emotional Intelligence (EI) (Goleman, 2001). This concept of

maturity is further developed and focused on personal reflection, growth, and insight as necessary steps in an effective process of leadership development (Avolio, 2005).

Researchers have noted the importance of self-selection on the part of potential leaders and candidates for leadership development efforts (Sturges, Guest, Conway, & Davey, 2002; Vardiman, Houghton, & Jinkerson, 2006). Unless the individuals in question envision themselves in leadership roles and opt to accept the responsibilities and roles that lead to personal development, the effectiveness of any development effort is questionable. This position is consistent with that of several others in the field that link effective development with personal insight and maturity (Avolio, 2005; Avolio, Zhu, Koh, & Bhatia, 2004; Bass, Jung, Avolio, & Berson, 2003).

Several researchers have noted the movement toward more action learning and participative experiences with students taking responsibility for their own learning across several events in different locations and over a much longer period of time (Fulmer, 2001). One study conducted in the National Health Service in Great Britain confirmed the proposition that action learning of self-motivated participants over many meetings rather than a few events was more effective than previous efforts that focused less on the self awareness of the participants (Boaden, 2006). Another recent study confirmed that the value of long term, self-directed processes for development effectiveness with "a focus on openness, learning and self awareness may also be significant" (Hay & Hodgkinson, 2006, p. 155).

Participants as Learners

If one accepts that commercial organizations are made up of adults, then the learning that occurs in the development of leaders is then, by definition, adult learning. In their description of Malcolm Knowles' *Theory of Andragogy* in adult learning, Merriam and Caffarella (1999) highlight five different assumptions behind andragogy: adults are self-directed in their learning; adult learning is made more effective by the reservoir of experience possessed by each person; readiness to learn is directly related to the developmental tasks of a person's social role; an adult's learning focus tends to be problem centered and enhanced by the immediacy of application of the new knowledge; and finally, adults are motivated more by internal factors than external. Other researchers in the field of leadership and leadership development have noted that effective leadership development must include a component of learning in the workplace (Brown & Posner, 2001; Kesner, Burnett, Morrison, Tichy, & Ownes, 2003; Noe, 2002). In fact, Kesner et al. (2003) take the concept one step further by stating unequivocally that leaders must not only provide for leadership training in the workplace, but must conduct the most critical aspects of that training themselves, particularly those aspects related to vision and strategy. This view is echoed by other studies recognizing the need for top leadership participation in mentoring, informal learning, networking, and formal workplace training (Forret & Dougherty, 2004; Mulec, 2006).

Multiple researchers have noted that effective leadership development requires a combination of skills training in the early phases of development with longer-view, ongoing action learning (Kamoche, 2000; Kesner et al., 2003) later in the development

of a leader. In an explanation of their leadership development model, Locander et al.

(2002) described the process for effective leadership development as a three-step effort

beginning with senior leaders, then middle level leaders, and ending with first line

leaders. This is contrary to the development process most often followed by

organizations that tend to concentrate initially and most heavily on first line leaders

(Locander et al., 2002). Kaplan and Norton specifically note the need for "a *leadership*

competency model for each of its leadership positions" across all levels of the

organizations, beginning at the CEO (Kaplan & Norton, 2004, p. 61). Another model

(Marta, Leritz, & Mumford, 2005) illustrates the need to provide a combination of skills-

based and behavioral learning experiences that vary based upon the different stages of

leadership development the individual passes through in their development as a leader.

Lord and Hall (2005) summarized the important series of topics that must be

covered for effective leadership development within the context of organizational

culture:

> Thus at all stages of development, the acquisition and improvement of leadership
>
> skills will be influenced by individual differences in cognitive capacities,
>
> personality and temperament, ability to emotionally regulate, identities, and
>
> values that derive from both the cultural context and personal experience. (Lord
>
> & Hall, 2005, p. 611)

These researchers developed a matrix of skill domains across three levels of leadership

skills: novice, intermediate, and expert. The skills are grouped across six domains: task,

emotional, social, identity level, meta-monitoring, and value orientation. Lord and Hall

note the increase of maturity, self-awareness, and willingness to address problems and issues outside of one's immediate sphere of influence as indications of movement through the three levels of leadership skills. As the individual moves into the expert level, the leader not only recognizes the influence of contextual issues such as organizational culture and the operating environment, but accepts the responsibility to act in ways that affect change in those issues. The significant shift in leader maturity is from reactive responses to the culture and environment to proactive efforts to change and shape key characteristics of the organizational culture and environment (Lord & Hall, 2005). Several other researchers confirm this focus on participants as mature, adult learners that must be involved in the development process in an environment of self learning and discovery over a long term in order to affect change in organizational culture (Kamoche, 2000; Schraeder, Tears, & Jordan, 2005; Sharkey, 1999). The most successful processes include executive leadership not only in the approval and planning but directly in the teaching and mentoring roles as well (Marett, 1999).

Summary

There is a strong consistency in the recent research on leadership development that focuses heavily on participant self-awareness, maturity and communication (Fulmer, 1997; Locander et al., 2002; Lord & Hall, 2005); particularly when the organizational leadership is seeking to develop transformational leaders. When using the transformational leadership model as a framework for development, research is showing that the transactional management and leadership skills are critical components at the earlier stages of leadership development (Avolio, 2005). Consequently, emphasis on the

more transformational aspects of the framework is critical as the participant matures and moves into more responsible organizational leadership roles (Bass, 1985). This study is informed by the widely accepted framework of matching the leadership development curricula to the maturity and responsibility of the participants in the activity (Lord & Hall, 2005). The development of future leaders is an ongoing and long term organizational imperative with explicit executive leadership support as opposed to a series of training events and seminars. In this model leadership development is an organizational strategy rather than a program.

CHAPTER III

METHODOLOGY

During this study I investigated the influence of both organizational culture and operational environment on leadership development processes within a commercial organization in the midst of significant organizational upheaval. In order to establish a cultural context and an environmental context for the organization's leadership development process, I gathered quantitative data through public records and a survey instrument. Additionally, I gathered qualitative data through a process of naturalistic inquiry, review of documents and records, and interviews. The focused interviews allowed several of the participants in organizational leadership development processes to share their experiences in a manner that allowed for narrative analysis.

Choice of Methodology

Researchers have studied the culture of organizations and leadership intently for several years using a variety of methodologies (Conger, 1998; Creswell & Miller, 1997; Flyvbjerg, 2006; Hofstede, 1980; Schein, 1985; van den Berg & Wilderom, 2004; Van Maanen & Barley, 1984). The top researchers in the fields of organizational culture and leadership are strong proponents of using both quantitative and qualitative approaches. Schein described his approach to this issue:

> It is comforting for the social psychologist trained in questionnaire or laboratory methods to spend time with colleagues who have the same training, but it might be more productive for that psychologist to go into the field with an ethnographer or become a participant observer in a real organization. (Schein, 1996a)

In a like fashion, Tsoukas and Hatch (2001) make a case for studying the complexity of organizations--culture, economic cycle, market forces, and technology--through the use of narrative analysis:

> Organizational complexity, in our view, is well served by a narrative approach precisely because of its relationship to motives. Both being 'linguistic products' in Burke's terms, they have an affinity that we might profit by recognizing. To give just one example, in considering the five features of complex systems presented earlier, acknowledgement of the narrator describing systems in these terms makes us aware of the discourse (i.e. the discourse of complexity theory) that the narrator invokes, and of the positioning of the narrator within that discourse, which gives us our appreciation of his or her motives, in other words, a way to frame the narrator that produces a motivation-rich sense of understanding. (Tsoukas & Hatch, 2001, p. 1003-1004)

In his review of research methodologies, Creswell (2003) described a variety of methodologies and their application to various types of research. While defining a mixed methods approach, he noted that it makes knowledge claims of a more pragmatic nature, and assumes that the best understanding of the research problem comes from the collection of diverse types of data:

> It employs strategies of inquiry that involve collecting data either simultaneously or sequentially to best understand research problems. The data collection also involves gathering both numeric information (e.g., on instruments) as well as text

information (e.g., on interviews) so that the final database represents both quantitative and qualitative information. (Creswell, 2003, pp. 18-20)

Finally, one of the leading researchers in leadership and leadership development, Jay Conger, notes the importance of qualitative methods in leadership studies. "In reality, qualitative research must play an important role no matter what stage we are in the investigation of leadership topics. The main reason is the extreme and enduring complexity of the leadership phenomenon itself" (Conger, 1998, p. 108). Additionally, Conger identifies his reasoning for introducing qualitative research into leadership studies:

…This complexity is a byproduct of several important characteristics of leadership. Specifically, leadership involves multiple levels of phenomena, possesses a dynamic character, and has a symbolic component. Quantitative methods, by themselves, are insufficient to investigate thoroughly phenomena with such characteristics." (Conger, 1998, p. 109)

These examples make strong cases for using interviews to gather qualitative data and narrative analysis as the primary analytical tool for understanding the impact of culture and environment on leadership development within a mixed method study that combines qualitative methodology, originally with a phenomenological focus, and quantitative methodology, involving data gathered through an assessment instrument.

According to Schwandt, phenomenology is defined in its use in current qualitative inquiry by noting that "it aims to identify and describe the subjective experiences of respondents. It is a matter of studying everyday experience from the point

of view of the subject" (Schwandt, 2001, p. 192). It is this idea--that the research must take into account, in depth, the individual point of view of each of the participants in the study--that differentiates this methodology from other qualitative forms of research such as ethnography (Chambers, 2000), grounded theory (Charmaz, 2000), and case studies (Creswell & Miller, 1997). In this study, phenomenology was the initial qualitative approach, but the constraints of the organization that was the subject of the study limited the depth of this aspect of the study. This lack of depth by individual participants was addressed by interviewing more subjects.

A mixed method approach to this research also included a quantitative study of the organizational culture using a survey instrument (Cameron & Quinn, 1999) to establish the cultural context of the organization. This context serves as a backdrop for the individual interviews that comprise the data for the qualitative portion of the study. By combining the quantitative data gathered through the survey with the qualitative approach through the interviews, I hoped to gain better insight to the problem than could be gained through either approach alone (Conger, 1998; Creswell, 2003).

Research Design

The decision to utilize a mixed method approach requires that the design of the research include a process for gathering quantitative data that provides a context of the organizational culture. Therefore, I selected a survey instrument designed to gather perceptions held by members of an organization about the culture of that organization. Additionally, the qualitative component of the mixed method approach was conducted through interviews of several individuals at different stages of the leadership

development process along with study of supporting corporate documents and correspondence. This mixed method design provided me with insights that neither approach could provide separately.

Population

The search for an appropriate population for this study began with commercial organizations in North America. Through personal contacts and networks, I approached a number of recognized commercial organizations with leadership development activities, and during this process I established a dialog with executive level leadership of a large, well known, commercial and manufacturing organization--hereafter referred to as the *Wolf Corporation*--in the midst of a very public effort to change strategic direction and improve performance. Wolf has locations all over the world, and major manufacturing sites in at least four different countries outside North America. This study focuses specifically on the *North American Manufacturing Division (NAMD)*, an organization with at least eight major manufacturing sites across North America, and approximately 500 individuals in its professional, supervisory, and management ranks.

The NAMD organization provides the context for the study of leadership development in a time of significant organizational change; a situation that accelerated quickly from challenge to crisis during the time of the study. The products of Wolf are technology-based and are sold to both businesses and consumers. Since the products themselves can be considered commodities, Wolf historically differentiated itself in the marketplace by providing extremely fast, custom fabrication of its products. This operational differentiation was manifested through the efforts of the people in the

NAMD, and they were justifiably proud of the role that NAMD had played in the success of Wolf. Unfortunately, over the past several years customer tastes and needs shifted along with the operational performance of Wolf's competition, and the work of NAMD that had been a key differentiator in the marketplace in the past was no longer extraordinary. During the study, the executive leadership was urgently and publicly reviewing changes to Wolf's strategy, products, and its fundamental operational philosophy.

By working closely with the leadership of Wolf and NAMD, I identified the population of the company from which the current and future leadership is drawn. This group of employees was asked--along with all of the professional, supervisory and managerial employees of the organization--to complete a cultural assessment instrument (Cameron & Quinn, 1999) in order to gain insight into the employees' perceptions of the organizational culture.

Survey Participants

In order to establish an aggregate perception of the organizational culture, the Organization Development team from NAMD provided email access to all of the personnel at the supervisory and professional level and above, totaling just over 500 people. This group included all manufacturing supervisors, managers, directors and executives as well as staff professionals from materials management, engineering, logistics and other NAMD-specific support activities.

Using a statistical approach from survey research methods (Babbie, 1973; Toh & Hu, 1991) to establish the necessary number of samples, I determined that 171 samples

would result in a 95% confidence level that the sample population accurately placed the predominate culture type in the same descriptive quadrant as a survey of the entire population of 505 individuals. Using this same analysis, 121 responses result in a 90% confidence level, a level that is acceptable for the use of this data as descriptive statistics only. I sought and received permission from the leadership of Wolf to send the survey to all 505 members of the target population. These individuals were contacted through an email from NAMD that included the information sheet for the study along with a link to the web-based survey instrument, the Organizational Culture Assessment Instrument (Cameron & Quinn, 1999). Of the 505 individuals who received the invitation to participate, 124 completed the entire survey by answering all of the questions; a response rate of 24.6%. With 124 respondents, we can say with greater than 90% confidence that the results accurately reflect the actual dominant culture quadrant in the survey analysis.

Since all members of the target population were invited to participate in the survey, there should be no initial selection bias present in the results. However, since participation in the survey was voluntary, the possibility of some response bias exists due to self selection on the part of participants and non-participants. I attempted to alleviate this potential response bias by communicating to the entire population two additional times after the initial invitation with reminder notes that the survey was still available and with an additional invitation to participate. The OD staff shared with me that members of this particular population are the recipients of numerous invitations to participate in surveys from inside and outside the company. Consequently, this group as

a general rule is considered by the OD staff to be "surveyed out" and there is a

widespread recognition that response rates for this group are expected to be low. In fact,

the OD staff shared with me that the 24.6% response rate achieved on this survey was

higher than they would normally expect for a voluntary survey with no negative

consequences for nonparticipation.

Table 1 shows the self-reported demographic breakdown on the participants who

completed the survey. The data in Table 1 was reviewed by the human resources group

within NAMD, and they validated that these results were roughly representative of the

demographics of the 505 individuals invited to participate, but they were not willing to

share specific company demographic information because they consider it to be critical

and company-sensitive information. Consequently I am unable to establish any data for

nonresponse bias due to the lack of population demographics. Based on this data and the

feedback from human resources, there is a reasonable confidence that the survey results

reflect the perceptions of the supervisory and professional staff of the NAMD.

Table 1: *Demographic Breakdown of Survey Participants*

Demographic Category	Proportion of completed surveys
Gender	
Male	74.6 %
Female	25.4 %
Years of professional experience	
1 to 3 years	4.8 %
3 to 5 years	2.4 %
5 to 10 years	19.0 %
More than 10 years	73.8 %
Ethnic Background	
Hispanic	8.7 %
Asian	2.4 %
African American	11.9 %
Middle Eastern	0.0 %
Caucasian	73.8 %
Other	3.2 %
Educational Background	
Engineering	26.2 %
Other Technical	13.5 %
Business	35.7 %
Other	24.6 %

Within NAMD, the *Engineering* and *Other Technical* demographic subgroups are normally associated with the engineering staff function and the materials management activities. The *Business* and *Other* subgroups are normally associated with manufacturing floor activities including direct labor supervision.

Interview Participants

I asked the leadership of the NAMD at Wolf to identify individuals who had previously participated, or are currently participating, in the leadership development processes (Erlandson et al., 1993). This purposive sampling of the leadership

development population resulted in a list of individuals who were invited to participate in interviews to share their perceptions and experiences of the development process. The OD group of NAMD provided a list of potential participants to contact. The criteria provided to the OD group for selection of the participant pool included the need for three groups of participants based upon their level of leadership experience: novice, intermediate, and expert (Lord & Hall, 2005). The novice group was defined as having up to three years of leadership experience. The intermediate group was defined as having more than three and up to seven years of leadership experience, and the expert group was defined as having over seven years of leadership experience. Additional criteria for the participant pool included: that ideally each group have 10 people in it; that the group approximately represent the demographic breakdown of the overall population of people on the supervisory and professional staff; that it represent the geographical diversity of the NAMD staff; and that it come from the pool of people considered for higher level leadership positions. These criteria were used by the OD team to provide an initial list of 13 novices, 10 intermediates, and 10 experts.

An individual letter of introduction from the OD group of NAMD was sent to each person on the list of potential participants. The letter, Appendix A, described the study, the voluntary nature of participation, and introduced the investigator. Shortly after the letter of introduction was sent, the potential participants all received a personal invitation, shown in Appendix B, with more specific information about the study and a specific request for a meeting at a time of their choosing. This invitation was sent individually to each of the potential participants, and a follow up message was sent if no

response was received within a week. After a maximum of three attempts to contact the

individuals and arrange meeting times, the response was 3 of 13 for the novice group, 9

of 10 for the intermediate group, and 8 of 10 for the expert group.

In order to ensure that the study had sufficient representation for validity in the

novice group, a conference was held with the leadership of the OD group to address the

issue. The OD group provided a list of 14 additional names that met the original criteria

of the study for novices. The only difference in the second list was a stronger

representation in the engineering and support staff compared to the original list that had

stronger representation in the manufacturing supervisory staff. After these additional 14

individuals were approached, the number of novice participants in the study totaled 15,

and the total across all three levels of leadership experience was 32. Table 2 lists the

participants--using their pseudonyms--in the leadership development interviews.

Later in the process--as the interviews were underway--it became clear that in

some cases the criteria used by the OD team used Wolf leadership experience rather than

overall leadership and managerial experience in their compilation of the potential

participant list. To address this difference, if there were themes that emerged by

experience groupings, then I reviewed to verify whether similar themes were expressed

by individuals with greater experience outside of Wolf that might affect their

perceptions.

Because of the concern for confidentiality and the desire and responsibility to

protect the identity of the participants, all of the participants have been given

pseudonyms. Due to the demographic breakdown of the 32 interviewees, it would be

possible to trace individual comments back to the individual based a simple combination

of a gender-specific name at the expert level in location X, even though the name would

be a pseudonym. This issue was stated as a major concern by a number of female

participants and non-white participants, particularly those in locations other than the

headquarters city. Consequently, demographic data is only presented in summary form,

and individual pseudonyms do not have demographic identities attached to them that

could allow for comments to be traced to the individual. Table 3 contains the summary

of demographic data.

Table 2: *Leadership Development Interview Participants*

	Name	Age	Education	Gender	Leadership category	Tenure at Wolf
1	Aaron	39-44	Graduate, Business	Male	Expert	8-12 years
2	Bernie	33-38	Graduate, Business	Male	Expert	8-12 years
3	Charles	39-44	College, Technical	Male	Expert	8-12 years
4	Dylan	45-52	Graduate, Business	Male	Expert	4-7 years
5	Earl	45-52	Graduate, Business	Male	Expert	13+ years
6	Finn	33-38	Graduate, Business	Male	Expert	8-12 years
7	Yancy	33-38	Graduate, Business	Female	Expert	8-12 years
8	Zale	52+	College, Business	Female	Expert	8-12 years
9	Pat	33-38	College, Technical	Female	Intermediate	4-7 years
10	Quincy	33-38	Graduate, Business	Male	Intermediate	0-3 years
11	Randy	33-38	Some College	Female	Intermediate	13+ years
12	Sam	39-44	College, other	Male	Intermediate	8-12 years
13	Terrence	33-38	Some College	Male	Intermediate	8-12 years
14	Upton	45-52	Military Training Only	Male	Intermediate	8-12 years
15	Vic	39-44	College, Business	Male	Intermediate	4-7 years
16	Whitney	39-44	College, Technical	Male	Intermediate	8-12 years
17	Xavier	33-38	College, other	Male	Intermediate	8-12 years
18	Avery	33-38	High School Only	Female	Novice	0-3 years

Table 2: *continued*

	Name	Age	Education	Gender	Leadership category	Tenure at Wolf
19	Ben	25-32	Some College	Male	Novice	8-12 years
20	Cameron	39-44	Some College	Female	Novice	4-7 years
21	Diane	25-32	College, Technical	Female	Novice	0-3 years
22	Ed	25-32	College, Technical	Male	Novice	0-3 years
23	Frank	39-44	College, Technical	Male	Novice	0-3 years
24	Geri	25-32	Graduate, Other	Female	Novice	4-7 years
25	Hal	39-44	College, Technical	Male	Novice	0-3 years
26	Irvin	25-32	Graduate, Other	Male	Novice	0-3 years
27	Jim	39-44	Graduate, Other	Male	Novice	0-3 years
28	Karl	25-32	College, Technical	Male	Novice	8-12 years
29	Laura	25-32	Graduate, Business	Female	Novice	0-3 years
30	Mary	25-32	Graduate, Business	Female	Novice	0-3 years
31	Nat	33-38	Graduate, Business	Male	Novice	0-3 years
32	Oscar	25-32	Graduate, Business	Male	Novice	0-3 years

Table 3: *Demographic Data for Interview Participants*

Location (Operations)	Participants
Main--Southwest (7)	21
Remote--Midwest, Midsouth, Southeast (3)	11
Experience level	
Novice	15
Intermediate	9
Expert	8
Gender	
Male	22
Female	10
Ethnicity	
White	24
African American	2
Asian	2
Hispanic	4

Data Collection

Data were collected through five different processes: (1) review of public financial and performance data, (2) review of internal documents detailing philosophies and strategies for leadership development, (3) one-on-one interviews with members of the OD staff, (4) an organizational culture survey, and (5) one-on-one interviews with individuals who have participated in the organization's leadership development process. These five steps each contributed a specific data set to help answer the research questions.

Review of the public financial and performance data provided a clear back drop of quantitative data that illustrates the turbulent nature of Wolf's environment. Review of the internal documentation was intended to reveal the context and organizational assumptions within which the creation of the leadership development process took place. The internal documents on culture and leadership development along with the results of the organizational culture survey and interviews with the NAMD OD staff provided organizational context for the individual interviews. Finally, the largest amount of data came from the one-on-one interviews with the participants in the leadership development process.

Review of Public Financial and Performance Data

Since Wolf Corporation is a large, publicly traded company, I was able to access historical financial data from Wolf's documents filed with the Securities and Exchange Commission including annual reports, quarterly 10-K filings, and public announcements.

Additionally, I was able to access third party documents such as analyst reports for further information about the company.

Review of Internal Documents

I worked closely with the OD staff of NAMD to gain access to internal documents for review. I reviewed these documents with the hope that they could provide context on the leadership development process and the perception of the Wolf executive leadership concerning the importance of leadership development and organizational culture.

I was given a great deal of access to documents that I could read and take notes, but only a limited number were released to me so that I was allowed to make and keep copies. These documents included vision statements from the CEO and Founder of the company, documents used in the classroom during training sessions, presentations that summarized the early growth and establishment of the corporate leadership development process, and training documents from the parallel leadership development activities of other Wolf divisions outside of NAMD.

Interviews with Organization Development Staff

I performed multiple interviews with three different professionals from the OD staff of NAMD. In these particular interviews the discussions were focused on background and context regarding the creation and implementation of the leadership development process within Wolf in general and NAMD in particular. This group of professionals served as my liaisons into the NAMD organization and provided me with access to interview participants, intervened with executives for permission to perform

research, supplied me with internal documents to review as background and context, and discussed the role of the OD staff in administering the leadership development process.

The interview sessions with the OD staff were focused on the leadership development process at Wolf, generally, and within NAMD, specifically. The interview with each of the three OD professionals began with a discussion about their specific role in the development process. Each interview contained questions regarding the Wolf leadership development philosophy, the thought process behind the creation of the various development programs within NAMD, the fit between Wolf development philosophy and NAMD implementation, and discussions concerning their critique of the programs to date. In all, a total of six meetings of various lengths were held with these three individuals.

The interviews with the OD staff did not follow a similar interview protocol as the leadership development participants, since the members of the OD staff were discussing the leadership development process, not their own perceptions and participation in it. Consequently, the interview protocol was very data and information based with several references to internal documents, policies, and strategies. During the time period of the research and data collection, the leader of the OD staff, Dan, was promoted to a corporate level position and one of the staff professionals, Jessica, was named the leader of this group. I also interviewed a member of the staff, Jo, who rotated out of the group to a comparable role in another division during the data collection period.

Organizational Culture Survey Instrumentation and Validity

I assessed the culture of NAMD by using the Organizational Culture Assessment Instrument (Cameron & Quinn, 1999). This instrument allows for data to be collected that provides indications of organizational effectiveness along two dimensions. The first dimension "differentiates effectiveness criteria that emphasize flexibility, discretion, and dynamism from criteria that emphasize stability, order, and control" (Cameron & Quinn, 1999, p. 30). "The second dimension differentiates effectiveness criteria that emphasize an internal orientation, integration, and unity from criteria that emphasize an external orientation, differentiation, and rivalry" (Cameron & Quinn, 1999, p. 31). The result of analysis across these two dimensions is a description of organization culture as one of four different culture types: hierarchy, clan, market and adhocracy. These culture types are unique in that they represent competing values as represented by the two dimensions of criteria. As such, this instrument has been validated across a number of studies for the extent to which it allows for accurate description of dominant cultures within an organization and does so consistently. The authors detailed three different studies that validated the capability of the instrument to consistently measure dominant culture within the four different quadrants outlined in the instrument (Cameron & Quinn, 1999) described in Table 4.

Table 4: *The Organizational Culture Profile*

Flexibility and Individuality		

| *Internal Focus* | **The Clan Culture** A very friendly place to work where people share a lot of themselves. It is like an extended family. The leaders, or the heads of the organization, are considered to be mentors and perhaps even parent figures. The organization is held together by loyalty or tradition. Commitment is high. The organization emphasizes the long-term benefit of human resources development and attaches great importance to cohesion and morale. Success is defined in terms of sensitivity to customers and concern for people. The organization places a premium on team work, participation, and consensus. | **The Adhocracy Culture** A dynamic, entrepreneurial, and creative place to work. People stick their necks out and take risks. The leaders are considered innovators and risk takers. The glue that holds the organization together is commitment to experimentation and innovation. The emphasis is on being on the leading edge. The organization's long-term emphasis is on growth and acquiring new resources. Success means gaining unique and new products or services. Being a product or service leader is important. The organization encourages individual initiative and freedom | *External Focus* |
| | **The Hierarchy Culture** A very formalized and structured place to work. Procedures govern what people do. The leaders pride themselves on being good coordinators and organizers who are efficiency-minded. Maintaining a smooth-running organization is most critical. Formal rules and policies hold the organization together. The long-term concern is on stability and performance with efficient, smooth operations. Success is defined in terms of dependable delivery, smooth scheduling, and low cost. The management of employees is concerned with secure employment and predictability. | **The Market Culture** A results-oriented organization whose major concern is with getting the job done. People are competitive and goal-oriented. The leaders are hard drivers, producers, and competitors. They are tough and demanding. The glue that holds the organization together is an emphasis on winning. Reputation and success are common concerns. The long-term focus is on competitive actions and achievement of measurable goals and targets. Success is defined in terms of market share and penetration. Competitive pricing and market leadership are important. The organizational style is hard-driving competitiveness. | |

Stability and Control		

	(Cameron & Quinn, 1999)

Three studies have specifically established the reliability of the Cameron and

Quinn instrument to consistently measure the four different culture types used to

describe organizational culture. Quinn and Spreitzer performed a study (1991) that used the OCAI to evaluate an organization by surveying 796 people in a variety of management levels from 86 different public utilities. In this study, Cronbach alpha coefficients were generated for the results of the study and were found to be .74 for clan culture, .79 for the adhocracy culture, .73 for the hierarchy culture, and .71 for the market culture. Similarly, other studies were performed by Yeung, Brockbank, and Ulrich (1991) and Zammuto and Krakower (1991). In both of these studies, reliability coefficients in the form of Cronbach alpha figures ranged from .67 to .83; figures that support confidence in the reliability of the instrument to measure organizational culture using the four culture types.

The Cronbach alpha coefficients were calculated for the current study and found to align closely with the studies referenced above. For this current study, the Cronbach alpha coefficients were calculated to be: .86 for the clan culture, .77 for the adhocracy culture, .88 for the market culture, and .76 for the hierarchy culture. These figures support the confidence that the OCAI instrument used in this current study has reliably measured the organizational culture.

Cameron and Freeman (1991) performed a study on 334 institutions of higher education in order to evaluate their organizational cultures with survey participation of over 3400 individuals. The most compelling evidence of the instrument's validity was the follow-up analysis on the alignment of different strategies and values. For example, the researchers found a correlation between each culture type and certain organizational traits. "Institutions that had an adhocracy-type culture were most effective in domains of

performance relating to adaptation, system openness, innovation, and cutting-edge knowledge--all attributes consistent with adhocracy values" (Cameron & Quinn, 1999, p. 141). Similar findings were noted for each of the culture types. An additional study by Zammuto and Krakower (1991) provided further evidence of the ability of the OCAI to accurately describe organizational culture using the four culture types.

Interviews with Leadership Development Participants

I conducted interviews with 32 individuals currently involved as participants in the leadership development process. The interviews were originally intended to be conducted using the Seidman protocol (Seidman, 2006). In this approach to interviewing, the interviewer and interviewee participate together in a series of three 90 minute interviews that take place over a span of 6 to 18 days. There is a specific structure and focus to the three interviews; each designed to address a different topic. This protocol is consistent with other approaches to qualitative research interview structures (Labov, 2006; Mishler, 1986; Riessman, 1993), but puts a greater emphasis on the three interview structure.

All of the participants in the study were approached with the expectation that the time commitment would be three interview sessions of 60 to 90 minutes each. The interviews themselves were conducted following the rough outline in Appendix C, but the participants were allowed great leeway in spending as much time as they chose to explore the issues of growing up, significant events in their development, education, and early work experiences, among other things. While the Seidman protocol (Seidman, 2006) calls for three distinct sessions, I found that the vast majority of the interviewees

were comfortable that they had completely and thoroughly covered their formative years, personal history, and education in 20 to 30 minutes. For those that were comfortable going longer, I gave the participant free rein to explore issues for up to 90 minutes per session. Ultimately, however, only two participants had three full sessions, and by the end of the third session in both cases the participants were visibly concerned that the total amount of time invested by them in the process was exceeding their expectations and their patience. The bulk of the participants covered the topics of culture, leadership, and development to their satisfaction in two sessions of 60 to 90 minutes each. In two cases--one novice and one expert--the initial interview took place, but there were no further sessions conducted. It is unclear whether the inability to schedule follow up sessions was due primarily to scheduling conflicts or lack of interest, but both participants appeared to share fully in the initial interview without reservation. This issue of time--its short supply and the need to use it wisely and productively--permeated all of the interviews and seemed to stand in the way of thoughtful reflection. Several interviews had interruptions from phone calls or pages, even though no interview was cut short due to any business crisis. However, many of the interviewees compared working at NAMD to "drinking from a firehose" and the often times explicit implication was that their participation in this research was not a good investment of their time.

Since NAMD is a 24 hour a day, seven day per week, multi-site manufacturing operation, scheduling and conducting interviews during work hours presented some challenges. The initial invitation to the participants stated explicitly that I would make

myself available to conduct the interviews at any time or place that was convenient to them, assuming that it was appropriate and the interview could be conducted confidentially. The individuals in the study represented 10 unique sites in five different cities and four states, and many of the interviews were conducted in the evenings, on weekends, and very early in the morning. While most of the interviews were conducted face-to-face in NAMD facilities, there were some individuals in the more distant locations that agreed to telephone interviews and others who chose to conduct the interviews at local coffee shops or similar locations. I was able to accommodate virtually every request for time and location as long as it met with reasonable standards of decorum, confidentiality, and was quiet enough to allow for recording. Additionally, I was able to adjust my availability and coordinate with their travel schedules in such a way to conduct face-to-face interviews with a number of participants who worked at NAMD locations great distances from the primary study site.

Each initial interview began with a discussion of the common set of logistical items: review of the study, agreement on their participation, understanding of their rights, review of mutual expectations, and a timeline for the study. Each participant was given a consent sheet that included an agreement to have the interview audio recorded. All but one participant agreed to be recorded, and that individual participated in two interviews during which I took extensive notes that I used to develop a transcript. In this part of the initial interviews, I addressed confidentiality explicitly and in detail. This topic was a great concern for almost all the participants, and many stated openly that they felt they were taking a great career risk by speaking with me candidly about these

issues. Several interviewees asked for specific details about how the recordings would be handled, who would hear them, and whether anything they said could be traced back to them individually.

As the interviewing process progressed, I developed a pattern of questioning that proved more effective at eliciting more pointed and specific answers to questions of culture and leadership. While still following the general chronological format of growing up, life before Wolf, life at Wolf, and career aspirations at Wolf, the thoughtfulness of the answers seemed to become much deeper and meaningful when I asked for clear comparisons to their own ideal. The format developed into a pattern of culture descriptions for previous employers and Wolf followed by a clear description of the participant's ideal culture. Once the ideal culture had been described, each participant was asked to assign a relative value to each of the organizational cultures, including Wolf, on a 1 to 10 scale with their personal ideal as a 10. Although assigning values was often painful and frustrating for many of the interviewees, it required them to think in specifics about the reasons for the values. Finally, they were asked to explain the gap between the current Wolf culture and their ideal, and this often resulted in some of the richest discussions of the entire study. This process was repeated for leadership and specifically, for the participants' evaluation of their own leadership when compared to the ideal they had just described. This discussion often opened the door to substantive discussions about development and recommendations for improvements in the development process.

In order to ensure quality and validity of the findings of the interviews, the results were triangulated by comparing the responses from individuals at the same experiential level (e.g., novice, intermediate, or expert). Likewise, each respondent was given the opportunity to hear a summary of the data recorded by the researcher and to reviewing the contents of the interview pertaining to them, but none of the participants requested to see the transcripts of their interview.

Researcher Experiential Bias

I am very familiar with the Wolf company and have several friends and acquaintances who have been employees at Wolf and NAMD over the past 10 years, although I have never been an employee there myself. It is this knowledge of the organization and my contacts within the organization that allowed me to have the access to internal documents and unfettered access to key people in the development process. I did, however, come into the investigation with some preconceived notions of what I might find; some were confirmed and others completely destroyed.

My career history includes executive level positions in manufacturing operations and general management at companies that have several cultural similarities with Wolf, if not similar products. Consequently, I found myself relating more directly and more sympathetically to the interview participants in the expert group than the others. While I found that I enjoyed the conversations with the expert participants more than I did many of the others, I became keenly aware of the difference while transcribing the interviews and coding the narratives. Conversely, I have two adult children, one of whom is near the age of some of the novice participants in this study. I became aware of differences in

how I was approaching the interviews very early in the process, and took great pains to be as consistent in my questioning and demeanor with each of the participants as I could. During the transcribing and coding phase of the analysis, I noticed that my attitude to some of the responses was potentially colored by the difference in our ages and experiences.

Finally, in one of my private sector executive positions, I was responsible for creating and implementing a leadership development program for an organization roughly equivalent to NAMD in scope and mission. This program was not without its success, but ultimately, a severe business downturn and reduction in force caused the effort to lose its momentum. It is this experience more than any professional experience I've had that has led me down my current path, and it had a large impact on how I interacted with the OD staff in NAMD.

Data Analysis

Of the five different data collection processes, three require background discussion of the analytical processes used in this study. The survey of the organizational culture perceptions held by the professional, supervisory, and managerial staff of NAMD has a detailed process for analysis that is part of the survey instrument. Additionally, the interviews with leadership development process participants and the OD staff were analyzed through a coding process that utilized a software tool: nVivo.

Organizational Culture Survey

Data from the OCAI (Cameron & Quinn, 1999) was obtained from members of the professional, supervisory, managerial staff of the North American Manufacturing

Division of Wolf. The survey used the ipsative rating method that requires the

participant to distribute 100 points among 4 alternatives in each of 6 different categories

of organizational culture. Once the results were compiled, a cultural profile for Wolf was

generated. The cultural profile serves as one of the topic areas for discussion with the

individual participants during the interview phase.

The data gathered from the OCAI survey are summarized in the six categories of

the instrument. Cameron and Quinn (1999) described the categories in terms of content

dimensions:

> Six content dimensions serve as the basis for the OCAI: (1) the *dominant*
>
> *characteristics* of the organization, or what the overall organization is like, (2)
>
> the *leadership style* and *approach* that permeate the organization, (3) the
>
> *management of employees* or the style that characterizes how employees are
>
> treated and what the working environment is like, (4) the *organizational glue* or
>
> bonding mechanisms that hold the organization together, (5) the *strategic*
>
> *emphases* that define what areas of emphasis drive the organization's strategy,
>
> and (6) the *criteria of success* that determine how victory is defined and what
>
> gets rewarded and celebrated. In combination these content dimensions reflect
>
> fundamental cultural values and reflect "how things are" in the organization. (p.
>
> 137)

In each case, the results are described as perceptions of the current state and desired

characteristics of the organization, and are illustrated by a diagram that creates a map of

each category. Cameron and Quinn (1999) have developed the OCAI instrument so that

the predominant weight of the map allows the organization to be described as one of four

different cultures, as noted in Table 2. The four cultures are described as *Clan,*

Adhocracy, Hierarchy, and *Market*.

The survey instrument--shown in Appendix D--is made up of six content

dimensions each of which contains for alternative statements. The survey participant is

asked to rate their organization--in this case NAMD--by dividing 100 points among the

four alternative statements depending on the extent to which each alternative is similar to

their organization. The participant then assigns the highest number of points to the

statement that most aligns with NAMD, the second highest number to the statement that

is the next closest match to NAMD, and so on until all four alternatives have been

addressed and all 100 points have been assigned. This process occurs for all six content

dimensions to describe the participant's perception of the current situation. The process

is then repeated with the same six content dimensions each with four alternative

statements for the participant to describe their desired culture for NAMD.

The values assigned to each of the four statements in the six content dimensions

are compiled by averaging all the values for the current statement A, desired statement

A, current statement B, desired statement B and so on until averages are calculated for

all four statements in both the current and desired states. The average values are then

plotted on a radar-style chart that shows *Clan* in the upper left quadrant, *Adhocracy* in

the upper right, *Market* in the lower right, and *Hierarchy* in the lower left quadrant. This

process takes place for each of the six content dimensions and across all dimensions for

a summary view of the current and desired culture. The plot of values is positive in all

directions as it is not possible to have a negative score in any of the quadrants, and the chart will show the relative influence of each culture type in the organization's individual culture. Figure 3 shows an example chart with industry average values from manufacturing, retailing, and finance to illustrate the format.

Figure 3: *Comparison of Industry Standards*
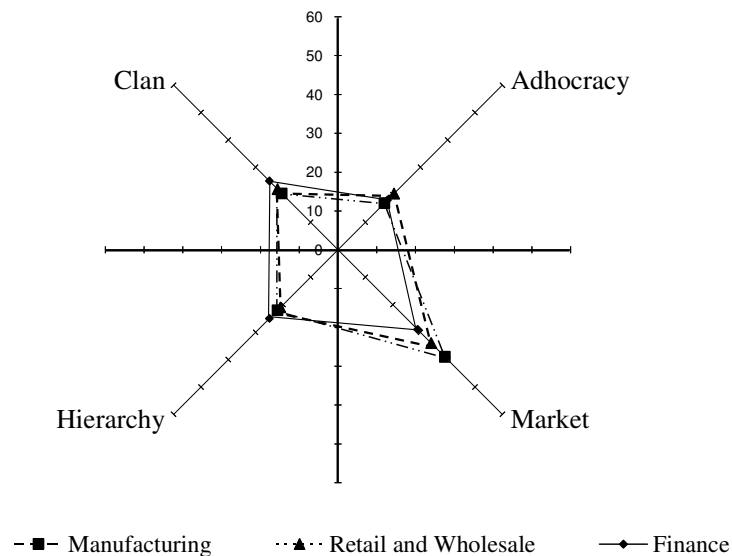
Once the data for the survey were compiled and analyzed using the method defined by the survey instrument authors (Cameron & Quinn, 1999), the results were analyzed further to establish whether there were any significant differences in the responses that could be attributed to demographics. Results from the survey were first analyzed by identifying the preferred quadrant described by the answers to each question. The quadrant preferences were studied using a chi-square analysis for each

demographic category and each question. Additionally, the data were reconfigured to relative value for the intensity of the quadrant preferences. Again, these data were studied using chi-square analysis for each broad demographic category and further by each subcategory if the resulting p-value showed significance within the broad demographic category. For this study, significance was established by a p-value of less than .05.

Interview Data and Coding

The narratives collected through interviewing with leadership development participants totaled over 72 hours. The sessions were transcribed and coded for key words and phrases in order to establish themes that were used to accurately describe the experiences of the participants in the context of a shared organizational culture (Erlandson, Harris, Skipper, & Allen, 1993; Melia, 1997; Riessman, 1993). I used a computer program, NVivo, to assist in the coding and analysis of the narratives. This software tool allows the user to identify nodes that can be used to tag comments and phrases in the text of the interview. Likewise, it gives the researcher the option of adding new nodes as the trends and patterns emerge in the reading, so that similar ideas and concepts can be tracked across multiple interviews.

Several nodes were created initially to track data, because the structure of the interviews and the goals of this study had a number of specific concepts that needed to be followed. Key initial nodes and concepts included: growing up, culture before Wolf, culture at Wolf, ideal culture, ideal leader, and leadership development. As the interview process developed, more nodes were added to allow for more specificity on culture,

leadership and development. This structure organized the data in terms of the interview structure, not necessarily the themes that emerged from the interviews themselves. Separately, several nodes were added to allow for documenting a number emerging patterns and themes such as military experience, work-life balance, concerns about the longevity in a position, and winning as a cultural imperative.

A number of foundational concepts--previously outlined in the theory development--informed the direction of the interviews and the emergence of various themes. Significant among these was the understanding and definition of leadership used by participants in the leadership process and those persons responsible for the creation and administration of the process. It was also important to gage the perceptions of these leadership development participants on the concepts of organizational culture in order to evaluate their understanding of culture and their role in shaping it.

Once the transcriptions were read and coded, a review of the various nodes revealed a number of obvious clusters for the large number of nodes. In the process of combining the nodes into clusters, some were eliminated as obviously redundant and a number of nodes finished the process in multiple clusters. The major clusters mirror closely the organization of the interviews and the initial set of predetermined nodes, and can be summarized by four major clusters that reflect the structure of the interviews: *Before Wolf*, *Culture*, *Leadership*, and *Development*. Table 5 shows a summary of the clusters and their subordinate nodes along with a brief definition of each.

Table 5: *Summary of Themes and Their Descriptions*

Themes	Descriptions

Learning to Perform
    Winning
    Education as a priority
    Military family and service
    Work ethic
	Descriptions of key events and themes during the lives of study participants prior to their employment at Wolf. These descriptions included observations about family life, the emphasis that parents placed on education, interests such as athletics and music, and where they grew up. This cluster also included descriptions of cultures in professional and educational organizations prior to employment at Wolf.

Driving for results
    Winning
    Flexibility and ambiguity
    Accountability
    Work life balance
    Organizational churn
    Fear
	Descriptions of organizational cultures experienced by the study participants. These include organizations experienced prior to employment at Wolf as well as their current experience. Participants described their ideal culture using their own words and definitions then compared previous and current experiences to that ideal.

Leadership
    Opportunity to learn
    Vision
    Compassion
    Integrity
    Communication
	Descriptions of leaders and leadership by study participants as they reflected on the definition of leadership, their ideal leader, and the comparison of leadership to management. This cluster includes self-critique by each subject of their own leadership when compared to their ideal.

Aspirations
    Honest feedback
    Identifying weaknesses
    Gaining experience
    Self-directed development
    Roadmap
    Rotational opportunities
	This cluster contains descriptions of the study participants that illustrate their views on their own development as a leader, including their expectations of Wolf in providing guidance and assistance in that development. The participants highlight their career aspirations and the gaps between their current skills and experiences to those required for success in their career goals.

Limitations of the Study

As is the case with any research, there are limitations on the use of the data and conclusions reached through this study. The following are limitations to this study. While this list is intended to be representative it may not be exhaustive.

1. The scope of this study is limited to the specific commercial organization researched during the course of this study.

2. The study is limited to information developed through the literature review, results gathered from the use of survey instruments, and data generated through the interview process.

3. While I took specific steps to eliminate any bias in the selection and analysis of the survey and interviews, it is possible that some forms of bias exist. For instance, over 75% of the individuals invited to participate in the survey on organizational culture chose not to participate. Due to constraints imposed by the leadership of the organization, I was not able to study any of the reasons for non-response to verify the existence of bias.

4. Since the study focuses on one large, commercial organization, the results of the study are not easily generalized to other organizations in other industries.

5. The study included interviews with participants in the leadership development process in various stages of their development. The results of these interviews are used to make longitudinal interpretations of data that represent a cross sectional view of the current organization.

CHAPTER IV

FINDINGS AND ANALYSIS

The study encompassed data collected through 5 distinct methods: a review of financial and performance data from public sources, a review of Wolf internal documents and presentations regarding leadership development, interviews with the 3 OD staff members of the North American Manufacturing Division (NAMD) of Wolf, quantitative results from a widely distributed, web-based survey instrument, and interviews with 32 individuals participating in the leadership development process. The survey results illustrate the aggregate view of the organizational culture as articulated by members of the supervisory, management, and professional staff of the North American Manufacturing Division (NAMD) of Wolf. Additionally, the survey results demonstrate the shared perceptions of a desired organizational culture held by the same group. These results allow analysis of the differences between the current perceptions of organizational culture and the desired state of the culture.

Results of Financial Data Review

Financial performance for publicly traded firms can be found in a variety of places, not the least of which are the company's filings with the Security and Exchange Commission that includes the Annual Report and Form 10-K. The review of the data from Wolf's public financial documents allowed the creation of a graph showing the daily change in stock price compared to the closing price on December 31, 1997. The same graph shows data from the identical time period for the S&P 500 index and the

NASDAQ composite index (personal communication, 2008). The graph is shown in

Figure 4.

Figure 4: *Wolf Stock Price Compared to Composite Indexes*
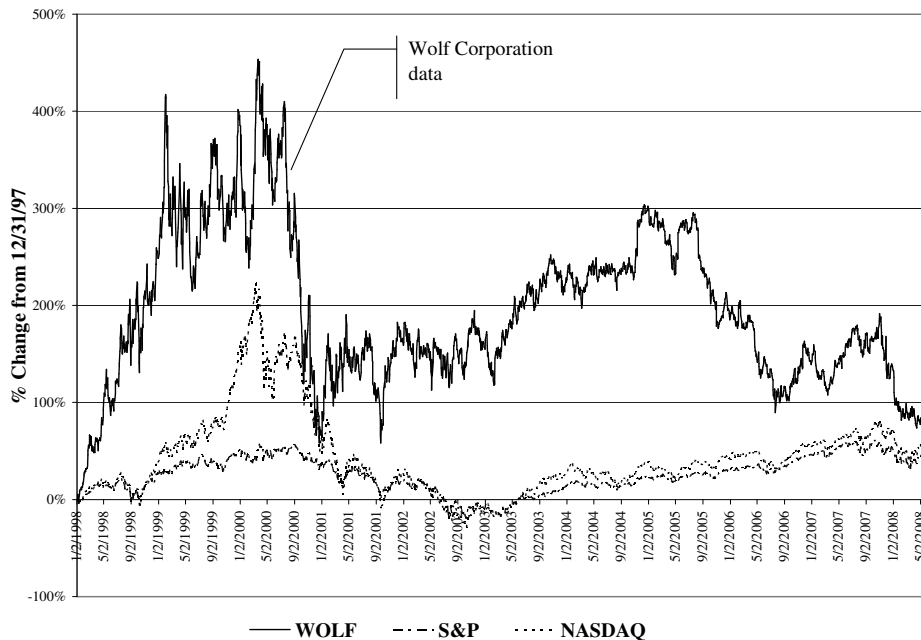
While not an assurance of a dynamic and unstable operating environment, the difference

between the Wolf corporation stock price performance and other major stock price

indexes is an indication of relative organizational turbulence. Even though Wolf's

performance generally follows the trends shown by the indexes, the major difference is

the magnitude of change. When the indexes rise by 200%, Wolf rises by 400%. During

a time when the indexes fell by 100%, Wolf fell by 350%. During a time of relative

stability in the indexes, Wolf rose and fell by 200%. The major drops in Wolf's stock

price in the last part of 2000 and early 2001 coincide with the first major reduction in

force layoffs in the company's history. Since that time, Wolf has had several more headcount reductions that coincide closely with the significant drops in stock price.

Review of Internal Wolf Documents

The Organization Development staff within the North American Manufacturing Division of Wolf provided significant access to internal documents and presentations regarding the creation, implementation and administration of the leadership development activity. These documents contained background on NAMD efforts, corporate-level efforts at Wolf, and division-level efforts within other divisions comparable to NAMD within Wolf. The company-specific nature of all of this material allowed the use of only a small number of specific examples in order to maintain the company confidentiality at Wolf. All of the documents have been altered in such a way as to maintain confidentiality and yet give an accurate representation of the company's intent for the leadership development process.

The expectations for a successful leader at Wolf are established at a high level through a model referred to as the Parameters for Leadership Success (PLS). This PLS rests on a foundation of functional and technical skills upon which are built three key skill areas: the ability to set business direction, the ability to align and motivate others, and finally the ability to deliver results the right way. Figure 5 shows a graphical representation of the concept.

Figure 5: *Wolf Parameters for Leadership Success*
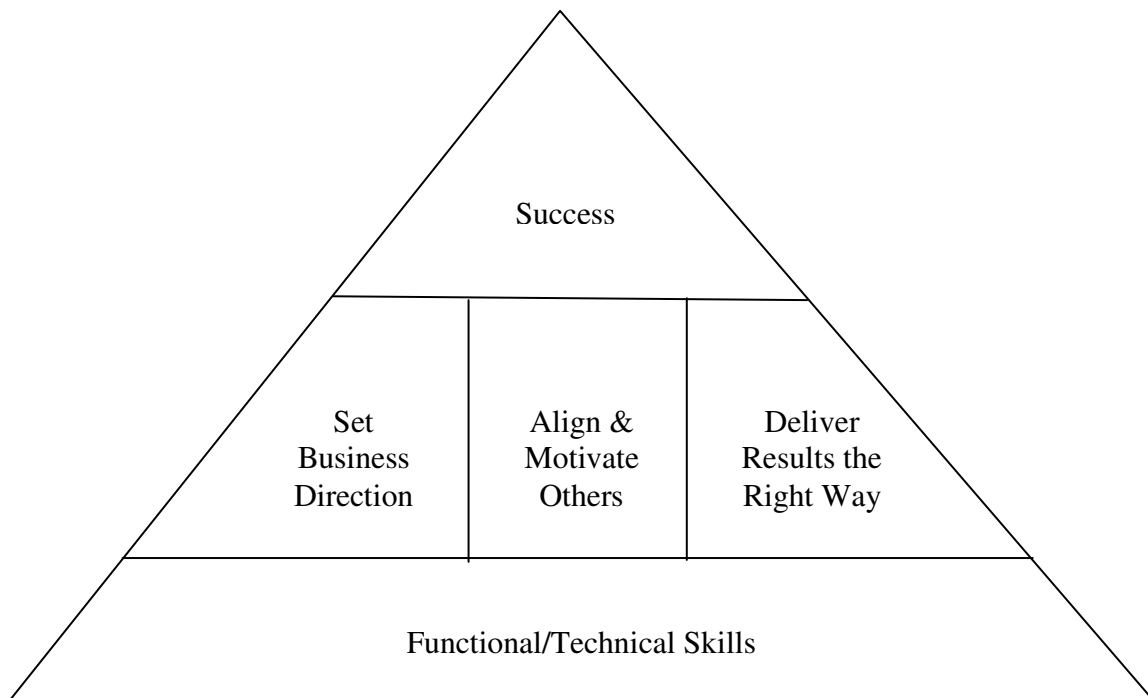
Each of the skill areas has several specific details. The parameter *set business direction* requires four specific skills: customer focus, business acumen, financial acumen, and strategic agility. The *align and motivate others* parameter includes specifics such as building effective teams, motivating others, developing direct reports, and hiring and staffing. Finally, the parameter described as *deliver results the right way* is illustrated by five points: drive for results, dealing with ambiguity, intellectual horsepower, command skills, and integrity and trust. Several of these points emerge frequently during later interviews with current and future leaders. Figure 6 provides a summary and a graphical representation of the leadership profiles used in creating the first level leadership development activities (personal communication, 2008).

Figure 6: *Profile of a Successful Leader*
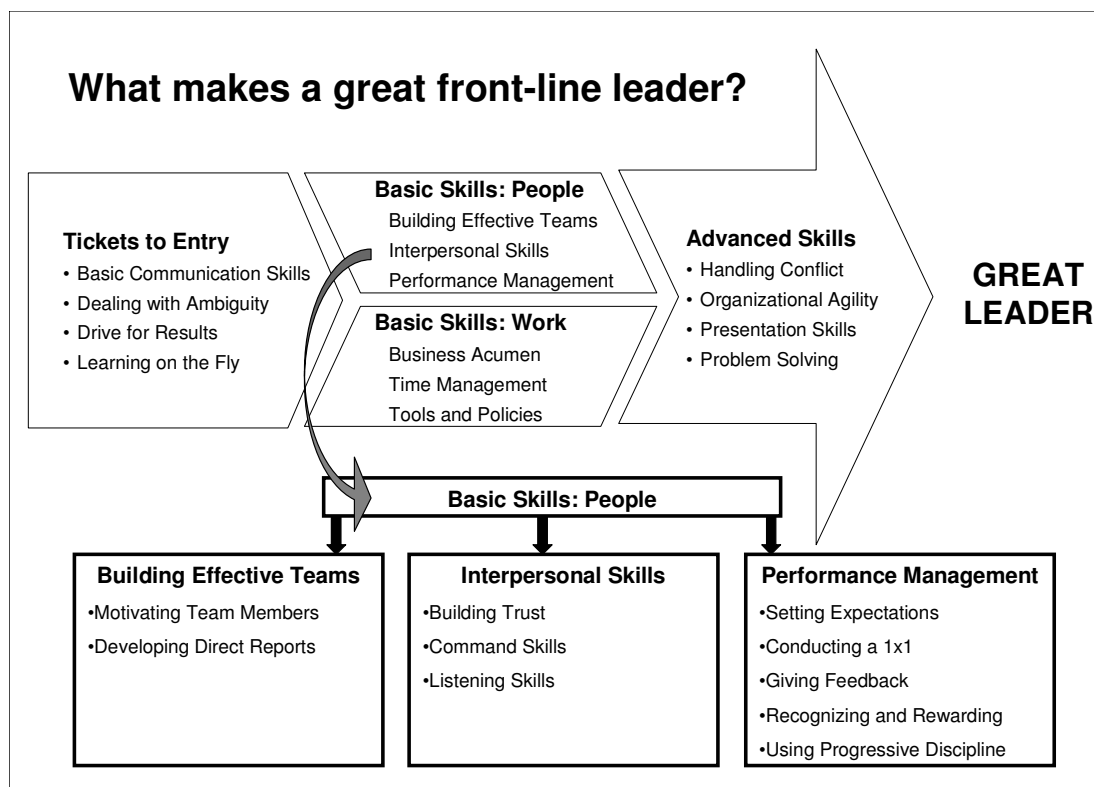
There are two current areas of focus for leadership development within NAMD: front line managers and those individuals being prepared to move into the director and executive ranks. The OD team has developed a one-week, in-residence intensive session for all NAMD operations managers that are supervising individual contributors and the direct labor force. This session is specifically designed to build key skills required of managers, such as: understanding the expectations NAMD has of them as front line managers, active listening skills, dealing with conflict, and holding effective one-on-one conversations. Additionally, the participants should emerge from the session with enhanced business acumen. Each session will accommodate 18 individuals, and all front-

line managers in NAMD are expected to have completed the training in the current fiscal year. While this is currently an NAMD-specific activity, it is attracting a great deal of attention corporate wide and is being considered as the role model for development efforts that can be tailoring to the particular needs of different business units and functions within Wolf.

The training for the director-level individuals coincides with corporate-wide leadership development efforts that are designed to be in three phases for the top performers in the director, vice president and senior vice president levels throughout the company. The initiative contains both inside and outside the classroom activities that include regional meetings with colleagues from other functional areas, mentoring, strategic projects, teaching opportunities, and peer coaching. The programs for vice president and senior vice president candidates have similar activities with enhanced focus on job movement and enrichment, more intense peer and executive coaching, and leadership exchanges.

The internal documents contained leadership development processes for other divisions within Wolf. There were differences on emphasis in certain organizations such as a greater focus on listening to and empathizing with the customer in the processes of some of the marketing and sales organizations. These differences provide evidence that the senior leadership of Wolf is attempting to coordinate the development of its leadership at the corporate level to ensure a level of consistency and professionalism, while providing sufficient flexibility with each of the major organizations to tailor the efforts to meet particular needs, specifically at entry and first line supervisory levels.

Organization Development Staff Interviews

I conducted interviews with three members of the OD staff responsible for the NAMD component of the Wolf leadership development activity. Dan, Jessica, and Jo (pseudonyms) provided their perceptions of the creation of the initiatives within NAMD from the perspective of the need, upper management support, and the success of the process. Historically, the company had not had a reduction in force during its entire 18-year history until 2001, and this event had a profound impact on the culture and priorities of the organization. While there was training and development before, this new era ushered in a change in priority and emphasis to leadership development. Dan described the change:

> In fairness, we probably always had a management curriculum. We had compliance training offerings that are management driven; we have course offerings on line. We have development for high potential key talent. We've had those for a very long time so I'm not going to try to mislead you that they started … But when we started paying real serious attention to is when I think we took the next step function increase in our thinking around leadership development and pipeline growth and I would say that was probably 2004, 2005. When we created three programs that really indicated we were serious about becoming a learning organization. And those three were all leadership development programs.

Additionally, Dan described the thought process behind the new leadership development approach:

"Leadership imperatives" was more of an event at first. It was a learning event. Leader-led, by the way. So [the CEO] was trained in a training the trainer format, to roll it out to his execs, they roll it out to their teams, all the way down to the front line managers. There were desired outcomes that we had hoped to achieve outside of the training in different thought process, change in attitude, maybe a little change in value systems, because that's when we began to introduce what we call the "what and the how of our performance management system." Historically, we were so results driven and we called that "the what" that we tended to lose focus or meet improvement in "the how." What was the result, the how were the behaviors.

The major cultural impact of the first work force reductions in the history of the company caused the top management to reassess the philosophy of leadership development. Jo described the transformation:

I think just going back to the philosophy that Wolf had and we have a document that's called [The Heart of the Wolf] and that I think is really the philosophy that we ground in terms of we prefer to build our talent internally and we prefer to give people opportunities and structural in order to get to that place. [The Heart of the Wolf] is really a document that talks about the aspirational cultural that we want to have here. In terms of developing people, I think that's really what guides us. [pause] And things that are a little different as you go business to business in terms of you've got all the available programs that are consistent across the businesses and what our organization is really in a time of

transformation where as we've grown, the smaller segments have really built their own programs. How do we link those into a global program and that's consistent and standard across Wolf. I think that's really more of what you see.

The various business units in Wolf took the suggestion from the "Heart of the Wolf" and began creating their own processes for developing leadership within their organizations. NAMD used this model to build the first comprehensive development effort for front-line supervisors. This effort was an additional set of classes and sessions that was NAMD-specific and was meant to complement the Wolf corporate supervisor/manager class that focused on the legal and transactional aspects of supervision. Jessica--the key developer of the front-line manager training initiative explained the process:

> The history is that the execs in NAMD, they for about three years before I got here, they've been asking for some sort of manager basics academy. We have something Wolf-wide called [Management 101] and it's supposed to be your manager basic skills. But we still saw a lot of gaps in just basic relationship skills and common judgment skills and how to have a conversation with your employee, how to have a good one-on-one and development them and motivate, etc, etc. All your softer type manager skills. There wasn't any vehicle for that. So I would say [Management 101] is more like college and NAMD Leadership is more like grad school. We built a five day program for our front-line managers.

As Jessica notes further, the NAMD Leadership seeks to take the critical management skills and devote significant amounts of time and attention to them. These critical skills

are honed with one-on-one sessions, video recorded session with facilitator and peer

feedback, 360° surveys with feedback, and role playing with focus groups made up of

employees from departments outside their own. It is intended as a five-day immersion

experience with high intensity feedback, reflection, and modeling.

　　While the efforts so far are concentrated on the novice leaders and the more

senior leaders poised to move into the executive ranks, the OD staff recognizes the need

for the mid-level managers who--while they may have considerable experience and

skills--still need and desire development and guidance. There is no formal initiative in

place at this time, the topic is being discussed at the corporate level, and efforts are

underway to create a program for the mid-level leader.

　　Finally, the OD team highlighted the NAMD and Wolf development philosophy

numerous times during the interviews. The development approach they have embraced is

described as an adult learning model that is identified as 70/20/10 model. Dan described

the approach:

　　　　You may have heard about it or seen it before but it basically says that as adult

　　　　learners, we learn most effectively when 10% of our learning happens in the

　　　　classroom. 20% happens by discussing experiences with others who have been

　　　　there before, kind of shadowing sometimes, maybe mentoring relationship but

　　　　the actual, the real development, the 70% that comes through stretch assignments

　　　　on-the-job training and actual hands on application of the 20 or 10% that you

　　　　learn. Those three programs actually were built around and executed against the

　　　　70/20/10 model. The rest of us in the businesses, once we kind of adopted that as

maybe a core philosophy or a global principal if you will, we began designing

our curriculums in the businesses against the 70/20/10 model as well.

These curricula then emerged initially as the NAMD training programs for front-line

supervisors/managers.

The culture component of the study was discussed with the OD in order to

understand if there was an organization philosophy concerning the interaction between

culture and leadership. Dan explained the Wolf organization philosophy:

Great leaders drive great cultures. And I believe that would be an accurate

representation of how the company views our stand today. In that a culture is a

by-product of leadership as opposed to your culture driving the kind of leaders. It

certainly drives the kind of leaders you have. But not necessarily your leadership

development strategy.

Since Wolf is in the midst of an enormous shift in its market, its strategy, and its internal

culture, the emerging leadership will be critical in successfully navigating this

transformation. The top leadership of the organization believes that great culture is a

byproduct of great leadership, and is taking steps to ensure that the leadership

throughout the lower levels of the organization is up to this challenge. The survey of the

professional, supervisory, and managerial staff of NAMD about their perceptions of

organizational culture along with interviews with individuals from the pool of potential

leaders will help to establish the readiness of this group to take on this challenge.

Organizational Culture Assessment Instrument

After working closely with the OD staff of NAMD to understand the background and philosophy of the leadership development processes, The OD staff facilitated the process to contact each of the members of the professional, supervisory, and managerial staff of NAMD: 505 individuals. They were all invited by e-mail to participate in the exercise through a web-based survey instrument, the Organizational Culture Assessment Instrument (Cameron & Quinn, 1999). The 124 responses help to create a picture of the perceptions of this group of professionals regarding the current culture at NAMD and their desired organizational culture.

In each of the six categories of the instrument, the predominant culture for NAMD is the *Market* culture. This culture is typified by the hard-driving, results-oriented environment that is focused on winning; in the extreme cases winning at all costs. The indication that the NAMD culture falls into the *Market* quadrant is consistent and strong in all categories, and it can be seen by the summary of the data in Figure 7. The solid line form in Figure 7 denotes the overall perception of the current organizational culture of NAMD as expressed by the members of the supervisory and professional staff of the organization. The dotted line form in Figure 7 illustrates the desired organizational culture as expressed by the same survey participants.

Figure 7: *Summary of Survey Results*
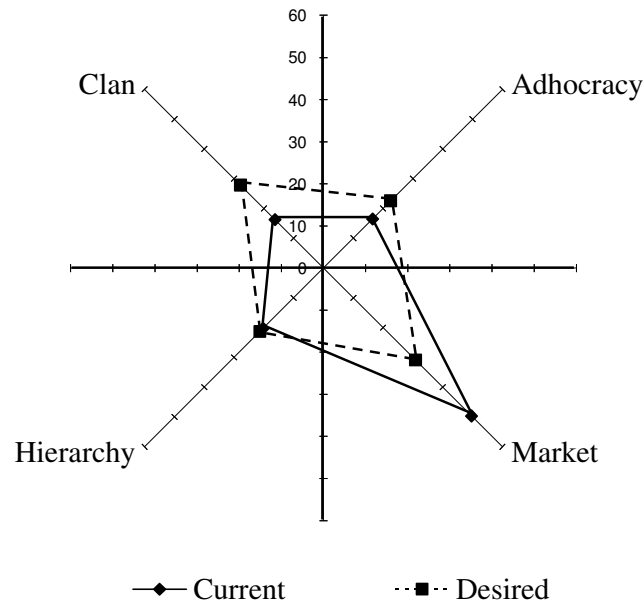
The differences between the current and desired organizational cultures described by the survey results shown in Figure 7 reside primarily in the *Market* quadrant and the *Clan* quadrant. This difference indicates that the members of the professional and supervisory staff desire an organizational culture with higher degree of balance between the competitiveness and results orientation of the *Market* culture and the greater emphasis on human resources emphasized in the *Clan* culture. According to the research previously conducted by Cameron and Quinn (1999), changes to an organization's culture profile that correspond to an increase in the *Clan* culture and decrease in the *Market* culture have distinct and predictable ramifications. An increase in the *Clan* culture means: "more employee empowerment, more participation and involvement,

more cross-functional teamwork, more horizontal communication, a more caring

climate, and more recognition for employees" (Cameron & Quinn, 1999, p. 98). A *Clan*

culture increase does not mean: "a culture of 'niceness,' lack of standards and rigor, an

absence of tough decisions, slacking off, and a tolerance of mediocrity" (Cameron &

Quinn, 1999, p. 98). A decrease in *Market* culture means: "on-going commitment to

excellence, a world-class organization, goal accomplishment, energized employees, less

myopic thinking about targets, and a less punishing environment" (Cameron & Quinn,

1999, p. 98). A decrease in *Market* culture does not mean: "less pressure for

performance, ceasing to listen to customers, less satisfied customers, missing deadlines,

lower quality standards, and less competitiveness" (Cameron & Quinn, 1999, p. 98).

The data describing the overall culture profile for NAMD is consistent with the

profiles developed by Cameron and Quinn (1999) in their previous research.

Comparative data from the Manufacturing sector (n=388 organizations) and the Retail

and Wholesale sector (n=44 organizations) show a close alignment with the results from

NAMD, and are illustrated in Figure 8. In this figure, the profile for NAMD corresponds

strongly in the *Hierarchy*, *Clan*, and *Adhocracy* quadrants with the industry data from

Manufacturing and Retail; two industry sectors in which NAMD and its parent

organization can be said to compete. In the *Market* quadrant, however, the perceptions of

the NAMD professional staff are 25% greater than the average values of the other two

industry sectors. According to Cameron and Quinn (1999) this greater emphasis on the

Market culture leads to a more obvious focus on winning, achieving results at any cost,

and hard-driving competitiveness. The data from this study would seem to imply that

these organizational characteristics are in greater evidence at NAMD than the average

firms in similar industry sectors.

Figure 8: *Comparison of NAMD to Industry Standards*

─■─ Manufacturing　　⋯▲⋯ Retail and Wholesale　　─◆─ NAMD
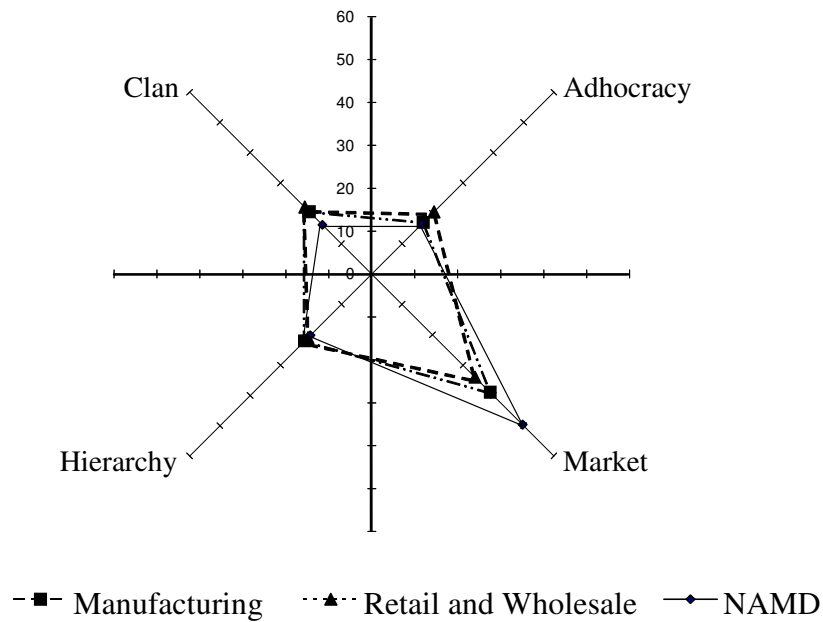
Category Specific Culture Survey Results

The six categories that make up the summary each had specific data compiled

from the professional staff of NAMD that illustrated the current perceptions of the

organizational culture as well as the participants' desired state. These categories

represent six attributes that, when considered together, make up the organization's

culture according to Cameron and Quinn (1999). The value of reviewing the profile for

each of the different categories is in establishing the level of congruence between the

different attributes. When considered together with the summary score illustrated in

Figure 7, the congruence can validate the consistency and strength of the underlying

cultural foundations of the organization. Table 6 shows the compilation of all of the

category scores and the relative changes from the current to the desired condition.

Table 6: *Summary of OCAI Results*

	Quadrant	Current	Desired	% Difference
Dominant Characteristics Category	Clan	15.7	23.1	48%
	Adhocracy	16.6	24.0	44%
	Market	49.8	35.6	-29%
	Hierarchy	19.4	19.0	-2%
Organizational Leadership Category	Clan	16.0	26.7	68%
	Adhocracy	17.4	21.7	25%
	Market	49.4	29.6	-40%
	Hierarchy	19.5	24.7	27%
Management of Employees Category	Clan	21.9	29.7	35%
	Adhocracy	15.3	22.0	44%
	Market	50.2	32.1	-36%
	Hierarchy	16.0	19.2	20%
Organization Glue Category	Clan	16.2	31.4	95%
	Adhocracy	15.3	22.5	47%
	Market	51.3	29.4	-43%
	Hierarchy	19.9	18.9	-5%
Strategic Emphases Category	Clan	14.1	29.3	108%
	Adhocracy	19.5	22.9	18%
	Market	52.7	28.9	-45%
	Hierarchy	16.5	21.5	31%
Criteria of Success Category	Clan	13.8	26.6	93%
	Adhocracy	15.0	22.1	48%
	Market	44.6	29.8	-33%
	Hierarchy	29.9	24.7	-18%

The individual figures that illustrate the current and desired values for each of the six categories are provided in Appendix E.

The data for the OCAI was collected from the participants along with some basic demographic data. Table 7 shows the breakdown of the respondents within the four categories of data: education, ethnic background, years of professional experience, and gender. The responses to the OCAI were analyzed using a chi-square analysis to understand whether any of the differences in responses for any demographic group could be considered significant.

Table 7: *Chi-Square Analysis Demographic Breakdown of Survey Participants*

Demographic Category	Proportion of completed surveys
Educational Background	
Engineering	26.2 %
Other Technical	13.5 %
Business	35.7 %
Other	24.6 %
Ethnic Background	
Hispanic	8.7 %
Asian	2.4 %
African American	11.9 %
Middle Eastern	0.0 %
Caucasian	73.8 %
Other	3.2 %
Years of professional experience	
1 to 3 years	4.8 %
3 to 5 years	2.4 %
5 to 10 years	19.0 %
More than 10 years	73.8 %
Gender	
Male	74.6 %
Female	25.4 %

The analysis was conducted in two phases. In the first phase the predominant quadrant for each of the six questions--first for the current condition, then for the desired future condition--was identified for each respondent and the total responses in each quadrant was calculated for each demographic category. The responses were analyzed with both the current and desired quadrants for each question. In the second phase, the original responses to the survey were reconfigured to reflect the intensity of the response, and that analysis revealed some different results. In both of the analyses, the chi-square analysis was conducted with the null hypothesis the same; that there was no difference in the responses to the questions that could be attributed to the respondent's demographic category.

In the first analysis on the predominant quadrant for each category, a separate chi-square analysis was run for each of the 4 demographic categories and 6 questions: 24 analyses total. The focus of each of the questions is shown in Table 8, and results of the chi-square analyses are shown in Table 9.

Table 8: *Focus of Each of the Questions in the OCAI Survey*

Question Number	Question Topic
1	Dominant Characteristics
2	Organizational Leadership
3	Management of Employees
4	Organization Glue
5	Strategic Emphases
6	Criteria of Success

Only the analysis of gender and the first question that focused on the dominant

characteristics of the organizational culture showed a difference that was significant at a

value of $p < .05$. In this particular case, the female respondents more often evaluated the

dominant characteristics of the current culture as in the *Market* quadrant, and a more

often showed a desire for the dominant characteristics to remain in the *Market* quadrant.

Table 9: *p-values from Chi-Square Analysis of Quadrant Preference*

Question	1	2	3	4	5	6
Education	0.23820	0.97010	0.34610	0.81450	0.84090	0.69790
Ethnic Background	0.99970	0.17220	0.69880	0.44370	0.99260	0.99190
Professional Experience	0.50000	0.56030	0.98950	0.92460	0.96310	0.90470
Gender	0.00187	0.47700	0.91520	0.81180	0.64710	0.91900

While the previous analysis was based on the number of times one quadrant was

chosen over another as the preferred predominant culture, only one test revealed a

significant difference. In order to understand if there was a difference between the

intensity of the preference for a particular quadrant, the data was reconfigured to reflect

the range within which the respondents' preference fell. Each response for preferred

quadrant was given a value of "1" if it fell between 25 and 35 (out of a possible 100),

"2" if it fell between 35 and 49, and "3" if it was 50 or greater. This categorization of the

responses highlighted the intensity of the preferences and revealed a different set of

results in the chi-square analysis. Table 10 shows the results of this analysis.

Table 10: *p-values from Chi-Square Analysis of Preference Intensity*

Question	1	2	3	4	5	6
Education	0.000150	0.627500	0.004400	0.060300	0.010400	0.224600
• Business	0.162700		0.091200	0.123800	0.168900	
• Engineering	0.000097		0.448000	0.003620	0.030800	
• Other	0.149600		0.221900	0.711400	0.691200	
• Other Technical	0.010500		0.000730	0.495700	0.005800	
Ethnic Background	0.116540	0.000042	0.000015	0.004500	0.004200	0.326000
• African American		0.029200	0.066200	0.017200	0.003870	
• Asian		0.000015	0.000002	0.064900	0.053200	
• Caucasian		0.411900	0.009170	0.031500	0.116800	
• Hispanic		0.250300	0.739760	0.244500	0.070800	
• Other		0.166400	0.086600	0.117100	0.687900	
Total Professional Experience	0.000450	0.321000	0.268200	0.019840	0.379000	0.074300
• 1 to 3 years	0.000004			0.002800		0.020100
• 3 to 5 years	0.831100			0.435600		0.279100
• 5 to 10 years	0.285260			0.365200		0.464500
• over 10 years	0.065000			0.151000		0.627600
Gender	0.005100	0.032800	0.287700	0.355290	0.620600	0.930500

Each of the main demographic categories was analyzed for the intensity of preference for a predominant quadrant for each question. If the initial chi-square matrix with all of the subcategories showed a p-value < .05, then each demographic subcategory was analyzed in a 2 (1 subcategory versus all others grouped together) x 8 (4 current quadrant preferences plus 4 desired quadrant preferences) matrix. In a few cases, if the p-value for an entire category was close to .05, then the entire set of subcategories was also analyzed individually against all the other categories in its group. In this analysis there are several combinations of demographic category and question that have

differences of intensity that are significant at $p < .05$. Table 11 shows the results of chi-square analysis for the preference intensity with only the p-values that show the differences to be significant at $p < .05$.

Table 11: *p-values from Chi-Square Analysis of Preference Intensity, Significant Values Only*

Question	1	2	3	4	5	6
Education	0.000150		0.004400	0.060300	0.010400	
• Business						
• Engineering	0.000097			0.003620	0.030800	
• Other						
• Other Technical	0.010500		0.000730		0.005800	
Ethnic Background		0.000042	0.000015	0.004500	0.004200	
• African American		0.029200		0.017200	0.003870	
• Asian		0.000015	0.000002		0.053200	
• Caucasian			0.009170	0.031500		
• Hispanic						
• Other						
Total Professional Experience	0.000450			0.019840		0.074300
• 1 to 3 years	0.000004			0.002800		0.020100
• 3 to 5 years						
• 5 to 10 years						
• over 10 years						
Gender	0.005100	0.032800				

The chi-square analysis of preference intensity reveals several items that are worth noting. In the education demographic, those individuals with engineering or other technical educations were much more inclined to show the current organization to be heavily located in the *Market* quadrant, and consistently placed the organization in that quadrant at a higher level than the other education backgrounds, the difference noted in

Table 11 as significant. Likewise, the same two groups consistently showed a desire for the future organization to be more strongly placed in the *Clan* quadrant. This was the case in every question, even those where the predominant desired culture for the entire population was heavily in the *Market* quadrant. The technically trained population within the respondent pool noted a strong desire for the organization to be more balanced in its approach to every item, with a greater emphasis on the human element of the organization typified by a *Clan* culture.

In the ethnic background category of the demographic analysis, the respondents that identified themselves as Asian had responses on three questions that were significantly different than the rest of the population. However, since there were only three individuals in this group, the numbers are not sufficient to draw strong conclusions from those differences. As a group, the Asian respondents were more inclined to give higher values in the *Clan* quadrant than other groups. The African American group had differences in three questions: Organizational Leadership, Organizational Glue, and Strategic Emphases. In all three cases, this group perceived the current organization as highest in the *Market* quadrant, and showed very strong desire to have the organization remain in the *Market* quadrant. This was true for all six questions; even those that the other groups were strongly inclined to note as desiring to be more *Clan*-like. The Caucasian group, making up nearly 75% of the respondents, showed a strong desire for the organization to be in the *Clan* quadrant in the future. The difference was significant for the questions pertaining to Management of Employees and Organization Glue.

The experience category within the demographic data only had one group that had significant differences in its responses; those with three years or less of experience. Even though there were only six respondents in this group, the number is sufficient to draw conclusions. On the question of the Dominant Characteristics of the organization, this group's response was the only one that desired a stronger emphasis on the *Market* quadrant in the desired culture; all other groups saw the *Market* quadrant reduce and the *Clan* quadrant increase in the future desired culture. For the question of Organization Glue, this group showed a desire for a stronger value in the *Adhocracy* quadrant; a culture that emphasizes creativity and innovation. All other groups showed a desire for increased *Clan* quadrant values. This group had a predominance of individuals with either engineering or other technical backgrounds. Finally, the question of Criteria for Success, the low experience group continued to show a stronger desire for values in the *Adhocracy* quadrant than the rest of the groups that showed a desire to continue emphasizing the *Market* quadrant.

The chi-square analysis for gender showed significant differences in the first two questions: Dominant Characteristics and Organizational Leadership. In both of these cases, the female respondents showed a tendency to prefer the *Market* quadrant to a higher degree than their male counterparts. This was true for the current and desired state for both questions. While there were these two questions with a higher intensity of preference, the six questions generally show very little difference in the preferred quadrant or the intensity of preference due to gender.

Summary of Culture Survey Results

As noted earlier, the congruence of profiles for the six different culture attributes used in the Cameron and Quinn (1999) survey instrument is an important consideration for evaluating the results of this study. As the survey authors note, "Cultural congruence means that various aspects of an organization's culture are aligned. That is, the same culture types are emphasized in various parts of the organization" (Cameron & Quinn, 1999, p. 64). The results of this survey show a very strong congruence across all six attributes of the culture in the *Market* quadrant with an average value of 49.6, and no value less than 44.6. Since the value across the all attributes of in the *Market* quadrant differ less than 10 points, this is indicative of a very strong culture that is aligned across all of the major functional areas of the organization (Cameron & Quinn, 1999).

The survey values of the perception of the NAMD staff for the desired culture across the six attributes were noteworthy in that there was a large reduction in the value of the *Market* quadrant in every attribute. Cameron and Quinn note that is particularly important to "look for the widest differences in what is preferred versus what is current. Be especially sensitive to differences of more than ten points" (1999, p. 63). The average change in current to preferred for the *Market* quadrant was a reduction of 18.8 with a range of 23.7 to 14.8. Likewise, the *Clan* quadrant saw significant changes. On average, the *Clan* quadrant value increased from the current to desired of 11.5 with a range of 15.3 to 7.5, and four of the six attributes saw increases greater than 10. The six attributes retained a moderate congruence on dominant quadrants with four of the six attributes in the *Market* quadrant, and the other two attributes had the values of the *Market* quadrant

as second highest by a close margin. This result suggests that the professional and supervisory staff of NAMD recognizes the importance--and perhaps necessity--of the characteristics found in the *Market* quadrant: competitiveness, focus on results, and aggressive achievement of goals. It also suggests that the staff senses a compelling need to shift the cultural focus of the organization toward higher levels of human resource development, employee participation, organizational loyalty, and mutual trust that are associated with higher values in the *Clan* quadrant (Cameron & Quinn, 1999).

The chi-square analysis based on the demographic data of the respondents showed several items with particular groups expressing a preference for a quadrant that was significantly different with p-values < .05. Generally, the analysis showed a stronger desire for a more *Clan*-like approach by the technically trained respondents, a continued strong emphasis on the *Market* quadrant culture by African Americans and Females, and a desire for more creativity and innovation among those respondents with less than three years experience as represented by emphasis on the *Adhocracy* quadrant.

Interviews with Leadership Development Participants

I interviewed 32 individuals who are participants in the leadership development activity in the North American Manufacturing Division at Wolf. These individuals accounted for over 70 hours of interviews that were transcribed and analyzed using the nVivo software designed for conducting the analysis of qualitative data. As the data were reviewed and analyzed, several themes emerged that were collected and categorized into nodes and clusters of nodes. Through the analysis of the different narratives, four clusters of nodes and themes emerged: *Learning to perform, Driving for*

results, Leadership, and Aspirations. Each of these clusters contained several nodes and themes, and in several instances a theme was categorized in more than one cluster.

Learning to Perform

In the initial interview with each of the participants, the discussion was focused on life before employment at Wolf. The interview began with an open ended question about growing up: key influences in life, family life, choice of college and major, and early career experiences, if appropriate. Responses varied widely to include a breadth of experiences from all over the world; from small-town Texas to suburban Boston and rural India to metropolitan Columbia. However, virtually all of the recollections of growing up and memories of family life made some sort of reference to work ethic. That reference echoes throughout the initial interviews. Randy put it this way:

So we kind of grew up in that kind of environment. My mom and my dad always worked extremely hard. I remember my mom and dad never taking off work for being sick. Which when I look back on my life a lot of those things have transpired [sic] to me.

Charles described it accordingly:

Being born and raised in a farming community and with my father, had a very strong work ethic so from the time I was 15 I actually worked outside the farm, at Long John Silver's, was my first job I had other than working at gas stations. I actually started working at a gas station when I was 9 years old, pumping gas. I worked all day for $10 a day. I asked my father if I could have a motorcycle when I was 9. He said, sure you can, if you pay for it. I went up to the gas station

at the end of the street, asking if he needed anybody to pump gas. He said yes so

I started working there, for $10 a day and I bought my first motorcycle when I

was 11.

Finally, Xavier's example is also indicative of the reference to work ethic:

I thought my parents were pretty rough. Made me work a lot. I worked every day

after school. I played every sport because that was the only time my dad didn't

make me work. If I had a sport to play, I didn't have to work. If basketball season

and track overlapped, it was great. If there was a break in-between when school

was out, I had 30 minutes to be at the hardware store and work. On Saturdays if I

wasn't doing a track meet or something else I was working. That's how I was

brought up.

This emphasis on work ethic reappears often in later discussions about the culture at

Wolf and the criteria for success within NAMD.

Another common theme appearing in the early discussions with participants is

the connection to life in the military: either growing up in a military family or serving in

the military themselves. Roughly a third of the participants had a direct connection to the

military, and they referred to that experience as formative in their success at NAMD. For

example, Upton noted the ability to adapt--acquired as a child in a military family--as

critical skill in his career at NAMD:

I was born in Germany, Heidelberg,…my father was in the service and my

mother was German. As a young kid, German was my primary language and

English became my secondary language. I went to English or American or

military schools. We moved, I would say every 18 months to 24 months. We moved either to a different country. Mostly we stayed in the European theater area. Did spend some time in the United States, but we moved back and forth. My parents tried to keep my brother, four years younger than I am, tried to keep us in the same school district as long as possible, to minimize churn. We learned to adapt very quickly as children, whether it was translating for adults since we picked up the language, whichever language it happened to be.

This connection with the career of one's parent as being a positive impact on one's own career was mentioned numerous times, with a similar theme as Upton; normally in conjunction with the ability to adapt, build relationships quickly, and be self-sufficient.

While the impact of a military family was strong, the experience of serving in the military was a focal point for each of the participants who had military service in their background. The participants with military experience frequently referred back to their time in service and the leadership training and experience they had there. Quincy and Jim are good examples of how the military affected their view of culture and leadership. Quincy provided a summary of how his military experience affected his view of leadership and compared it to his experience at Wolf:

The organization doesn't perform because the boss says what to do; it's a bunch of independent actors who are making it happen. As a leader we have to understand what their capabilities are, what we can really put on their plates but we don't need to be too gentle but we also need to understand there's…I learned in the military you can push people, not just aggressively push people but you

can have pretty high expectations. But you also have to acknowledge there are people out there who are doing the worker ants…, that they need to be working for the organizations to perform as well. You can't throw on the…, that's what I struggle with sometimes here at Wolf, the Army it was a little easier because everyone had their roles and you had this organization. You could tweak it however you wanted and if you wanted to free up someone's time to focus on some kind of other improvement or make some changes in how you operate, you could do that. Here you don't really have that freedom because you are constrained from a cost perspective.

Quincy also focused on the culture in the military as formative for him:

If you go back over my career, the culture things, the thing I learned about being in the army is specifically--I was in a pretty elite unit--was this spirit of camaraderie. You share everything, experiences, challenges, failures, success. And there was some security in that. Failure in training doesn't necessarily equate that you're done with your career. You were willing to take some kinds of risk. That was interesting. In a true mentorship, in the military there's a small amount of backstabbing, there's positioning for promotion, but in the end the system is going to work itself out. Unfortunately a lot of good people leave because of the system, but that was a great culture to be a part of. Especially at that age. I do see people that are out of college that are very intelligent, very capable, but they learn from here it's a bit of a self-serving culture. So they haven't had that maturity to learn how do you work for an organization. That was

interesting. Also, the cool thing about the military was, for the most part,

performance of the organization was what you were. You could be the most

[well-liked]…person in the world but if your team sucked, [too bad]…I liked

that.

Jim was also deeply affected by his service in the military as it related to culture and

leadership, particularly developing from membership on a team into a leader:

I think I started feeling, outside my immediate family; I started feeling part of a

closer knit group. I think it helped me develop that relationship with other

people, starting on a professional level. And from there, so you start and you're a

contributing member and you can learn from the people around you.

As an executive officer you do have that leadership responsibility, but

your other role as I've learned through the process, it's key to be a good follower

before you become a good leader. You also, as you get into those levels, is how

do you support your leadership so that they can, from the standpoint of being

able to influence, and be effective with the team.

These military experiences seemed to help define the individuals more than other

experiences. It was as though the time in the military made them who they are as

opposed to merely shaping their opinions; it drives their entire outlook on culture,

leadership, teamwork, personal sacrifice, and commitment. Every one of the participants

with military experience credited that experience as one of the keys to their career

success, particularly at Wolf.

Driving for Results

This cluster is made up of six nodes: *Winning, Flexibility and ambiguity, Accountability, Work-Life balance, Organizational churn, and Fear.* The data for these nodes were gathered at three different phases in the interview process. In the initial, exploratory phase of the interview protocol, the participant was asked to share the story of their development from growing up through their professional experiences prior to joining Wolf. In the second phase of the discussion, the interviewee was asked to describe the organizational culture at each of the previous professional experiences using their own words and definitions. This exercise was problematic for several of the participants, as they sought to get a definition of organizational culture from me before describing their experiences and perceptions. My refusal to provide a framework for them caused several of the subjects to become frustrated as they searched for words to convey their perceptions, but my goal in this portion of the discussion was to have them develop their own framework or use one they had seen or heard before. They would then use that framework to describe their ideal organization culture. For the study to be effective, the description of culture needed to be in their words, not mine (Denzin & Lincoln, 2000; Seidman, 2006). For most of the participants in the study, the first opportunity to describe an organization structure was during their description of previous professional experiences prior to joining Wolf. In two cases, Wolf was the first professional experience for the subject, so the question of previous organization cultures before Wolf was moot. The most obvious difference in the perceptions of the cultures was the richness of the descriptions and how that correlates to managerial maturity. For

example, Charles, an expert, notes the value of learning and growing as part of the culture in a past experience:

> That was probably the first culture that I had that was very collaborative, very nurturing from the ability to go out and make mistakes. The learning environment was very much as much as I could input. They would teach me as much or as little as I wanted to. I had an opportunity to take away a wealth of knowledge from that.

Contrast that with Hal, who's comment about his previous organization's culture was quite succinct, much like the comments of his peers in the novice group: "That was the culture there, to be very disciplined and be able to get your work done. The feedback was whether or not the customers were paying. That's really it."

Not surprisingly, the depth and insight into the concept of organization culture in general grew and developed closely with the managerial and leadership experience of the subject. As noted earlier, the original experience classification of the participants by the OD team was based solely on Wolf experience, and the insights of some of the novice and intermediate participants seemed extraordinarily mature. As the discussions progressed, however, it became apparent that the correlation between leadership experience and cultural insight was still consistent when taking into account overall career experience. These discrepancies were noted during the coding process for later analysis.

Throughout the interviews, the discussion that focused on the current culture at Wolf seemed to create the most energy and passion by virtually all of the participants.

As the organization undergoes a significant change in financial fortunes and manufacturing strategy due to international competitive pressures, the level of interest for current and developing leadership in the organization culture is very high. Consequently, the discussion surrounding the current Wolf culture is rich with insight. All of the participants had opinions on the culture, and throughout the interviews 195 separate references were made to the current culture: the most of any single node.

Dylan--one of the expert participants in the study--had insights into the culture that accurately summarize a number of the broad themes expressed by his colleagues:

> While it's supposed to be strategic, it's still tactical. Our corporate focus is tactical. You hear people talk about we have, I think we have a three year strategy. But we've been saying we have a three year strategy for a number of years and it wouldn't last for 30 days.

> At Wolf, we're about…we're first about results, then about people, and then about,…well, customers then people. Stakeholders, customer, people.

Xavier--a participant who was classified as intermediate, but has significant experience outside of Wolf--provided a more detailed description of how he perceives the culture of NAMD:

> If you don't have the drive to focus on results, you won't stay employed at Wolf longer than six months. Wolf is a culture that thrives on results. If you look at the competencies at Wolf, I don't care what HR says or what we spend out there for marketing, drive for results and dealing with ambiguity are the top two for survival here. If you look at other companies, we do a lot of training but really, in

all the jobs I've been given, I've never had any…I do the same thing to my team. I try to give some guidance but really the people that do well at Wolf are those who can figure it out on their own. And have a strong drive for results. Without the drive, you will not last here.

A strong theme that emerges among individuals with a few years of experience with Wolf--this crossed all three experience groups--centers on the previous unrelenting focus on results with little regard for other aspects of the culture. This is particularly striking given the attention to the broad recognition paid to upbringing and work ethic described by so many of the participants. While many of the participants speak with pride about their work ethic and their background in well known performance-focused organizations such as the military, they do not seem to grasp the contradiction in their concern over a heightened focus on results within Wolf. Several participants have noted the swing of the cultural pendulum over the past several years. Sam--an intermediate participant with a number of years of Wolf experience before his leadership roles--noted the history of the Wolf culture:

> Wolf used to be measure everybody on what they did. And everybody would accomplish that goal and leave dead bodies in their wake in the course of getting to their goal. I joke about that,…but, it didn't really foster neighborly association. There were times when somebody was just trying to hit the number and they didn't care how they did it. Several years ago we started talking about the "how", we started talking about the "what" we're doing and "how" we're doing it. I think we focused on that for a few years. I've seen less focus on it lately. I think

it's important. I'm kind of a champion of that…That's something that I think

Wolf needs to continue to focus on. It's in our performance plans and reviews but

I don't think we really talk about it as if it's in the performance plans and

reviews.

As the organization deals with the changing competitive environment the

participants sense that the culture is part of the change, but there doesn't seem to be a

strong consensus on what role the culture should play. For instance, Upton--an

intermediate participant from one of the sites outside the headquarters city--summarized

the perception shared by most:

In our culture here, we're struggling every day to survive. And that is a very

stressful environment. Doesn't matter if you're working on the production floor

or management level. Very stressful environment.

There is also a shared sense of frustration on the part of many of the leadership team in

NAMD that no clear vision exists for a desired culture. Earl--an expert leader with a

long tenure at the company--became visibly agitated as I questioned him about the vision

for the desired culture at NAMD:

One of the things for you to possibly take back too, is I don't know that I

understand the full culture that Wolf wants to be.

This frustration was widespread among participants, even though Earl stated it more

succinctly than others; there is a desire for more clarity from executive leadership on the

vision of the organization from a strategic and cultural perspective.

Two themes consistently arose during discussions of the NAMD culture. The term *flexibility and ambiguity* was used repeatedly by interviewees. It is used in recruiting, during orientation of new employees, and as part of the performance management process. The other term used often is the concept of *winning*, and it ties directly to the results-oriented approach that permeates the organization. Both of these terms were sprinkled throughout all of the conversations in the interview process. Thirteen interviewees specifically addressed flexibility and ambiguity directly as an important item in the discussion of the Wolf culture. Dylan--an expert leader--expressed his views on the culture by using both of these terms without any prompting about the terms themselves:

> When I think of work culture, I think that the winning culture is flexible, it's ambiguous, it's the ability to deal with ambiguity. Learning on the fly. When you look at it, being flexible is a desired state for the employee and the employer. Being flexible to meet whatever the customers' needs are, desires are, is the end result but along the way…So we can take care of the people and take care of the organization and have win-win situations.

These two terms have been planted firmly in the organization culture and emerge in almost every conversation held within NAMD; particularly if the conversation is about culture. Quincy--an intermediate leader--describes how the desire to win is an important component of the Wolf culture:

> The good thing about what I've learned here is that there is a passion for winning up the entire organization all the way down to the associates on the floor. People

expect to do well here, people expect to win. It doesn't take much to motivate people around here to a cause. Some people get a little burned out around it. And we have a little bit of an entitlement culture on the factory floor because of the history of Wolf and its earning and its success. But there still is that, I'd say that 70% of the folks they come to work because they like to work, but they want to win. And it's a great environment to manage in. I think that permeates a lot of the culture. We've just got to make sure that the games that we're gonna win are the right ones. Sometimes that's a struggle.

Once the interviewees had shared their perceptions of the culture from previous organizations and their current understanding of culture at NAMD, I asked each participant to define their own ideal organization culture. For many, particularly the more junior people, this exercise proved particularly troubling. The depth and thoughtfulness of the answers to this question once again seemed to correlate to the leadership maturity of the participant. It appeared noticeable that the more senior leaders among the interviewees had thought about this issue before, and they clearly had a greater sense of the importance of the topic. Charles--an expert leader--gave a detailed definition of his ideal culture with a quick summary at the end:

The ideal organization culture. For me it is one that is based upon trust, respect, and accountability. You've got to have mutual trust and respect for your peers as well as your team. You've got to be transparent in the communications that you have, not hold anything back…I guess what I'm saying is if you empower everyone to do everything, then it's not change, its anarchy. You've got to build

> in a structure that will support very well thought out plans, processes, procedures, because the answer's not always "yes." …clear vision, clear direction with goals and objectives, collaborative in nature, direct if we need it and always one of mutual trust and respect but the diversity of the individual is there.

Of the eight interviewees in the expert group, seven clearly identified similar themes: clarity of vision, accountability, and respect for the opinions and input of the members of the organization into their mutual success. These themes are very consistent with the goals of the leadership training illustrated in Figure 5 and Figure 6 and throughout the discussions with the OD staff. Although sometimes the terminology differed slightly, the underlying concepts supporting the leadership development process at Wolf seem to be resonating with the expert group of leaders. While these themes also emerged at different times in the interviews of intermediate and novice participants, they appeared to have different emphases for the ideal culture.

The intermediate group of participants also identified certain themes more often than their counterparts in the other groups. Two themes in particular received higher priority: openness in communication and input into decision making. These are both areas that receive focus in the leadership development process at Wolf. Pat focused on communication in her ideal culture:

> Some things that would be important to me in the culture of an organization would be the way we communicate, the timeliness in which we communicate… the formality of how we communicate.

Randy also addressed communication and decision making:

Organizational culture is a positive work environment where irregardless of what level within the organization you are, you have a voice that will be heard. And there's organizational structure but it's very open. It's not so structured that if someone has an issue that they would not feel comfortable bypassing one level and going to the next. Organizational culture is positive, is inclusive of every single person in the organization.

Within the nine participants of intermediate group, six explicitly commented on one or both of these issues to a degree that exceeded the levels in the other two groups. Since this group is made up of individuals in the manager ranks between supervisor and director, this could suggest a general sense of exclusion from communication and decision making.

The 15 individuals in the novice group often struggled to give a definition of their ideal culture, but with more questioning and probing a definition usually emerged. A variety of characteristics of organization culture were often mentioned, including flexibility, fun, and diversity. However, two issues--professional development and meritocracy--were mentioned by 12 of the 15 novice participants in some form or another. The professional development issue most often took the form of desire for training and an emphasis on rotational programs and flexibility in opportunity. The meritocracy issue manifested itself in references to fairness and distaste for politics. Diane--a novice currently in a role in which she is not directly supervising a staff-- described her ideal culture:

I would say, it would be open, and people would be encouraged to be open and

forthright and constantly give their honest opinions and assessments of situations.

It wouldn't be politics, it would be meritocracy based on performance. Somehow

politics wouldn't play into performance.

Laura--a novice in an individual contributor role--had a similar definition for an ideal

culture that is indicative of the general trend within this group:

Competitive and still collaborative. I function best in that environment. When

you're surrounded by smart people. They obviously all want to succeed. They

also want the company to succeed. And they want to work together to achieve

that goal. Rather than against each other. I'd say another part of that culture

would entail leadership training skills, development, mentoring, in whatever

form it takes. Whether it's formal or informal. I think those are the two biggest

aspects I care about.

The focus of the novice group on training and fairness could reflect their relative level in

the organization and the focus on career and skill development that is consistent with a

person in the early phases of a professional career. This is the same group that receives a

priority in the existing training and development curriculum created by the OD staff.

Once the participants had each defined their own ideal culture, two follow up

exercises took place during the interviews. The first was to have the participant review

each of the organizations they had been part of, including Wolf, and assign a value for

the culture of each organization on a 0 to 10 scale with their ideal defining the 10 on the

scale. The second exercise was to describe the gap between the scale value assigned to

their perception of NAMD culture and their ideal culture. The response to the

organization ranking exercise once again showed a clear difference in perceptions by

experience group.

Three of the eight members of the expert group indicated that they had

experienced cultures in other organizations that they perceived to be closer to their ideal

than Wolf. Three other members of the eight indicated that Wolf was closer to their ideal

than other organizational experiences. The other two experts did not indicate a

preference for Wolf or previous experiences. The results from the intermediate group

showed five of the nine participants thought that the culture at Wolf was closer than

previous organizations to their ideal. Finally, from the novice group 2 of the 15 stated

that the Wolf culture was closer to their ideal than their previous organizational

experiences. Table 12 provides a summary of the cultural comparisons to the

participants' ideal. While this information is an indication of the relative fit of the

participant to the Wolf culture, the discussion of the gap between the Wolf culture and

the participants' ideal reveals greatest insight into the issues that this group of leaders

see as a priorities for improving the culture at Wolf.

Table 12: *Culture Comparisons to Ideal*

Experience groups	Dell closer to ideal	Other closer to ideal	Not conclusive	Total in group
Expert	3	3	2	8
Intermediate	5	4	0	9
Novice	2	12	1	15

The issues that came up as the key to the difference between the value placed on the culture at NAMD and the ideal culture described by each of the interviewees were consistent across all levels of experience. There were four major common themes: lack of communication, lack of visibility and alignment with the strategy, work-life balance, and organizational churn. The lack of communication was described using a variety of examples. Many of the participants described a sense of frustration that the information they received from the executive leadership was not timely or completely transparent. For example, Geri--a novice--shared a comment that is similar to many comments found throughout all the interviews:

> I feel like there's a lot that we don't get told openly that sometimes you open the newspaper and you find out. Things about the company, the strategy, where we're going or what's happening. There's other projects that are secret but everybody knows about them but nobody can talk about them openly.

Pat--an intermediate leader--noted the desire for more communication on the part of the people she manages:

> I think whenever we ask people in a round table or in a town hall or any sort of meeting, "what would you like to see more of," the answer is always more communication. They just crave more and more.

The perception that communication is lacking within NAMD ties into the concern that staff feels a lack of visibility with the strategy, but there were several examples during the interviews that took this concept further.

The second of the four main themes that participants felt were keeping NAMD from matching their ideal culture was a lack of visibility and alignment with the overall strategy. Finn--an expert--discussed his concerns about the outward statements of executive leadership versus the actual practice of employee empowerment:

> If I'm really responsible for the numbers then I should have to show those numbers that support the scenario. But if I don't, whack me on the head, don't let it be deficient again. And then that didn't take place. It was very much, you own the numbers, but I'm going to make these financial and these strategic decisions for you… But they were uncomfortable giving that latitude to the individuals, and I just prefer that.

Quincy--an intermediate leader--noted his efforts to generate a resource plan to address the strategy from corporate leadership:

> In fact there's no business strategy. [The CEO] has his strategy about getting customer solutions. There's nothing that comes down to our level that, I agree, I think he knows what he's doing. We'll have a strategy I'll boil down to "quality through productivity." That's not a strategy. Even if that was a strategy, we don't align the resources to achieve it. It's not very clear…The organization's structure and resources must align with that. We don't do that. That's the third one I've been through and I want to get better at it.

Karl--a novice--makes a similar comment that highlights the frustration felt by staff on the lack of clear direction:

> Obviously the goals. They're not clearly defined. Even in my level, we're struggling to understand what is the purpose, what is the end result that we really want to achieve and how do you measure that? We're going to be defining that hopefully here in January. I'm going to be attending a summit …hopefully we can come up with some ideas and pass them down. Right now there's not a lot of direction. There's a lot of talk, there's a lot of discussion. But there's not a lot of action coming out of that, and not a lot of clearly defined paths to go down.

This theme of undefined or poorly communicated goals appeared throughout the interviews during the discussion of the gap between NAMD culture and ideal.

The third major theme that emerged as a gap between the current culture and the ideal was the lack of balance between work and life outside of work. Oscar--a novice currently in an individual contributor role--expressed his concern in a way that was often repeated:

> Work/life balance is important to me. I'm somewhat intimidated by what kind of time appears to be required in the work portion of their lives for the folks that get much higher than (Director level). It's something I struggle with as far as long term. I'd like the huge salaries, I guess the salary is more important to me than the position. But I still want time for the other activities I do in my life, I don't want to be working every moment I'm awake.

This view was expressed directly by 16 of the 32 interviewees, and was an underlying theme for several others. The issue was often described as a current fact of life, and the participants recognized that the commitment of personal time to the success of the

organization was a necessary prerequisite to career success. These comments were often

followed by a wish that this situation could be changed; that a significant amount of the

personal time was an unreasonable expectation or was simply a function of

organizational inefficiency. This theme was particularly evident in the more senior and

experienced people in the study who could point to specific issues that were investments

of time without a good organizational return. All four experts that addressed the work-

life balance issue directly mirrored this feeling.

The fourth of the major themes pertaining to the culture is the concern over the

desire for people to change positions every 18 to 24 months in order to achieve high

performance evaluations. Diane--a novice individual contributor that has led several

project teams--highlighted the sense that people move so often it hurts productivity:

The gap [pause]…I think it really has to do with the churn. The churn is the root

cause, people constantly moving to new roles or trying to see what next is out

there. I think people here really think that's helping the company. Five year plan

and what's next and what skill do I need to develop to move to the next role.

They get focused on that rather than what they're currently supposed to be doing.

Upton--an intermediate leader--voiced his concern that the focus on requiring movement

to a new position every 18-24 months was ultimately detrimental to NAMD:

But at times we're so focused on that we lose that core group of people. That

core group of people, I call them the workhorses, they keep everything running.

They're content in where they're at. They're not striving to be VP of the

company...We say, well, you've been doing the same job for six years. What's

wrong with you? That's how it's looked upon. There's nothing wrong. I enjoy what I'm doing. I enjoy being the school bus driver, or whatever it is. And I'm happy doing it. And I'm very good at doing it. Why do I have to always put up the front that I'm trying to improve myself to move to a higher level?

Finn--an expert--echoed the previous concerns about requiring movement of staff:

There are other things that you get into with individuals who are close to retirement and individuals who have been in jobs for long periods of time but who don't want to grow vertically, but really want to be really good at what they do and then that means moving laterally and making a career out of it…huge amount of resistance to giving any sort of career path longevity...very much a free agent kind of culture.

The issue of creating personnel movement and churn in the organization was raised by several participants in the study as a concern within the context of the culture. It was highlighted in other areas of the study as the discussion focused on development.

One additional issue was raised with a limited number of the participants in the study as a result of the initial response rate to the invitation to participate in this study. As noted earlier, only 3 of the original 13 invitations sent to novice level individuals were accepted. In fact, the vast majority of the 10 who chose not to participate did not even acknowledge the invitation with a response after three attempts by e-mail: the preferred method of communication in this organization. I raised this issue with seven participants: two experts, four intermediates, and one of the three novices who accepted the initial invitation. The novices on the initial invitation list would be likely to report

directly to a manager at the intermediate level. The responses did not reveal any obvious

explanation, but they did fall into three categories: (a) they were likely overwhelmed

with the details of their positions and did not have the time, (b) they did not equate my

invitation with the introduction they received from the OD team two days previously and

therefore discounted my invitation, or (c) they were concerned that their responses

would not be kept confidential and would result in negative career repercussions. Avery-

-one of the novices that responded initially--commented on this issue:

> I think it's mostly that they don't know where the information's gonna go, and
>
> how it's gonna come back and bite them. Those are probably the two big things.
>
> The other is what's the WIIFM, what's in it for me? So what would it do for
>
> them to spend this time talking with you?

Aaron--an expert--expressed his concern about the responsiveness:

> And when do you really get an hour to sit down and think about your career and
>
> how you develop? Doesn't exist.…The concern that I have is that at the novice
>
> level, have we incented people to own their development…and incent in the
>
> broad sense of the word in (a) they know it's important, they should know it's
>
> important, they feel rewarded for it, or they don't feel counter-rewarded.…My
>
> first thought when you were laying this out was holy crap, these folks don't feel
>
> like it's going to benefit them…I think that's an interesting …It's a damn
>
> indictment. That should smack us a little bit.

While other issues were raised by participants in the course of their discussion

about the NAMD culture, the common themes described here were clearly dominant

across the interviews. The interviewees consistently spoke about NAMD and its culture in positive, even affectionate terms, often using superlatives. Underlying the critiques of NAMD culture was a clear desire to improve the culture and make the organization successful. Frequently, as the discussion moved from culture to leadership the participants noted the overlap and interaction between leadership and culture, and the data from the discussions on leadership illustrate this notion.

Leadership

The discussions with study participants followed the same process as those that focused on culture. They began with descriptions of their perceptions of leadership in previous organizations along with their perceptions of the leadership, in general, in NAMD. While there was a tendency and a desire--particularly with the novice participants--to focus on individual supervisors and managers, I asked the interviewees to attempt to remain more general in their descriptions and focus on characteristics and behavior. The results of this phase of the discussions tended to parallel the results from the earlier discussion on culture, and many of the participants noted that it was difficult to separate culture from leadership in this type of dialog. The review and analysis of the interview transcripts eventually resulted in five nodes: *Opportunity to learn, Vision, Compassion, Integrity, and Communication.*

In the discussions focusing on experiences with leadership prior to joining Wolf, two themes consistently emerged from all of the 26 who addressed prior leadership: the learning and development that had occurred through previous leadership and the clarity of organizational vision from previous leadership. The themes were a mix of positives

and negatives; for instance several interviewees noted that they received very little development or no clear direction from previous leadership. Others were able to focus on the memorable professional development opportunity that the previous experience represented. The most often repeated phrase--used by almost everyone--was a variation of "the thing I learned most from …" as an introduction to almost any experience they had encountered, both good and bad. The remaining six participants who did not contribute observations about previous leadership either did not recall any specific details due to the length of time since they had worked at other organizations, or they had only worked at Wolf during their professional career.

Quincy--an intermediate leader with experience at a couple different firms before Wolf--had this to say about his opportunity to learn from observing leadership:

What I learned about leadership there was that stuff doesn't happen on its own. [Previous employer] plant was where I had that role. You see that. Even in the civilian world of manufacturing, you see that the process should be followed, it should be documented. Leadership is actually imperative to get things done. Nothing works as it's supposed to work. We can kid ourselves by saying we can deploy a complete standard of work, and eliminate variability, but we don't. We can't.

The significant theme--shared across virtually all comments--was the opportunity to learn from the experience whether it was positive or negative.

The next node that emerged in the discussion of leadership was each participant's own definition of the ideal leader. As before when the interviewees were asked to supply

a definition for an ideal culture, most of the participants agonized over this issue for several minutes. Many of them asked for my definition or for some guidance as to what I was looking for by asking the question. In a few cases, usually from the more inexperienced leaders, I used some more directed questioning to help them create their own definition based on important characteristics, traits, and behaviors of leaders that they had worked with in the past. Ultimately, all of the participants were able to generate a definition for the ideal leader, and as in the case of culture, the depth and richness of the definition seemed to correlate with the experience and maturity of the interviewee.

Aaron--an expert leader with significant experience in other industries and large companies--focused his definition on vision, integrity, and compassion:

> They have to be visionary and compelling. The other thing that comes to mind is they have to have integrity. You have to be able to believe them and trust them. To me integrity is one of those things that will create loyalty. And wow, if you're fired up and you're attacking this vision and then you've got loyalty, that's pretty cool. I think there's a lot around integrity... Because that kind of rounds out the trust and loyalty and integrity. You know, you take care of people when they need to be taken care of, and dang they'll walk through walls and fire and everything else.

Bernie--another expert leader--based his definition on the reading he has done on leadership:

> The ideal leader has the ability to inspire and motivate. For me, I have to share some values, I don't have to share all of them. But, base values of courtesy,

honesty, kindness. I want to see them as a winner. I want to know that they are

intellectually capable, and I want to know that they're doing things in the best

interest of the organization and their people. I don't believe there has to be an

either/or.

Charles' expert leadership designation gave him the insight to provide a very detailed

definition:

One who sets a clear vision for the team that can articulate it to the team, who

sets up an organization that is bought in and strives toward the visions and goals

every single day. One that creates a culture of excellence that doesn't accept

mediocrity. But is a safe environment to make mistakes as long as you learn from

those mistakes… Someone that is an open book from the communication aspect.

That doesn't always mean telling everyone everything you know. A lot of times

it means "I know and I can't tell you." But to me that's open and honest

communication and I think people respect that.

The similar themes for an ideal leader continue as the definitions come from

individuals with less leadership experience. In fact, of the 29 discussions of the ideal

leader, 28 had at least one of the common themes shared by the three definitions above--

vision, compassion, integrity, or communication--in one form or another. The one

individual who did not supply a definition--Ed, a novice leader--initially stated that there

was no such thing as an ideal leader. When pressed for a more complete response, Ed

focused on the situation:

Up to a point, I really don't think there is an ideal leader. Most of the stuff I said was more, I need a leader that's dynamic, total figurehead, mentor, as well as the person that's your shield from some of the other stuff that comes on. It's all situational. Your manager has to be able to adapt to the situation and change accordingly. Besides that I can't think of anything else I can describe a leader as besides adaptable.

There were, however, differences that appeared to correlate with leadership experience. The responses from the experts and more experienced intermediate leaders focused on the organization: vision, accountability, or integration across different groups, for instance. While the responses from the less experienced intermediate and novice leaders had the same general themes in the definitions, the breadth of the answer was much narrower: the department, my team, me. The less mature definitions of leadership seemed to focus much more on the personal and the impact on the individual rather than the organization. For example, Frank's novice definition was entirely personal:

Someone that would treat me fairly, that would treat me with respect, not an aggressive person that would come in and be very demanding and -- someone who would come in and not yell at you, would appreciate your ideas and listen and not interrupt. I've had managers that you'd be trying to share an idea and they would just interrupt you and cut you off – those types of things that I don't respect or appreciate…Someone that would give me enough room to be flexible

and not micromanage you. I don't care for that. Someone who is compassionate

with your personal needs.

Irvin, another novice, responded similarly:

One who is charismatic, one who I can trust, [pause] one who motivates me

based on his vision and his….mostly based on his vision of where he wants us to

go. So, one who motivates, one who is charismatic, one who instills trust and

integrity within his subordinates, and expects them to have that similar….DNA.

…And people who really care about you…they may not show it now, but you

know they do care for you.

The same themes exist, and are articulated, but they are described in a much more

personal rather than organizational manner. This difference in breadth of view makes

sense if the context of participant's experience and level in the organization--breadth of

responsibility--is taken into account.

Participants were asked to compare their past and current organizational

experiences with leadership against the standard of their own ideal. As in the case of

culture, the participant was asked to use a continuum of 0 to 10 with their own definition

of the ideal leader as a 10. Each interviewee then gave a numerical score for the

leadership, in general, for each of the organizations in their professional experience.

Table 13 shows the breakdown for the interviewees and their impressions of past

experiences with organization leaders and current Wolf leaders and how those compare

to their ideal. The responses to this exercise closely mirrored the responses to a similar

effort to discuss organization culture. In both the expert and novice group small

minorities of participants felt that the leadership at Wolf more closely modeled their view of an ideal leader than the leaders they had encountered in other organizations.

Table 13: *Leadership Comparisons to Ideal*

Experience groups	Dell closer to ideal	Other closer to ideal	Not conclusive	Total in group
Expert	2	3	3	8
Intermediate	5	4	0	9
Novice	3	6	6	15

For the Intermediate group a majority of interviewees described Wolf leadership as closer to their ideal than leaders they had encountered in other organizations. It is noteworthy that the Intermediate group is the only one that all nine individuals in the group had a clear opinion about this issue. In the expert group two participants did not give a clear opinion about comparisons of Wolf leadership to their ideal, and six members of the novice group did not give an indication that current or previous leadership was closer to their ideal. The six novices that did not give a relative opinion of leaders often indicated that they did not feel qualified giving an opinion of the leadership of earlier organizations due to their age, inexperience, or entry level positions in those organizations.

The critical discussion on leadership centered on the gap between Wolf leadership and the leadership ideal of the participant. While several items were described as issues, three themes were clearly most noted by the participants as gaps: long term vision, development of people, and communication. These came out as different issues,

but in several cases they were all noted by the same people as overlapping issues. Six people made comments that could be characterized by noting that the gap in NAMD leadership is due to a lack of communication because the leaders have not developed their staffs to trust them with information about the vision of the long term strategy of the company. This overlapping theme was most predominant in the expert and novice groups, while the intermediate group had no major theme that emerged; their responses varied widely. Aaron summarizes an expert view of the current leadership gap at Wolf:

> Where we are right now is pretty good on everything except, I don't get a sense of a strong vision right now. I think we're trying to figure out what we're going to be when we grow up and got some platitudes that we can put out there until we start see some baby steps toward that, it's lacking. Obviously [the CEO] can be visionary. He's got his top five that we're going after. That all sounds good. If I take it back to the NAMD level, we're going to contribute to that, but what are we going to do, what's exciting? What's compelling? What's that spot on the horizon that we can get people fired up and going after? It's not there right now.

Likewise, Bernie gave an expert opinion on the tendency for the top executives to revert to tactical issues during a strategic crisis:

> I think fundamentally Wolf has to discern between leaders and managers. I think we need a clear focus on how we execute it at the levels of the company. When you start to see the CEO or chairman switch down to parts roles and pricing changes on the web, holy cow that makes a whole lot of us irrelevant. Who's steering the ship if he's doing that?

Two very strong themes emerged from the novice group concerning the gap between the current leadership and the ideal leader. Diane--a novice engineer--highlights the both of the themes: lack of vision and lack of communication:

> I have no idea what strategy they're developing...It doesn't filter down to us. Maybe it's not supposed to. Maybe they don't want their engineers to know about the strategy. That's weird. You'd think if there was a high level strategy… I would be more likely to drive a project towards that or make decisions about that. I think being able to communicate strategy. There's vision here…the overall vision. But the methodology is going to that vision. Yet, to communicate that but also have a mechanism for giving input into that.

In the discussion of these two themes 9 of the 15 novice participants noted vision or communication or both in their description of the leadership gap. Mary summarized her description of the leadership gap with a series of necessary questions:

> We reward tactical not strategic activity, we're more short term in our thinking and because of that true visionaries have a harder time. We should be asking three questions: 1) what does the customer look like, and what "will" they look like, 2) who is key talent and how should we be developing them, and 3) anyone can move a million [products] a quarter, but are we taking actions for the long term health of the company and not just this quarter?

These two comments closely match the general feeling from the novice group, but similar thoughts could be found in each of the other two experience groups, although not in the same frequency as the novice group.

Of the 32 participants in the study, 16 were asked to define the difference between management and leadership. While this question was not a fixed component on the interview plan, the topic came up numerous times, and I took the opportunity to explore the extent of the participants' understanding of the differences. The results were highly uniform and centered on the idea of management as tactical execution and adherence to policy while leadership is strategic and more closely aligned with the motivation and inspiration of others. Oscar--a novice leader --focused on vision and passion as the differentiators:

I think a leader is someone who has a strong vision and for me, personal passion around that vision. And however he does it in a way to unite others toward that common goal or vision. I think that last part is probably the crux. I think good managers certainly have some of those qualities, and I don't know that a manager, a good manager has those qualities but I think a manager who has a strong leader above them, can help direct a team or folks toward that goal without necessarily needing to be that leader-type person themselves.

Aaron gives an expert view of the same definition with very similar results:

I think to me management is fundamentals of the step-by-step practices that you do. Leadership is the choice of which ones are more important and perhaps even [pause].… A classic example is attendance policy. You need to maintain consistency on who gets excused absences from what. You're not going to see an HR policy that says you should grant excused absences during the end of quarter

for a sick child. …most detailed best managers were all head no heart. And as a

result, that's what they got from their team--they didn't get the heart.

The other 14 definitions fit this same pattern, consistently across all experience groups.

The final issue explored in leadership was a self critique by each of the

participants on their leadership capability compared to their own leadership ideal. This

phase of the interviews was used to bridge the discussion from the focus on culture and

leadership at NAMD to an internal focus on each person's own leadership gap and

opportunity for development. The question was addressed by 30 out of the 32

participants and one each from the expert and intermediate groups did not engage in this

phase of the discussion. Once again the differences in experience and maturity were

evident in the issues addressed in this section as the more seasoned leaders were often

quite self-critical, and could list their leadership deficiencies without hesitation. It was

obvious that they had all give this issue a significant amount of thought outside of this

activity. Charles gives an expert view of his own weaknesses and opportunities to

improve:

> I definitely can do better on the communication aspect. As I've transitioned into
>
> senior leadership, one thing that has been hardest for me to do is to be able to
>
> delegate and let other people be responsible for things. Until I got to senior
>
> management, I was always able to pretty much do everything I needed to do
>
> myself. Which gave me the comfort level of the information that I needed to
>
> present to know that it was accurate, it was correct, and I knew all of the data. So,
>
> really being able to delegate that to my team, to teach them what I know about

manufacturing; that has been a positive aspect. But to be able to create an

environment where they can go out and try something and feel like it was truly

OK to make mistakes is one of the areas where I can definitely improve on.

Charles' critique focuses on his areas for improvement and how he can do a better job

for the people he leads: a typical response for the expert group. Pat's response as an

intermediate leader with a moderate amount of leadership experience is similar:

I think there are a lot of things I need to learn and get better at myself in order to

help my team. One of the things that I for one am really bad at is a lot of the self-

development. In terms of identifying a mentor for myself and really developing

my professional opportunities and weaknesses; I'm not really good at the

networking thing. I guess when I say I'm not good at it, I guess it's more I mean

I don't make time for it. I'm not very disciplined at making time for it. By me

being so bad at things like that, I find that I don't push my team hard enough to

do stuff like that. I feel like if I'm not doing it myself, I shouldn't make them do

it. In which case I think I'm hurting them because they're not getting enough

networking time, I'm not pushing them hard enough to make professional

relationships with people outside of me. I think that's where I fail them a lot as a

leader.

This is contrasted by the response for those in the less experienced groups.

The novice group focused very heavily on opportunities, development

experiences, and mentoring as they discussed their leadership gaps. Interestingly, they

generally rated themselves higher on average against their ideal than did their more

experienced colleagues in the expert group. Experts gave themselves an average of 6 on their own scale of leadership ideal. Intermediates averaged a 7.7, and novices gave themselves an average rating of 7.2. Frank, a novice leader, captured this theme when he discussed the gap between his leadership capability today and his ideal:

> I feel that I have the people side of it, under control, to where from my perspective I would be respectful of people, I would support people, I would allow people flexibility to do their job. I would have accountability for those folks. There would be accountability for the job that they do. I think that within Wolf, directing a group at Wolf itself, I still have some growing to do from the business side of it, just because I haven't been exposed to a lot of different areas within the organization. I'm starting to get that exposure on various projects and that type of thing. It's coming but it's not, I wouldn't say I'm 100% there yet. Because it's such a large organization and it covers so many different areas and so much ground.

Hal, another novice, succinctly noted his leadership gap to the ideal:

> That's the gap that really, the only way to fill that gap is to get in a role as a manager, first line manager, and start showing that you can do those things.

In this portion of the study 10 of the 15 novice participants explicitly noted the need for more experience in order to address the gap in their leadership capability. Several of these also noted other issues such as communication or strategy skills, but experience and the need for development was noted as the primary gap.

Aspirations

The heart of this study is development, and the focal point for the interviews led to the discussion of each individual's development as a leader within NAMD. The interviews eventually resulted in data that coalesced into a cluster of nodes under development made up of six nodes: *Honest feedback, Identifying weaknesses, Gaining experience, Self-directed development, Roadmap, and Rotational opportunities*.

The discussions with participants on the gaps in leadership capability compared to their ideal served as a link to discussions about their development. By addressing the gaps, the interviewees were able to highlight the areas that they felt required more attention and support for appropriate development. As noted in earlier analysis, descriptions of the leadership capability gaps differed widely, and seemed to align with the amount of leadership experience and maturity. The expert group--along with several in the intermediate group with more leadership experience--was able to focus on specific skills and behaviors with a look to improve them. Aaron's expert comments show his desire to improve his communication and interaction with the people he leads:

> I think probably taking the time to understand where the people are and listening, I think back on that compassion piece is something that I could do a better job of. Sometimes I think I knock the ball out of the park but all in all I think I'm not there. I think there are certain situations where I'm getting squeezed and I let that affect my personal letter actions against the little things. It's always the little things. Somebody is there to tell you that whatever situation, somebody's very sick or whatever, they want to be validated by that whole experience. They don't

want to be brushed aside. I think it's those little things that I don't do as well as I

could.

Seven of the eight experts commented on their leadership gaps, and Aaron's example

shows the consistent theme of skill improvement needed to improve his leadership

performance. While there was no single skill or experience that emerged as a theme for

the experts, the gaps were uniformly oriented toward self-improvement and effectiveness

as opposed to the desire for a new experience.

The intermediate group addressed their own capability gaps in much the same

way that the expert group did. Eight of the nine intermediate participants addressed their

gap and between them noted 10 distinct areas that they needed to improve. The only

items that repeated were communication and the need for more experience in a specific

area. Other items mentioned were time management, self development, staff

development, financial skills, information technology skills, decision making,

delegation, and networking across hierarchical lines. Vic shares his concerns about his

issue with delegation:

> Probably that I don't, I still don't relinquish everything. I don't delegate a lot. I
>
> try to grow a lot myself, share some of the things with my team, but I don't let
>
> them run it. That's one of the things I kind of struggle with. I've seen other
>
> managers who basically delegate everything they're doing. And I personally feel
>
> like they're not doing their job. Then I probably think, I need to step back and,
>
> maybe that's one of the things I should be doing. I think that's the piece I need to
>
> hone in. I still hold a couple of my things close to the chest.

The results from the expert and intermediate groups contrast strongly with the results from the novice group.

The results from the novice group had very strong concentrations in two specific areas: communication and experience. Of the 15 novices that addressed their leadership gaps, 13 noted that they needed more experience in order to develop professionally. However, most of these made note of the fact that they were confident in their people management and other "soft skills" required to be a successful leader; they simply needed the opportunity to put those skills into practice. Five of the participants highlighted a need for better communication skills, and all five of these also mentioned the need for experience. Diane focused on her need for experience:

> I think I have the people skills and I think I can be open and engaged and not micromanage and trusting. All the stuff I think I'm good at. I can communicate things pretty well, [pause] But I'm not a good goal setter. I don't yet have experience to know how to realistically set strategy. And I think the soft skills of leadership framework is there, but the experience, I haven't had the experience to the point where I understand industry to the point that I would feel comfortable setting the strategy, or the goals. I can set improvement goals more realistically or more intelligently than someone just starting out there, but if you look at it from an industry perspective, top leadership perspective, I think I could manage people on my level effectively.

Mary also noted the need for experience and communication in her gap analysis:

My biggest gap is that I need General Management experience [pause]…I need

to be able to address the whole range of GM issues like staffing, scaling,

discerning the trends on a Balance Sheet using intuition as well as calculating for

hours, knowing the important ratios and the functional knowledge of running a

business. I think I can get the experience here at Wolf, at least it looks that way

now. I need to get better at my communication to different stakeholders

[pause]…I'm not as good at "boiling down" my message to execs so that I'm

more effective. I need to get a better business acumen at a higher level, and I

need to watch how execs communicate, knowing what's important.

These marked differences in responses establish a likely need for significant differences

in development approaches for each group.

    Each of the interviewees was asked to describe their perception of leadership

development at Wolf and NAMD in particular. The answers varied widely across all the

groups, but one theme clearly became evident as discussion progressed; development at

Wolf is self-driven and self-directed. Bernie--an expert leader--described it with a sports

analogy:

We kind of subscribe to a rugby scrum mentality at Wolf. Everybody's going to

get in there and fight for the ball and whoever comes out running with the ball

gets to be the one that we identify with, he or she must obviously be better than

the rest. So that's where we make our decision. That's not necessarily a case

from a leader perspective. I think fundamentally Wolf has to discern between

leaders and managers. I think we need a clear focus on how we execute it at the levels of the company.

Aaron described the development philosophy as he understood it, and it echoes very closely the philosophy described by the OD staff:

We talk internally about a 70/20/10 model where 70% of your development is really on-the-job training. 20% is coaching and mentoring and 10% is classroom. For me, to get to where I want to be and do what I want to do, it really begins on, I need to be effective to having that dialogue with the leaders above me and here's what I want to do and here's why. Invariably there's always a why question that comes back. The effectiveness of that dialogue, what do I need to do to get there?

Aaron's comments repeat the theme that whether or not there is a development model at Wolf, it is self-driven. All seven of the expert leaders that participated in this phase of the interviews commented on the self-directed nature of the current development activity at Wolf. Dylan's comments reinforce this idea:

In terms of development, I don't think Wolf does a good job at developing anything or anybody. We do it and then we figure out how it should look after we start doing it. We don't train people. This Leadership Development Program that we have--[names specific programs]--are the best things that have happened at Wolf since I've been here. They are solid, they are value-adds. Outside of that, push you in the water to swim. We'll get you eventually.

The expert group uniformly supported the idea of self-directed career development, but four of them noted the absence of guidance or feedback on the self-directed plan.

Upton--an intermediate leader with significant experience before Wolf--expressed a view close to the theme found among the experts:

> One of the things we began to talk about is the training, laying out a road map. We're good at saying we lay out road maps, and everyone is responsible for driving their own career. If you leave it at that, not everybody can be a VP, not everybody can be the director of a facility. Maybe they don't all want to be a director. For me personally, I think we get so involved in our culture that we work our day to day business to be successful and to take care of our people, that we kind of overlook our personal needs as far as career development. But it comes to a certain point where you get into the management position where you drive your own career and don't leave it up to anyone else. That's kind of like the fall-back phrase. "Hey, you know what, it's your life, your career; don't let anyone else drive it for you." You need to do it. You need to be given that opportunity to execute to what you think is a good career path or good career move for you.

Xavier--a long term NAMD employee and intermediate leader--highlighted the benefit of self-directed development:

> If you don't have the drive to focus on results, you won't stay employed at Wolf longer than six months. Wolf is a culture that thrives on results. If you look at the competencies at Wolf, I don't care what HR says or what we spend out there for

marketing, drive for results and dealing with ambiguity are the top two for

survival here. If you look at other companies, we do a lot of training but really, in

all the jobs I've been given, I've never had any, it's just…I do the same thing to

my team. I try to give some guidance but really the people that do well at Wolf

are those who can figure it out on their own. And have a strong drive for results.

Without the drive, you will not last here.

While the emphasis on self-directed development was not as prevalent with the

intermediate group as with the experts, all nine of the intermediate participants made

note of this phenomenon either directly or by inference, and five addressed it explicitly.

The results of the interviews the novice group of participants revealed two major

themes on development at Wolf. All 15 of the novice participants addressed

development in one form or another, but they seemed to focus heavily on the availability

of training and the process for creating a roadmap for their development. Training

workshops and classes were identified by six of the participants as being readily

available; whether or not they personally took advantage of the opportunities. Hal

mentioned the extent to which training occurs within his normal course of events:

All the training, that's another thing. I never have had this much training. Let's

say there are ten required training classes each year that you're required to take.

Even though sometimes when you're doing your work and you see that email

come up and you go oh man I've got to take this training class, sometimes you

may dread it because you don't have time. But once you take it and complete it,

you really understand the value of it.

However, even with the availability of data, 10 of the 15 participants showed real

concern about the lack of some direction for creating a development roadmap. Most of

these 10 specifically mentioned one-on-one conversations with managers and mentors,

but they since they often received conflicting information they expressed a strong desire

for understanding the types of classes, experiences, and work assignments that are

valued by the company for career development. Nat captured the theme stated by many

of the novices as he described his frustrations with attempting to develop his own career:

I think it's kind of interesting because for a while there I thought it was a strength

of Wolf that now I'm starting to see more as a weakness, is the whole notion of

there's a lack of career mapping. The company is so big, wide and full of levels

that it's very unclear what the fastest way up or the best way up or the best

development is to get to certain levels. So you have a director in one business,

who kind of has the capabilities of a senior manager in another business. There's

no standard template of, okay, this is what it means to be a director. This is the

ideal way to be there. And it includes you need to go through these courses; you

need to have these experiences. For example, in the military you have several

courses, when they make captain they training courses they need to go. Then

when they make colonel there's staff courses that they need to take to get them

ready to be generals. There needs to be some of that where there is, at this level,

this is what you need to know about the company, about making decisions, about

what's important and so on. At this level, you need to know about how do you

create this vision, strategy that will get you to the next level. And, oh by the way,

you will have a rotation before, after, or somewhere in between for six months

where you need to demonstrate a propensity in doing something like this.

The novices seem to agree that there are many opportunities to acquire skills through

classes and workshops, and that changing jobs to gain varied experiences is not only

allowed, it is encouraged every 18 months. However, there is a strong desire to

understand the "rules of the game" and to be able to gain clarity over the expectations

that NAMD has of their self-directed development.

Since development was ultimately the focus of this study, each of the participants

was asked to give their recommendation for improving the development process within

NAMD. Consistent with other topics discussed during the interviews, the expert

participants became very engaged during this phase of the discussions and their input

was thoughtful and often extensive. Dylan gave an extensive and detailed response to a

request for recommendations for improving development at Wolf that directly addresses

the primary issues for the expert and many of the more experienced intermediate leaders.

Initially Dylan addresses the lack of opportunity:

…What I see happening now is that we become an organization that is stagnant

in growth in terms of building new facilities, opening new departments, etc. Now

we have a large funnel, and it's full of [senior managers], 60 [senior managers]

trying to get [director] positions every year. And oh by the way, 50 of those

[senior managers] are inside qualifications for those two positions.

This recognition of the shrinking opportunities for upward career growth was widespread, particularly among expert and intermediate participants. Next, Dylan described the type of communication he would like to hear:

> …So what I would like to see happen is having a real conversation that says, Dylan, to prepare you for that next opportunity, these are the things that we think will be best for you to work on. This should be your next assignments. There are five or six assignments that are key rotational roles that we think that people who are scoped to be director level have to go through…

Dylan's frustration begins to become evident when he describes the communication he actually receives:

> …What you get is the BS runaround …Then it's well, you know, it's a woulda, coulda, shoulda. Nobody can tell you scientifically why not.

The continuing conversation with Dylan focuses on the express desire for clear, honest, and constructive communication without worrying about hurting his feelings:

> … I'd rather somebody say "you know what Dylan, you're a super guy, you're just not as polished as an MIT grad, or my Harvard grad. You need to go work on your communication skills"…The big thing I think right now at Wolf is not enough opportunities and not any candid conversations about real development. Really having that hard conversation that said if you want this, these are the two things the executive team say you need to do. You pull those two off, you're good

It is not difficult to get a sense of the great frustration that finally boiled over from Dylan during this discussion, particularly if it is possible to picture his increasingly animated demeanor as the comment ended. By the end of the comment he was upright in his chair, leaning forward, often with his arms flailing. This comment was the culmination of over two hours of discussions, and it seemed to summarize many of his concerns--and those of his colleagues--and recommendations about development at Wolf.

Recommendations from the intermediate and novice participants were similar to the experts in that they had a strong and consistent desire for a roadmap to career development. The terminology used by the less experienced participants sometimes differed from the expert and experienced intermediate participants who consistently used the term "roadmap" or something similar. The less experienced intermediate and novice participants tended to use more general terms such as "guidance" or "career development plans" to describe the phenomenon. Virtually every interviewee referred to the desire for a set of parameters for career pathing. Beyond the desire for guidance, the intermediate and novice groups had an emphasis on two areas: Wolf-conducted functional training and rotational programs. Six of the nine intermediate leaders mentioned Wolf-conducted training while seven novices mentioned it. The concept of rotational programs was described as a desirable model by five intermediates and four novices.

The 13 people who described the desire for Wolf-conducted classes were very specific that they did not want standard training classes. The concept that was consistent among those who raised the idea of classes centered on using executives--ideally

directors or vice presidents--to lead classes and seminars on functionally specific topics such as finance, budgeting, implementation of lean concepts, strategy, and marketing. The thought is that hearing about these topics from the functional leaders within the organization would bring credibility and role modeling to the process. For instance, even if the novice leader attending the meeting had an MBA, that person would still gain value by understanding the Wolf process for finance and budgeting. Jim--a novice--highlighted this approach to in house classes:

> I would rather see us offer abbreviated courses on things like strategy, financing, human resources. Maybe it's a group of five or seven short courses and gives people the opportunity to sort of understand where they think they're strong and also weak. To go in and tap in those type of activities. I would love to spend time going over strategies, going over finances. I understand it to a certain level but I'm sure Wolf does it slightly different. Those are some of the things that help me become a better business leader at some point.

This comment mirrors those found in the intermediate ranks as well as among novices.

The other theme emerging as a recommendation from the interviews with the intermediate and novice groups was the desire for a rotational program that would formalize the movement into different roles and functional positions on a more predictable basis. The support for rotational programs was not universal; there were three interviewees that noted specifically that they did not support that level of formality. However, the nine people in these two groups suggested that this type of program--already in place in the finance and engineering groups of the organization--would add

real value to their opportunities for development. Two people in the expert group

mentioned rotational programs as a legitimate consideration, but with real reservations.

Yancy--an expert--suggested that while rotational programs have value when combined

with self-directed development, there is danger in becoming two formalized:

> I think you need to have both and I think there is a lot of value to a track
>
> [rotational] program, but the problem is Wolf is going to screw it up if we do it.
>
> Because you're going to make it too much of a bureaucracy, you're going to have
>
> all these backroom conversations, and people mature at different times
>
> throughout their career. That's why I think Wolf has gotten into trouble in the
>
> past, if the person doesn't fit in the box, they can be left behind. I've seen it
>
> happen.

Three people in the expert and intermediate groups mentioned the distinct lack of

development programming for middle and senior managers; roughly equivalent to the

intermediate group in this study. Bernie--an expert--noted the array of development

programs and highlighted this issue:

> In the environment in the year we're operating under that, a lot of that hasn't
>
> been sustainable in terms of how you really go do it. I think we've created a
>
> program for the [pre-supervisory], [first level supervisor], maybe the entry
>
> [director]. And we've got one for the [executives]--the [company-specific name]
>
> program. We're still missing our [manager and senior manager level] leadership.
>
> I'm in the emerging group at the [director] level. There's still a very big hole at
>
> [manager and senior manager level].

Bernie's comments highlight a gap in the intermediate leadership development that--while not mentioned by large numbers of participants--was mentioned with high interest and passion by two other participants.

As a part of the discussion on development, many of the participants were asked to describe their career aspirations. The item was posed to three of the eight experts, two of whom clearly stated that their career was likely to take them outside of Wolf; one was actively interviewing with another firm. The third was not as decisive about a path outside of Wolf, but he was open to the possibility. The general tenor of the discussions with seven of the expert participants with a focus on development was normally directed to the development of others. There was a strong concern for ensuring that the individuals on their staffs that were one to three levels below them had better development experiences than they did, so the discussion about their own career aspirations seemed to be treated as an aside or an afterthought. The scenario described by the three experts with aspirations outside Wolf was either moving to a much smaller firm as a top executive or owning their own business; in two cases both scenarios were discussed.

Career aspirations were addressed by eight of the nine intermediate participants, and two of the interviewees had clearly stated career goals internal to Wolf, while the other six were either clearly focused on a career beyond Wolf or were at least entertaining such a move. The type of opportunity beyond Wolf was not as clear as it was with the experts that shared this goal, but teaching and entrepreneurial endeavors were mentioned as possibilities. Within the novice ranks, 13 of the 15 participants

addressed the issue of career aspirations and 5 of the 13 noted that their career path was likely to be within Wolf. The other eight individuals considered paths outside of Wolf to be strong possibilities, and two were actively seeking non-Wolf employment at the time of the interviews. The key difference in the responses from novice participants--with the exception of the two who were actively seeking--was the ambivalence of the response. Whereas the intermediate and expert participants with an inclination toward career paths outside Wolf were fairly clear about them, the novice respondents that addressed the notion of a non-Wolf career path merely addressed it as likely, but not something they had thought about seriously. However, two of the women in this group of novices noted that if they did leave Wolf, it would likely be due to the need for work-life balance once they began a family.

Research Questions

Five research questions were asked as part of the development of this study, and the data and analysis should provide answers to each of them. Data was collected by reviewing public financial data, reviewing documents pertaining to leadership development, surveying the professional population of NAMD, interviewing the OD staff of NAMD and finally by conducting interviews with 32 members of the professional population of NAMD who are participating in the leadership development activities. These data and the consequent analysis allowed me to develop the following answers to the research questions.

Research Question 1

The first question was: *In what ways do the individuals responsible for the creation and management of leadership development activities in a large US-based company understand and consider organizational culture in their program development process.* It is clear from the interviews with the OD staff of NAMD that organizational culture has a considerable impact on the thinking of those responsible for creating and implementing programs and activities focused on the development of NAMD's future leadership. Dan--the head of the NAMD staff at the time the study began--discussed explicitly the focus of executive leadership on the culture and the values system of the organization as they conceived and created the development program:

> There were desired outcomes that we had hoped to achieve outside of the training in different thought process, change in attitude, maybe a little change in value systems, because that's when we began to introduce what we call the "what and the how of our performance management system." Historically, we were so results driven and we called that "the what" that we tended to lose focus or meet improvement in "the how." What was the result, the how were the behaviors.

Dan's comments coincide with the perceptions stated by Jo; one of the OD staff members that were part of the program development: "[The Heart of the Wolf] is really a document that talks about the aspirational cultural that we want to have here. In terms of developing people, I think that's really what guides us."

The program created for the development of front-line supervisors in NAMD provides more evidence that the organizational culture is an important component of the

leadership development process. Figure 6 provides material found in the internal

documentation used to manage the leadership development process, and it shows that

one of the key parameters for success is the need to deliver results the "right" way. This

terminology is used by executive leadership to describe the desired cultural values

concerning how to achieve results.

Not all the evidence is clear in illustrating the impact of organizational culture on

the executive leadership and OD staff responsible for leadership development. In one

comment Dan speaks about the influence that culture and leadership development have

on one another:

> Great leaders drive great cultures. And I believe that would be an accurate
>
> representation of how the company views our stand today. In that a culture is a
>
> by-product of leadership as opposed to your culture driving the kind of leaders. It
>
> certainly drives the kind of leaders you have, but not necessarily your leadership
>
> development strategy.

This statement tends to discount the influence of culture on leadership development, but

the focus of the comment by Dan is on strategy, not content. I was not able to revisit this

issue with Dan for clarification, but his other comments and those of his OD staff

colleagues led me to conclude that this comment related to the strategy of

implementation and timing. Other documents and discussions reveal a strong sense of

the importance of enhancing the awareness of culture and moving it toward the desired

culture as part of the development curriculum for future leaders. Dan's comment also

underscores the concept that the current executive leadership and the OD staff recognize

that a key responsibility of leadership is the organizational culture. Reflecting the active, results-oriented culture of Wolf, the leadership development process is intended to develop leaders that affect culture rather than be passively affected by it. The process is used by current leadership to develop future leaders who can embrace the espoused cultural ideals of leading beyond the "what" by focusing additionally on the "how." While widely stated and embraced through their words, most of the leadership development participants stated that the current culture continues to reflect a "win at all costs" ethos. In fact, throughout the interview process, the more senior leaders seemed to have a high comfort level operating in the aggressively results-oriented culture. It is the culture in which they have succeeded and thrived in their careers, and all of the senior interview participants expressed the necessity of maintaining the same focus on results and winning in order for Wolf to be able to succeed in the marketplace.

During the interviews with the OD staff, they described the impact of a major business downturn in 2000 and 2001 that led to the first reduction in force in the company's history in 2001. That event--triggered by outside environmental changes in the marketplace and in technology--was the impetus for broad, strategic changes to several operating plans. Likewise, the executive leadership heightened their attention to the development of future leadership.

Dan addressed this change in the emphasis on development from the executive leadership:

But when we started paying real serious attention to is when I think we took the next step-function increase in our thinking around leadership development and

pipeline growth and I would say that was probably 2004, 2005 when we created

three programs that really indicated we were serious about becoming a learning

organization.

These observations confirmed that the events in the environment over the past several

years have created urgency within Wolf for concentrating on and investing in the

development of leadership: a change from the existing culture at the time.

The current environment is having an effect on the leadership development

activities, but more implicitly than before. With a changing market, changing

technology, and greater emphasis on producing their products internationally, the

NAMD group within Wolf is undergoing a significant strategic shift that is creating

considerable stress across all levels of the organization. Everyone in NAMD has

concerns about the security of their employment, even as a top performer. This

uncertainty and job stress is causing the majority of the 32 people who participated in the

interview phase to consider career options outside NAMD and Wolf, at least implicitly.

This, in turn, is causing the OD staff to factor these concerns into the development

process, both from the perspective of retaining top leadership talent, and in providing

them the tools to deal with these issues as they lead others.

Research Question 2

The second research question was: *In what ways do participants in leadership*

development activities in a large US-based company understand and consider

organizational culture in their development as leaders?

This question was the critical component of the interview phase of this study, and was the major topic of interest on the part of the participants. The discussions concerning the culture within NAMD were the most dynamic and animated of any part of the interview process and brought forth strong passions. The perceptions of the interviewees closely mirrored the results of the survey, with a strong consensus that more balance is desirable between the competitive, results-driven culture that exists today and a culture that focuses more on the human component of the organization.

Sam--an intermediate leader--described the swings in the cultural focus and the longevity of that attention:

Several years ago we started talking about the "how"…we started talking about the "what" we're doing and "how" we're doing it. I think we focused on that for a few years. I've seen less focus on it lately. I think it's important. I'm kind of a champion of that…That's something that I think Wolf needs to continue to focus on. It's in our performance plans and reviews but I don't think we really talk about it as if it's in the performance plans and reviews.

It is clear to see that Sam pays continuing attention to the organizational culture in the form of managing the "what" and the "how" of achieving results, but it is important to note that he also laments the fact that it has become apparently less important. This confirms the sense that executive leadership attention to changing the organizational culture--the "whats and the hows"--is more of an espoused theory versus a theory-in-use. While there is general agreement that a greater focus on the "hows" of running the organization and leading the people in it is a positive development, the change has

apparently not become permanently embedded in the cultural makeup of the organization. As Wolf and NAMD work to survive in a turbulent commercial environment, behaviors tend to more frequently reflect the underlying belief that the driven, results-oriented, "win at all costs" culture is the most effective route to success rather than the espoused desire to consider the human side of issues.

The issue of work-life balance as a factor in the culture of NAMD has an impact on their development as leaders according to a large number of the participants in this study. Several of the interviewees at all three levels described their hesitancy to advance significantly beyond their current level because of the demands place on their personal time by the organization. Vic--an intermediate leader--addressed the work-life balance concern:

> Now that I've come to Wolf, I would like to build a long career here at Wolf. I would like to retire out of Wolf. I don't necessarily want to be the next VP. I find the more I advance in the company, the more it takes into your personal life to be successful. You have a lot of responsibilities and you can't let your people down so you, I think there's a certain point where I'm not willing to sacrifice more of my personal time. I'm around the area where that's getting close. I think that director level on down is where I want to be.

The current organizational culture--as confirmed by the OCAI survey--is highly competitive, driven-to-win, and heavily results-oriented. Even though the OD staff and executive leadership are aware of the high price paid in their personal time by individuals in leadership roles, there is no clear evidence that this aspect of the culture is

likely to change soon. Consequently, top performers will continue to make decisions about the trade-offs between personal life and career development at NAMD and Wolf; as they do in any high performing organization.

Research Question 3

The third question was: *In what ways do participants in leadership development activities in a large US-based company understand and consider the transformational responsibilities of leadership in their development as leaders?*

Looking back at the research on transformational leadership, several critical characteristics are common across all the definitions. These include: communication, vision, empathy, integrity, and compassion. The interviews with leadership development participants at all levels revealed a very strong consistency in their descriptions of the ideal leader. These descriptions invariably included descriptive terms such as visionary, charismatic, great communicator, motivator, compassion, intellect, and integrity. These are terms used regularly by leading researchers in the field to define transformational leadership. It is unclear whether that view of a transformational leader as the ideal leader is fostered by the process of leadership development within NAMD and Wolf, but it is a view that is strongly and consistently held by those being developed.

The responses of the leadership development participants varied somewhat by tenure and maturity when they described their ideal leader. The range in responses was consistent with the differences between transformational and transactional leadership as described by Bass and Avolio (Bass & Avolio, 1990). The novice participants tended to describe their ideal leader in transactional terms that revolved around themselves: does

the leader listen to me?...does the leader care about me?...does the leader have compassion about my needs? Conversely, the more experienced intermediate and expert participants described the ideal leader in broader, organizational terms: is there a clear vision? can they articulate and share that vision? and do they have a strong intellect and business sense? The experience and maturity of the participants had a strong alignment with the higher level of transformational leader described as their ideal; the higher the maturity, the more transformational the ideal leader.

There is clear evidence that the participants in the leadership development process at NAMD in the Wolf organization perceive their development as progressing along a continuum toward greater transformational leadership characteristics.

Research Question 4

The fourth question was: *In what ways do participants in leadership development activities in a large US-based company understand and consider the fit between themselves and their employer in their development as leaders?*

During the interview phase of this study, there was no specific question that referred directly and explicitly to the individual's fit with the organization. However, there are a number of data points that offer some insight into this question that were offered primarily in the responses to two lines of inquiry: the ideal culture and the individual development needs. This area also had a strong alignment between experience and fit.

When asked to describe their ideal culture and the gap between that ideal and the current culture at NAMD, most of the interviewees described some of the frustration

they have with the NAMD culture. Many of those same individuals openly questioned whether or not they belonged at NAMD. This is important to note given that the pool of individuals interviewed for this study are among the top performers in NAMD and are participating in the leadership development process. Based on the work of Kristof (1996) and Schneider (1987) these individuals would be the most likely to be more closely aligned with the organizational culture. The same concept of ASA (Attraction, Selection, Attrition)--first defined by Schneider (1987)--is confirmed through noting that the study participants with the longest tenure at Wolf and NAMD were more likely to feel that the culture at NAMD was closer to their ideal. Over half of the expert and intermediate participants noted that NAMD culture was closer to their ideal than any other organizational cultures, whereas only 2 of 15 novices said the same thing.

This study has revealed evidence that the participants in the leadership development process at NAMD consider, and perhaps even agonize, over their fit with the current organizational culture. The individuals who stay with the firm, and consequently rise in the organizational hierarchy, tend to have a greater and greater sense of personal fit with the organizational culture.

Summary

The five components of data for this study--publicly available financial data, review of internal documents, survey data, background data from the OD staff, and interviews from leaders within NAMD--reveal an organization undergoing tremendous upheaval in its belief systems and outlook for the future of the organization. These sources of data show several areas of alignment--and some areas of concern--regarding

the culture and leadership development. The important issues can be summarized into three areas: cultural momentum, development strategies, and communication.

Cultural Momentum

The OCAI results show a strong desire on the part of the professional and managerial staff of NAMD to retain a market-based, results oriented culture. There was solid congruence in the data across all six content dimensions that the staff desires the culture to remain competitive, results-oriented, driven by the customer; however, much less so than exists today. The same data shows a similar strength of desire to attend more to the issues of the human factor in the organization. The survey data suggests that a "results at all costs" mentality--observed in the current culture--is not consistent with how the staff envisions their desired culture. Interviews with the OD staff and NAMD leadership at all experience levels bears this out.

The OD staff noted that the executive leadership of Wolf mirrored the same thoughts as much as six years prior to this study, and at that time began putting efforts in place to emphasize the development of its future leadership and pay more attention to the "how" of achieving results as well as the "what" of the results themselves. Interviews with study participants showed that this renewed emphasis on the human component of the organization was recognized, but there were mixed feelings as to its effectiveness. Several participants--particularly at the intermediate and expert levels--referred to the pendulum swinging from lack of attention to the human component to over emphasis, sometimes as the expense of organizational performance. Of the 32 individuals participating in the study, 10 felt that the culture at Wolf was closer to their ideal culture

than other organizations they had been part of. Culture is recognized as a critical organizational imperative throughout the organization; particularly at the more senior levels.

Development Strategies

After the first reduction in force in the company's history occurred seven years ago, the executive leadership placed a much higher priority on the development of their future leadership; to the point of referring to the "leadership imperative" in corporate communication. The OD staff efforts to create and implement leadership development programs from the "leadership imperative" have resulted in both corporate programs at executive level and programs specific to the business unit for first level managers and leaders. The members of the OD staff have embraced a 70/20/10 model for adult education that emphasizes the importance of applying the concepts learned in the classroom (10) and discussed with peers and mentors (20) in the workplace on a day-to-day basis (70). Interviews with NAMD operations staff confirm that this makes the greatest impact.

The gap noted by the OD staff in the development curricula--the senior managers--was recognized by the operations people as well. Individuals at the expert and intermediate levels noted an obvious lack of programmatic support for this part of the managerial population. All three groups--expert, intermediate, and novice--expressed a desire to understand more clearly the criteria for career growth. The previous and existing cultural norm was a self-directed career development plan; there was continued support that any career development activity be self-directed and not overly prescribed.

However, there was clear and detailed desire for information about criteria, options, and feedback associated with those plans.

Communication

The interviews with the OD staff illustrated that the executive leadership and the staff have goals in mind and plans in place to address leadership development across several levels within the organization. The imperatives stated by executives in the internal communications and the direction given to the OD staff to create and implement programming seem to be consistent with those goals. However, the perceptions of individuals who are the consumers of that training seem to conflict with those efforts.

The individuals selected to participate in this study come from the pool of people from which future leaders will be selected. They are, arguably, among the top performers in the NAMD organization. Yet these individuals either did not have knowledge of the direction of the development efforts or did not believe that the effort would be effective based upon their previous experience. Likewise, the OD staff has an important effort underway to create a development activity for senior managers. Since the need for this development is a gap in the minds of many in the expert and intermediate groups, the assumption on their part is that this is a low priority for executive leadership.

The largest need identified by the participants in the NAMD operations staff interviews seemed to be information. There is a hunger for feedback and guidance that will allow them to make informed and intelligent decisions about their careers at Wolf.

CHAPTER V

DISCUSSION AND CONCLUSIONS

The Wolf Company is an organization with a rich history of a strong competitive culture that has taken pride in achieving results, dealing readily and quickly with ambiguity, and winning. Traditionally, the operations of Wolf have provided a significant competitive edge in its marketplace, and the professional staff of the North American Manufacturing Division (NAMD) has been justifiably proud of being a cornerstone of Wolf's success. The competitive landscape for Wolf's products has changed over the past seven years, and that has brought about a high degree of introspection and changes in strategy on the part of the executive leadership of Wolf and NAMD. The study employed five different sources of data: review of publicly available financial data, internal documents relating to the leadership development process, the culture survey, interaction with the OD staff, and interviews with the professional and managerial staff of NAMD. This section will integrate the theory development and literature review with the results of the data collection and analysis.

Culture

The strength and depth of the culture at Wolf and within NAMD is considered by many of the leaders to have been one of the great competitive strengths of the organization that has allowed the entire organization to achieve success over the years. The results of the OCAI survey and the perceptions of many of the participants in this study cast some doubt on that premise. Dan--the leader of the OD staff at the time this study began--noted that the executive leadership of Wolf considered the need for a

change in culture at the time of the first reductions in the company's history seven years

ago. The prevalent and noteworthy researchers in the area of organizational culture

focused on the need for leaders of organizations to accept and act on the responsibility

for cultural change in the face of environmental shifts. Deal and Kennedy (1982) spoke

directly about the need for the beliefs of the culture to define the response to changes in

the environment. The executive leadership of Wolf sought to respond to changes in its

operational environment by making internal changes consistent with the organization's

stated cultural beliefs.

Compassion

Dan described the shift in the emphasis of the executive leadership on the human

component of the organization:

> There were desired outcomes that we had hoped to achieve outside of the training
>
> in different thought process, change in attitude, maybe a little change in value
>
> systems, because that's when we began to introduce what we call the "what and
>
> the how of our performance management system." Historically, we were so
>
> results driven and we called that "the what" that we tended to lose focus or meet
>
> improvement in "the how." "What" was the result, the "How" were the
>
> behaviors. So we actually modified our performance management system across
>
> the globe.

This framework of "the what and the how" manifested itself in many of the responses of

the interview participants and can be seen in the consistent results of the OCAI survey.

The same terms--the "what" and the "how"--are used in a framework that is discussed at

length in recent research on Emotional Intelligence (Rosete & Ciarrochi, 2005), and the researchers place high value on this concept when used in leadership development curricula. The concern with Dan's comments from a cultural perspective is that so many of the participants in this study recognized that the greater emphasis on the "how" is an organizational goal; yet, during the interviews they gave several examples of how this has never really caught on or become ingrained in the culture. Sam--an intermediate leader noted the focus on the "how" in one of his comments on culture:

> Several years ago we started talking about the "how", we started talking about the "what" we're doing and "how" we're doing it. I think we focused on that for a few years. I've seen less focus on it lately. I think it's important. I'm kind of a champion of that…

Within Wolf, then, there exists a publicly stated executive leadership goal of increasing the emphasis on the human component of the organization. The interviews with leadership development participants show strong agreement at the expert, intermediate, and novice levels with the executive leadership emphasis. However, the interview participants note that with the organization in the midst of a crisis, the general environment has returned to an overwhelming emphasis on results. This should not be surprising given the importance that so many interviewees placed on their work ethic and the stories about their upbringing and emphasis previous results-focused organizational experiences. The ASA theory (Schneider, 1987) would support the idea that these individuals were attracted to Wolf initially because the results-oriented culture fit with their own personal preferences. These same preferences allowed these people to

thrive in the environment and perform at a level that has led to their selection as current and future leaders. Even though most of the interviewees decry the move away back to the focus on results, theory would support that contention that they remain with the organization precisely because of the results orientation.

The predominant theories on organizational culture are supported by the results of the OCAI and the perceptions that emerged during the interviews. The results of the OCAI showed a strong and consistent desire on the part of the professional and managerial staff of NAMD to become more consciously focused on the human component of the organization as shown in Figure 7. The current perceptions of the culture places the organizational emphasis clearly in the *Market* quadrant; a culture normally characterized as highly competitive, results-oriented, and one that places a high value on winning. In the desired future state the survey participants continue to prioritize the characteristics of the *Market* quadrant over all the others by giving it the highest priority in four of the six questions. In the other two questions, the *Clan* quadrant is given the priority by a small percentage. Even in those two cases, the chi-square analysis reveals that a number of the demographic groups still retain a strong preference for the *Market* quadrant. However, every question shows a much greater tendency toward the *Clan* quadrant; results showing the *Clan* quadrant as the first or second priority in five out of six questions. In fact the *Clan* quadrant had the greatest positive desired change in five of the six questions.

The *Clan* quadrant in the OCAI is characterized by an emphasis on human resource development, morale, teamwork, and participation. This desired emphasis on

the human component of the organization is in direct alignment with the stated goal of the executive leadership and is confirmed by the comments of many of the interviewees. The OCAI results seem to suggest that while the population participating in the survey desires a much greater emphasis on the human component of the organization, they do not want to lose the focus on results and emphasis on winning that has characterized Wolf for its entire history. The desire seems to be for greater balance between the two. While the desired culture appears to have a strong consensus across all levels, the interviews revealed that--seven years after executive leadership stated a new emphasis on the human component of the organization--there is not compelling evidence that a cultural shift has, in fact, taken place. Relying on the concepts of espoused versus theory-in-use (Argyris & Schon, 1974) to explain this lack of movement, perhaps the desire to increase the emphasis on the human component is not supported by leadership action even though it is promoted by leadership words. As noted earlier, the question seems to be whether the people who were attracted to--and ultimately successful in--this results-oriented culture are truly motivated to permanently change the culture to something else.

Flexibility

The organizational culture in Wolf generally, and NAMD in particular, is described with pride for placing great value on flexibility and dealing with ambiguity. The markets served by Wolf are known to be highly dynamic, market-driven, and brutally competitive, and Wolf has historically done very well in this environment by emphasizing flexibility. According to Erdem and Satir (2003), strong cultures-if

characterized by flexibility and adaptability--can be more successful in effectively

responding to environmental change. Kotter and Heskett (1992) claimed that cultures

that value change, flexibility, and responsiveness to customers are more likely to make

changes within their own internal systems to evolve in a fast paced environment. It

would seem that Wolf has these characteristics, and the executive leadership has taken

the initial steps to bring about the changes necessary to thrive in the changing

environment. However, those initial steps were seven years ago, and the evidence from

the survey and the interviews would make it difficult to describe that cultural change as

effective at this point.

One of the ways that Wolf and NAMD sought to promote flexibility in the

culture was through regular, rapid changes in positions. Many of the interviewees noted

their frustration with the normal 18 month cycle of job changes, and they describe those

changes as consisting of 3 to 6 months of learning, 6 months of effectiveness, and 6

months of seeking the next position. While the executive leadership promoted this cycle

as a way to build a staff that was nimble, flexible, and agile, the staff--as represented by

the study participants--found the process distracting and wearisome. This approach to

staffing tends to foster individuals that are well versed in the overall organization, but

lacking deep expertise in any area. This approach also tends to enhance a culture that is

NAMD-wide and Wolf-wide and diminishes the subcultures that would normally exist at

the departmental level (Hatch, 1997). According to the study participants, this increased

organizational flexibility promulgated by the 18 month cycle of position tenure comes at

the price of lost expertise and organizational redundancy as projects and mistakes

continue to be repeated with each cycle of staff turnover.

Communication

The interviewees were asked to compare their perceptions of the NAMD culture

to the definition of their ideal organizational culture. Table 12 shows that only 10 of the

32 participants felt that the culture at NAMD was closer to their ideal than the cultures

of other organizations of which they had been a part. While the culture at NAMD is very

strong and focused on flexibility, competitiveness, and results, the outcome of these

interviews leads to the conclusion that a considerable majority of the professional and

supervisory staff wants the culture to change to a more people-oriented approach. The

comments that arise from the more senior participants in the interview portion of this

study noted in several cases that they are not receiving consistent messages from

executive leadership on the vision, strategy, or culture of Wolf and NAMD. One

director-level, expert participant with over 10 years with the company stated: "…I don't

know that I understand the full culture that Wolf wants to be." Virtually all of the

definitions in research literature refer to the organizational culture as a phenomenon that

lies beneath the surface of the daily activities of the organization (Hatch, 1997; Kotter &

Heskett, 1992; Schein, 1996a). However, if individuals at the director level in the

organization cannot readily articulate the vision of the executive leadership for the

culture of the organization, then it is difficult to conclude that the vision is being

communicated effectively. Lorsch (1986) stated that the role of culture in strategic

change is linked closely to top management's beliefs and how they are shared. Wolf's

culture is reacting to an environment of turbulent and dynamic change, and executive

leadership will need to take stronger action to effectively communicate strategic and

cultural vision if that change is to be successful. There is little doubt that NAMD and

Wolf executive leaders feel that they are communicating frequently on cultural issues to

clarify the vision for the organization and the goals for cultural change. The issue is not

whether the communication is occurring, but rather, is whether the communication is

effective. Based upon the responses of the study participants, it is not. The lesson for

leadership development and for organizational change efforts in general is to understand

the effectiveness of the communication efforts rather than equating effectiveness with

frequency. Additionally, executive leadership is communicating with its actions as much

or more than it is with its words--whether written or oral. The individuals charged with

actually implementing organizational changes are conflicted by the discrepancy between

leadership actions and leadership words.

Trust

The initial invitation for participation in the interview phase was sent to 13

potential participants in the novice group. Of that original 13, only 3 agreed to

participate and nearly all of the 10 that did not participate simply refused to respond to 3

separate e-mail invitations. This response rate was so low that in the final interview

session of a number of intermediate and expert participants and one of the novice

participants I asked their opinion of why the response was so low. The most disturbing

answer came from Avery--the only novice to whom the question was posed-- "I think

it's mostly that they don't know where the information's gonna go, and how it's gonna come back and bite them."

Similar responses on different issues from members of the intermediate and expert groups conveyed a distinct and explicit concern that being overly candid in an interview could have severe career repercussions. This issue was raised by individuals from locations outside the headquarters city and from both genders. Some of the pseudonyms were made to be gender neutral or opposite of the actual gender of the participant by their request to ensure that comments could not be traced directly back to the individual that made the comment. While I was taking these steps as a normal course of protecting confidentiality within the bounds of the study, the participants in a number of cases requested extra assurances and specific steps to safeguard their identity. I found the intensity surrounding this issue to be surprising given their level of managerial responsibility and their knowledge that they were considered to be key talent by their executive leadership. This raises concerns that the desired cultural attribute of "mutual trust and respect" stated by executive leadership is not perceived as genuine by the most highly performing members of the leadership team. In fact, the current culture--likely driven by the challenging market environment--could be described as management by fear; which flies directly in the face of the stated cultural goal. In fact, several of the interviewees commented that since the organization was dealing with its very survival, a renewed focus on "results at all costs" was justified because continued employment was more important than mutual trust and respect. Once again, there exists a discrepancy between perceived leadership action and leadership words.

Leadership

Each of the NAMD interviewees was asked to describe their ideal leader. While most of the participants sought guidance from me on a framework or working definition, the exercise was focused on learning the view of leadership from each of the participants in their own words. Generally, the more senior and experienced the respondent, the more they emphasized vision, integrity, and communication; particularly at the organizational level. While the participants used terms different than those commonly found in literature such as transformational leadership (Bass & Avolio, 1990; Burns, 1978) and charisma (Sashkin & Rosenbach, 2001), the descriptors they used were in keeping with the concepts embodied by the literature. The common language used by the more senior leaders in the expert group is illustrated by Bernie as he described his ideal leader:

> The ideal leader has the ability to inspire and motivate. For me, I have to share some values; I don't have to share all of them. But, base values of courtesy, honesty, kindness. I want to see them as a winner. I want to know that they are intellectually capable, and I want to know that they're doing things in the best interest of the organization and their people. I don't believe there has to be an either/or.

The director-level leadership within NAMD is thinking about leadership at the organizational level and is focused on vision and motivation: critical characteristics of transformational leadership (Bass & Avolio, 1993; Sashkin & Sashkin, 2003).

The less experienced of the participants tended to focus their descriptions of ideal leadership on the personal interaction that defines more of an employee-supervisor relationship. Cameron's description of the ideal leader for her illustrates this tendency: "I think the ideal leader is someone that understands that you're a person. Someone you can trust, someone who listens and someone who helps you develop. Not afraid to give you feedback when it's needed." This approach is consistent with the description of transformational leadership developed by Sashkin and others (Sashkin, 1995; Sashkin & Rosenbach, 2001; Sashkin & Sashkin, 2003). In his approach Sashkin uses the term *5 Cs* for outlining the critical characteristics of transformational leadership: clarity (focusing the attention of others on key ideas), communication (giving and receiving feedback effectively), consistency (trust), caring (demonstrating respect and concern for others), and creating opportunities (intelligent risk taking). Cameron's description of the ideal leader encompasses most, if not all, of Sashkin's *5 Cs*.

The difference between the viewpoints of the expert and the novice participants in the interviews is also evident across the intermediate group when total work and management experience is taken into account. The more experienced intermediate participants tended to express views more similar to the expert view; more strategic with an organizational rather than personal view. This phenomenon seems to correlate well with the transactional to transformational continuum of transformational leadership (Bass & Avolio, 1990) with the novice participants clearly focused on the transactional aspect of leadership. The more experienced and mature participants had a greater sense of vision that coincided with their experience, maturity, and higher levels of

organizational responsibilities. As the leaders gained more experience they began to define leadership beyond themselves in terms that were clearly geared toward transformational leadership and the challenges of leading the organization in a time of crisis. Participants with less experience continued to focus on the individual relationship and the supervisory aspect of leadership, and rarely dealt with the organizational crisis.

While there is no surprise that different amounts of experience and maturity would result in differing perceptions of the most important aspects of leadership, the size of the gap was surprising. The OD team at NAMD has developed programs for the development of the expert level leaders and the novice level leaders and is about to introduce a program for the intermediate level. However, given the nature of the responses from the novice group, it would seem that a deeper look at the nature of leadership and the personal goals for leadership should be addressed. The individuals in the novice group--with only a few exceptions--view leadership from a dyadic perspective, not an organizational perspective. Wolf executive leadership has described leadership development goals in terms consistent with a transformational leadership model, but the participants in the development process at the early stages do not articulate a leadership model beyond a supervisor/employee perspective. The views and perspectives of the expert leaders in this study support the idea that growth and experience will draw developing leaders to a transformational model over time. The development of younger emerging leaders could be accelerated with a model to which they can aspire.

Development

The OD staff of NAMD is working within the parameters given by the executive leadership team of Wolf for leadership development. Since the leadership development efforts for the director level and above have been conceived, created, and implemented at the corporate level of Wolf, the NAMD team is responsible for the execution of the programs and initiatives that affect the NAMD staff at that level. Three members of the expert participants in this study noted that they were participating, or were about to participate, in these executive level development activities. The NAMD staff, therefore, was more directly involved in the creation and implementation of the novice and intermediate level programs. Currently, only one major development program is being actively administered: Management 101, a program for front-line supervisors and managers. This program is very highly regarded by those who have participated and those at more senior levels who supported and taught in the program. Another initiative in the novice and individual contributor ranks for NAMD engineers is a three-year rotational program that introduces highly rated engineering talent to three different technical areas within the span of the program. Normal job movement takes place every 18 to 24 months, so this allows top talent access to a wider breadth of experience in half the time than it might normally occur. The most attractive item for the engineers is that the need to seek out and apply for their next position is eliminated, which alleviates a large amount of career stress.

Several members of the intermediate and expert groups identified the apparent lack of formal development efforts for the senior management level. Consequently, the

comments from these individuals tended to be negative in tone and content concerning the development. While there was general agreement in the need for development to be self-directed, interviewees expressed great frustration about lack of direction and information. The overwhelming theme was a desire to know where they stand; as one interviewee put it, "just tell me, I can handle it." Individuals at this level often have several years of experience both as individual contributors and managers, so the things they seek the most are honest feedback on their strengths, weaknesses, and potential, and some direction on the types of experiences they should have to be successful in the organization. At this point, there are no clear parameters for the breadth and depth of experience that is expected for a director within NAMD or elsewhere in the Wolf organization. Researchers in leadership development concepts have a great deal to say about this phenomenon.

According to researchers on this topic (Locander et al., 2002), the ideal process for developing a leader-rich environment is to create and implement the programs in three phases: first focus on executive leadership, then middle management, and finally first level management. This same general approach is echoed by several other researchers (Kamoche, 2000; Kesner et al., 2003) with a consistent message that development should begin at the top and end with first level supervision. Kaplan and Norton (2004) state clearly that a key ingredient in successful development is a leadership competency model for each position and level for which development needs to occur. The NAMD process for creating development started on both ends of the experience continuum and is working toward the middle. This fact provides some

explanation why the senior managers appear to have feelings of frustration with the development process. They are ready to take ownership of their own development as recent research (Hay & Hodgkinson, 2006) supports, but the absence of well-defined parameters and clear feedback is adding unnecessary stress to the process.

Person-Organization Fit

The issue of individual fit within the culture of NAMD was addressed numerous times within the interview phase of this study. The Attraction-Selection-Attrition (ASA) model (Schneider, 1987) suggests that an organization's culture becomes more and more homogenous over time due to self-selection of applicants and attrition of those who leave the organization. The theory shown to apply in the case of NAMD, and was borne out in the responses of the interview participants as they shared their views on culture. As it becomes evident that concepts of the ASA model (Schneider, 1987) have been manifested at NAMD, it raises deeper questions about which issue is driving the other. It is not clear whether the culture is driven by leadership--and by extension leadership development--or if the leadership is fundamentally shaped by the culture since only individuals who align comfortably with the culture will stay long enough to become senior level leaders.

During the interview phase the discussion focused for a time on the perceptions of the interview participants of the current NAMD culture and the culture of other previous employers to their own personal ideal culture. Less than half of the expert and intermediate participants considered other organizational cultures to be closer to their ideal than the current NAMD culture. Conversely, 10 out of 12 novice participants felt

that other cultures they had experienced were closer to their ideal than their current perception of the NAMD culture. These finding are consistent with the ASA model (Schneider, 1987) and help explain the passionate response of interviewees, particularly the more senior participants, as they described their desire for the organization to succeed and for their career to be part of that success. This passion was countered by the relative ambivalence of the novice participants to the culture and their place in it.

The concept of P-O fit has ramifications for the OD staff as it continues to improve existing leadership development activities and implement development efforts for the senior manager ranks. The link between P-O fit and transformational leadership (Bass & Avolio, 1990; Humphreys & Einstein, 2003; Lord & Hall, 2005) informs the leadership development process for the management team to whom the novice leaders currently report. By concentrating on relationships in leadership development, the OD staff could be assisting the senior managers to mitigate or reverse the cycle normally modeled by the ASA theory (Schneider, 1987). In a period of dynamic change, the retention of key talent will likely be critical, and the focus on these skills will be important in assisting in that effort.

Implications

The highly capable, intelligent, and top-performing members of the NAMD professional and managerial staff are concerned. They are concerned about their jobs, about the people that work for them, and the company. These professionals, particularly the more senior among the group, recognize that Wolf is in the midst of what is very likely to be cataclysmic change in terms of the impact on NAMD. Markets, technology,

and the need for a more global manufacturing presence are significantly transforming the

way Wolf will manufacture and deliver its products to its customers. Consequently, the

individuals with a history of performing among the very best in the organization are

concerned about how they will continue to succeed in a new, undefined environment.

The message that I heard in almost every interview was that these professionals want to

know that they are being told the truth--both good and bad--about their performance,

their potential, and a roadmap of skills and experiences that would qualify them to move

forward in Wolf. While I believe that the OD staff and executive leadership believe that

they are sending that message; it is not being heard on the receiving end.

Extension of Theory

The results of this research illustrate and confirm the integrative and

interdependent nature of the key concepts used as theoretical foundations for this study

of the influences of organizational culture and the operational environment on leadership

development. Theories from several researchers in the fields of leadership, emotional

intelligence, organizational complexity, organizational culture, and leadership

development were revealed in the data from the survey results, review of internal

documentation, interviews with OD staff, and interviews with the participants in

leadership development activities at NAMD within the Wolf company. Initially, a

review of the data in this research show that no single theory fully explains the

effectiveness of the leadership development process, the impact of the organizational

culture on the process, and the varied experiences of the participants in the process;

however, several theories complement one another in providing a framework for

understanding the leadership development process at NAMD and Wolf. Woven through the interviews, surveys, and other data is the need and desire for transformational leadership, and the desire on the part of executive leadership of the organization to develop transformational leaders for the future at Wolf.

Wolf and NAMD are in the midst of substantial change in the environment and that change is creating turbulence within the organization, noted by several of the interviewees. Prominent researchers in this area (Hatch, 1997; Porter, 1985; Rummler & Brache, 1995) have focused on the impact of the rate of change in the organizational environment and influence of the amount and frequency of informational updates. The participants in this study have expressed apprehension about the availability of open and honest communication concerning the direction and needs of the organization. Consequently, the individuals within the NAMD organization are responding in a predictable manner to a perceived lack of information as the leadership seeks to find equilibrium with the market, cost, and technology forces affecting it.

The leadership development process in NAMD is utilizing approaches that are widely reviewed in transformational leadership, emotional intelligence, person-organization fit, and organization culture research literature. While there was no specific call for a transformational leader to emerge within Wolf or NAMD, virtually all of the definitions for an ideal leader offered by the interview participants closely matched some version of the theoretical transformational leader (Bass, 1985; Bass & Avolio, 1990; Burns, 1978; Sashkin & Rosenbach, 2001). These definitions were not offered by individuals trained in leadership theory, but highly performing professionals that shared

a common concern that Wolf, in general, and NAMD, in particular, had a real need for

leaders with charisma, integrity, vision, intellect, and communication skills considered to

be the characteristics of the transformational leader.

The differences in maturity, outlook, and experience are evident between the

more senior of the interview participants and the junior. In this study the more senior

participants were categorized as expert or intermediate participants, and the less

experienced participants were categorized as the novice--and in some cases

intermediate--participants. The more senior participants were able to discuss

characteristics related to transformational leaders such as vision, compassion, integrity,

and communication skills in both the first person as well as the second person. They

spoke about those characteristics and skills in themselves, and they also highlighted the

importance of those characteristics in others; particularly the current executive

leadership of Wolf and NAMD. The junior participants in the study spoke about

transformational characteristics in the leaders above themselves and less about those

characteristics on a personal level. The junior participants are focused primarily on the

characteristics of the more transactional form of leadership, consistent with the original

Burns (1978) and Bass (1985) models, along with later work further delineating the

differences between transactional and transformational leadership (Bass & Avolio, 1990;

Burns, 2003).

Based on their responses, the less experienced participants in this process appear

that they have not been given a role model--either real or idealized--upon which they can

base their own development. This lack of clear guidance is consistent with the historical

cultural values at Wolf and NAMD of flexibility, ambiguity, and strong work ethic. Individuals need to find out for themselves what the correct model is and are expected to achieve that model with the necessary work ethic even in an environment of ambiguity. This however, does not serve the organization's purpose of developing consistently effective leaders in the model of transformational leadership. This environment exists even with strong communication from executive leadership about the value of leadership development; an excellent example of espoused versus theory in use concepts (Argyris & Schon, 1974). In the case of Wolf and NAMD the executive leadership and the OD staff see the need for a cultural shift; and they publicly support activities and programs to bring about that shift. The participants in the leadership development process generally seem to agree with the stated cultural and organizational goals. However, the urgency of crisis brought about by changes in the marketplace, technology, and financial performance drive the organization back to values that have worked in the past: results matter most.

The transformational leadership model (Burns, 1978) appears throughout discussions with OD staff and interview participants, and with it is the accompanying emphasis on emotional intelligence. Strong personal insight, or emotional intelligence, is considered an integral characteristic of a transformational leader (Brown & Moshavi, 2005; Goleman, 2001), and the survey results showed a desire for organizational leadership with a stronger emphasis on relationships, teamwork, and morale. Interview results confirm this desire of the professional staff of NAMD for leadership with a higher emotional intelligence. The professional and managerial staff of NAMD

recognizes the need for change, and is looking for leaders with the skills and aptitude for transformational leadership to move the organization forward. The concern is that, while the OD staff is attempting to create a leadership development process that will help new transformational leaders emerge, the current operational staff of the organization desires that leadership now and does not perceive that it currently exists. This confirms the work of Sharkey (1999) on the mismatch in timing and urgency that can occur with the need for immediate organizational change and the time required to develop new transformational leaders and allow them to emerge.

These descriptions, so far, provide insight into the desire for members of the organization for leadership that will transform Wolf so that the culture reflects a greater emphasis on the human component of the organization. There is real concern whether sufficient time and executive leadership priority are present to enable that transformation to occur, as Sharkey (1999) notes in her work on leadership development and culture change. Instead, a larger question is whether the underlying beliefs and assumptions that define success at Wolf and NAMD will allow a transformational leader to emerge from within the organization through the leadership development process. Members of the OD staff and expert participants in the leadership development process stated that changing the emphasis from "the what" to the "the how" of leadership is a high priority in the development process. However, there were numerous statements during the interview phase of this study that provide evidence that the words surrounding a greater emphasis on the human component gives way to actions that emphasize results over all else when there are direct choices to be made between the two. Argyris and Schon (1974) would

describe this as espoused theory versus theory-in-use; members of the organization describe it as "talking the talk, but not walking the walk."

Internally developed leaders within the Wolf organization are chosen to participate in the process because they are successful in the organization and its culture. Given the highly competitive and driven nature of the organization, such success does not come easily or without personal sacrifice. Consequently it is not difficult to postulate that by the time internally developed leaders at Wolf have reached senior or expert levels in the development process, their success is at least partially due to the fact that they have embraced the culture of the organization. This phenomenon was exhibited in the interviews with development participants and is heavily supported by researchers in Person-Organization fit and Attraction-Selection-Attrition concepts (Kristof, 1996; Schneider, 1987). The observations at Wolf viewed through the lens of these concepts support the contention that the organizational culture drives leadership development to a perceptible degree, and leaders developed internally through the organization will find it unnatural to be the driving force behind cultural change.

Sharkey (1999) contends that executive leadership can use the leadership development process to fundamentally change the underlying culture of an organization. The study of NAMD investigates an organization with a long-standing, very strong culture that is experiencing upheavals in the fundamental beliefs of the organization. While the executive leadership of Wolf and NAMD states the need for culture change and attempts to provide a vision for how that culture might operate, the individuals participating in the leadership development process do not have confidence that this

vision for a new culture is consistent or permanent. In this situation, the reaction of the organization to stresses from the external environment is similar to that of an individual operating in crisis. They both--the individual and the organization--revert back to their core personality and cultural beliefs, respectively. In contrast to the organization studied by Sharkey, the leadership of NAMD did not target leadership development specifically as a tool to bring about cultural change, and therefore, it can be argued that the attempted cultural change has been ineffective. By explicitly embracing culture change as a desired outcome of effective leadership development, NAMD could be more successful at both.

The results of the chi-square analysis show that there is openness to a different cultural norm as the future desired state. Based on that analysis in the Wolf organization the emphasis for leadership development as the driver for cultural change should focus on the younger employees and those with technical backgrounds, as those groups showed a significant difference in their desire for a greater emphasis on the *Clan* culture with less personal investment in the current culture. This would confirm the goal, if not the results, of the research from Sharkey (1999). However, it contradicts the work of Lord and Hall (2005) who emphasize the initial investment in developing higher level leadership as the most effective. When faced with an organization in crisis and a desire to bring about change in the culture, the results of this study lead one to conclude that leadership development is not, by itself, an effective means of implementing permanent cultural change. The development of future leadership emerging early in their careers and without a deep personal investment in the culture may be an effective tool for bringing about this change permanently, but only in the very long term.

The results of the chi-square analysis on the survey results show significant differences by gender in a few of the questions. This is particularly true of the analysis that addresses the intensity of the preference for one quadrant over another. The expectation according to stereotype of gender preferences for the preferred organizational culture would lead one to believe that females in leadership development roles prefer a desired culture that gave higher emphasis to the human element of the organization as described by the *Clan* culture. In fact, the differences in preference intensity showed that the females in the leadership development roles had a much stronger preference for the *Market* culture that emphasizes achievement, results, and merit. This is consistent with research conducted on emotion expressiveness and gender among senior executives (Callahan, Hasler, & Tolson, 2005), and raises interesting questions about why females in leadership roles have a stronger perception of the current culture as results oriented and a stronger desire to maintain that emphasis.

Practical Applications

The results of this study will be useful to organizations as an example of the interaction of leadership development and organization culture. Leadership within NAMD has shown a high degree of commitment to the importance of the leadership development process in the overall management of the organization. The OD staff responsible for management of the effort have designed a program the utilizes fundamental principles of adult learning and leadership education (Locander et al., 2002) that has shown through research to be effective. The NAMD staff chose to focus on more senior leadership first, then on front-line, less-experienced leaders, and now is

finally focusing on the mid-level managers. This is contrary to the research (Locander et al., 2002) in this field that supports a top, middle, then lower level leader approach.

Reactions from the participants in the leadership development activities show that the group expressing the most frustration with the programs currently in place are those that would be considered the mid-level managers in the approach of Locander, et al. (2002). This would include some members of the expert group and those in the intermediate group. The biggest frustration voiced by those individuals missing a formal program at this time is the lack of honest feedback and direction. The need for communication from executive leadership and those responsible for leadership development is causing severe stress when it is not necessary. It appears that the need for communication--even among the more senior participants in this time of program--is very high and critical to the success of this type of development effort.

Future Research

There are a number of areas within this topic and in the Wolf organization that warrant consideration of future research. Given the nature and the rate of change being experienced by Wolf and NAMD, further longitudinal study with the participants in this current study should be pursued. A continuing investigation with this group could reveal indications of the effectiveness of the NAMD leadership development process. Since this study will be shared with the OD staff from NAMD, it is possible that adjustments to the development process could occur based upon the findings of this study, and an investigation of the impact of changes to the process based on those data should be a part of any longitudinal study. In particular, future studies should concentrate on those

individuals involved in the development process early in their careers to identify the effectiveness of lasting, long-term culture change.

Further investigation of the organizational culture based upon the data of the OCAI survey provides another opportunity for a longitudinal study. Conducting another survey of the NAMD staff would offer the chance to observe to what extent the current changing situation impacts employee perceptions of organizational culture. In particular, the chi-square analysis revealed some interesting data in the cultural attitudes of women and minorities in the leadership development process that could be investigated in greater depth. The current data showed a greater tendency for women and ethnic minorities to place greater value on a stricter meritocracy with performance judged purely by results.

The data from the OCAI obtained during this study may be utilized in the near future in a more detailed statistical analysis that falls outside the scope of this study. By applying more analytical tools, it might be possible to draw some inferences from the OCAI data that--due to use of an ipsative scale rather than a Likert scale--is considered descriptive statistics only.

<center>*Limitations*</center>

Since this is a mixed method study, I gathered data from participants in the investigation that related to their feelings, perceptions and experiences in the context of the NAMD organization within Wolf. As the study progressed, a number of limitations to the study emerged that must be considered while making conclusions.

Generalization

This study occurred with one organization within one corporation based in the United States. While there are lessons to be learned from this study, they may not be generally applicable to other organizations and other situations. This opinion is not universally shared among qualitative researchers (Flyvbjerg, 2006) some of whom contend that detailed, context-based research in a single organization, or case, is the basis of true expertise. The expertise is obtained through several such cases, but the value of each case is that it adds to the overall body of knowledge. While the results of this study may not in be generalizable, when combined with the results of other studies in this realm they could prove to clarify the view of leadership development activities in other organizations.

Subcultures

This study was conducted entirely within the NAMD organization of Wolf. The survey and the interview portions of the study included individuals from 10 different manufacturing sites in four different states. The interviews, particularly, showed that many individuals sensed some subtle differences between locations outside of the headquarters city and those locations near the headquarters. The results of their interviews showed that while some cultural differences exist between the various NAMD locations, there are far more similarities than differences. However, the individuals from the remote locations often seemed to exaggerate those differences to a far greater degree than seemed apparent to an outsider. It is reasonable, however, to expect some subculture differences between the various subcultures at NAMD and other

subcultures at Wolf. Researchers in organizational culture (Schein, 1996b; Van Maanen, 1985) have contended for years that subcultures exist in varying degrees in all larger organizations. NAMD is likely to have aspects of its culture that are unique or different when compared to the subculture of other organizations in Wolf. The extent of those differences is unknown.

Survey and Interview Bias

The invitation to participate in the survey portion of this study was extended to the entire professional and managerial population of NAMD before the interviews began with the 32 interview participants. It is unknown how many of the interviewees responded to the survey before the interviews began, but all had completed it by the time the interviews were complete. Since the topics covered in the survey were addressed in more detail in the interview, it is possible that by taking the survey, some of the interview participants tailored their interview answers to their understanding of the survey. The open ended questions in the interviews shared similar terminology as the survey in some cases, and this could explain the strong similarities between the results of the survey and the interviews. The likely impact of any bias in this case--if it exists at all--is minimal.

There is, however, a possibility of non-response bias on the part of both individuals invited to participate in the survey as well as those invited to be interviewed. Since over 75% of those invited to participate in the survey chose not to participate, the self selection process of the participants could affect the analysis and conclusions. There was no follow up with non-participants to understand their reasons, and the company

leadership did not support further personal interaction on my part to identify the reasons. When questioned about this phenomenon, participants in the interview process most often identified lack of time, lack of interest, and concern about how the data would be used as the three most likely issues.

Experience Group Assignments

The recruitment of participants for the interview phase of the study involved critical input from the OD staff of NAMD. This staff provided me a list of names and contact information in the three experience groups-- expert, intermediate, and novice-- based upon the parameters I provided them. My initial parameters for experience were stated as total years of managerial or leadership experience, and was intended to include Wolf and any leadership experience prior to Wolf. The OD staff was not able to readily accommodate my request based on those parameters due to a variety of factors including availability of the information and the time required to gather than information for over 30 people. The result was a change in the parameters to use Wolf leadership experience to determine which experience group the individual fit. While generally this was not problematic, there were at least two intermediate leaders that would be safely considered expert and at least one novice that could be considered intermediate.

I addressed this difference in the analysis portion of the interviews by noting those instances specifically when there was a clear difference in experience group trends. I did not reassign any individuals to different groups, but did make notes in the coding when there was an impact.

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APPENDIX A

NAMD LETTER OF INTRODUCTION

From: [NAMD] HR Communications

Sent: Monday, November 12, 2007 3:50 PM

Subject: Organizational Culture and Leadership Development Study Interview

Participation

[NAMD] is participating in a research study on Organizational Culture and

Leadership Development conducted by Michael Hasler, a Ph.D. candidate at Texas

A&M University. In this study, you are among several individuals invited to participate

in one-on-one interviews with Mr. Hasler to explore their experiences in leadership

development and observations about organizational culture. This is entirely voluntary on

your part, and we encourage you to consider this opportunity carefully. We hope the

results of this study will help us design our leadership development processes in a way

that will make them more effective in the future.

Mr. Hasler will be in contact with you soon to arrange a time to meet. He will

have more detailed information about the study available for you at that time, and you

can consider your participation in this study.

Thank you for your consideration.

APPENDIX B

RESEARCH INTRODUCTION AND INVITATION TO PARTICIPATE IN

INTERVIEWS

From: Mike Hasler

Sent: Tuesday, November 13, 2007 12:39 PM

To: [Invitees for Interview Participation]

Subject: [NAMD] Organizational Culture Research Project

Greetings ,

Since you received a notice from the [NAMD] HR Communications group about the research I am conducting, you have probably been expecting this note.

I would appreciate your thoughtful consideration of the opportunity to participate in this important research project. To that end, I'd like to set a time to meet so that we can begin this process. In this process, I intend to be as accommodating to your schedule and respectful of your time as possible. We can meet during the work day and use a conference room at NAMD, or meet at a time and location that works better for you.

If you can give me a couple of alternatives for your schedule over the next couple of weeks, we'll schedule a time to meet. You may also call me at 587-1422 if that would be easier. At all times, if you have any questions about the research, I am happy to answer them as quickly and completely as I can.

I look forward to hearing from you and speaking soon.

Regards,

Mike Hasler

APPENDIX C

INTERVIEW QUESTION OUTLINE

Interview One--History

1. Describe your life's journey up to now.

    a. Where did you grow up?

    b. Did you attend college, and if so, where?

    c. How did you choose your major?

    d. What did you study in college?

2. Describe your professional life after college

    a. Describe the positions you have held before coming to Wolf?

    b. How did you move into these types of roles?

    c. Which of these roles was the most memorable, why?

    d. How would you describe the leadership at each of these organizations?

    e. How would you describe the working climate and environment at each of
       these organizations?

Interview Two--Current Role

1. How did you arrive here at Wolf?

2. Describe your different roles at Wolf.

3. Describe your current role at Wolf.

    a. What is it that you enjoy most about your current role?

    b. What is it that you would change if you could about your current role?

4. How would you describe the leadership at Wolf?

5. How would you describe the working climate and environment at Wolf?

Interview Three--Future

1. Given your experiences to date at Wolf, how do you see your career unfolding from here?

2. Describe your personal approach to leadership.

3. How has your development here at Wolf affected your approach to leadership?

Describe Wolf five years in the future in your ideal vision.

APPENDIX D

THE ORGANIZATIONAL CULTURE ASSESSMENT INSTRUMENT

1. Dominant Characteristics		Now	Preferred
A	The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.		
B	The organization is a very dynamic and entrepreneurial place. People are willing to stick their necks out and take risks.		
C	The organization is very results oriented. A major concern is with getting the job done. People are very competitive and achievement oriented.		
D	The organization is a very controlled and structured place. Formal procedures generally govern what people do.		
	Total	100	100
2. Organizational Leadership		Now	Preferred
A	The leadership in the organization is generally considered to exemplify mentoring, facilitating, or nurturing.		
B	The leadership in the organization is generally considered to exemplify entrepreneurship, innovating, or risk taking.		
C	The leadership in the organization is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus.		
D	The leadership in the organization is generally considered to exemplify coordinating, organizing, or smooth-running efficiency.		
	Total	100	100
3. Management of Employees		Now	Preferred
A	The management style in the organization is characterized by teamwork, consensus, and participation.		
B	The management style in the organization is characterized by individual risk-taking, innovation, freedom, and uniqueness.		
C	The management style in the organization is characterized by hard-driving competitiveness, high demands, and achievement.		
D	The management style in the organization is characterized by security of employment, conformity, predictability, and stability in relationships.		
	Total	100	100

4. Organization Glue		Now	Preferred
A	The glue that holds the organization together is loyalty and mutual trust. Commitment to this organization runs high.		
B	The glue that holds the organization together is commitment to innovation and development. There is an emphasis on being on the cutting edge.		
C	The glue that holds the organization together is the emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes.		
D	The glue that holds the organization together is formal rules and policies. Maintaining a smooth-running organization is important.		
	Total	100	100
5. Strategic Emphases		Now	Preferred
A	The organization emphasizes human development. High trust, openness, and participation persist.		
B	The organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.		
C	The organization emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant.		
D	The organization emphasizes permanence and stability. Efficiency, control and smooth operations are important.		
	Total	100	100
6. Criteria of Success		Now	Preferred
A	The organization defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.		
B	The organization defines success on the basis of having the most unique or newest products. It is a product leader and innovator.		
C	The organization defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key.		
D	The organization defines success on the basis of efficiency. Dependable delivery, smooth scheduling, and low-cost production are critical.		
	Total	100	100

APPENDIX E

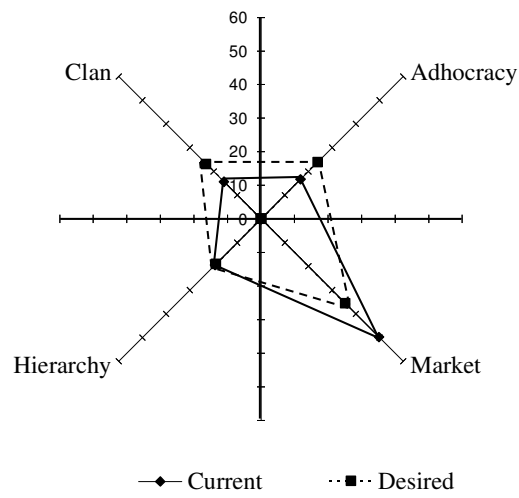OCAI CATEGORY FIGURES

Figure 9: *Dominant Characteristics*

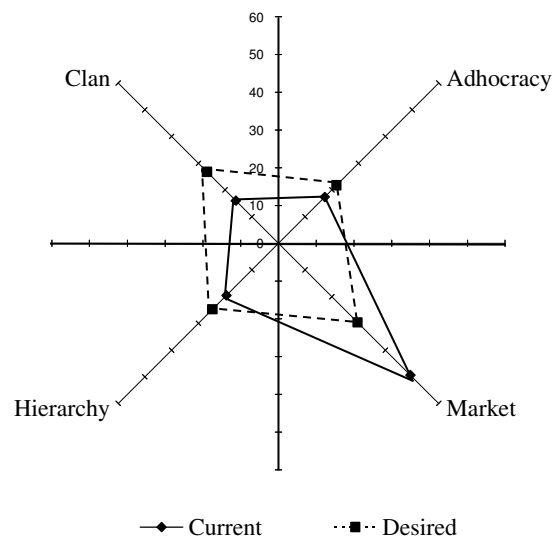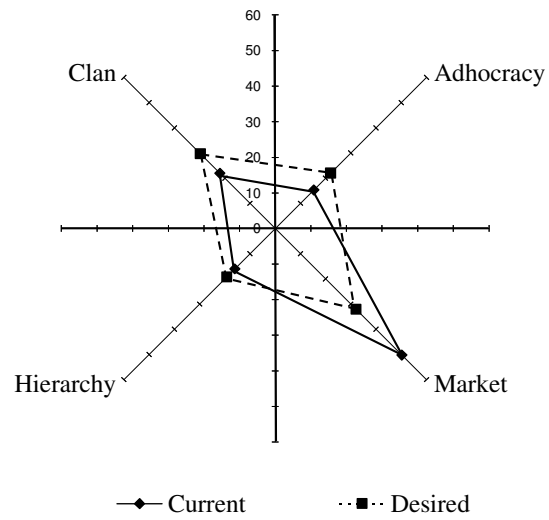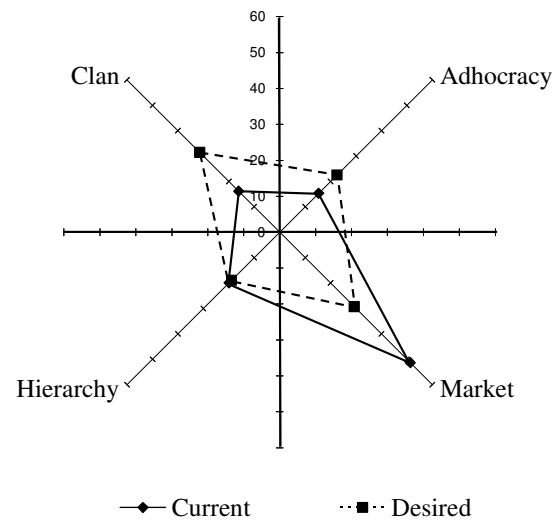Figure 10: *Organizational Leadership*

Figure 11: *Management of Employees*

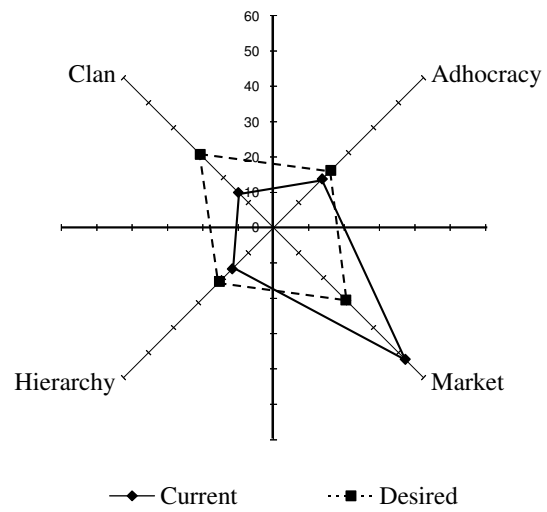Figure 12: *Organization Glue*
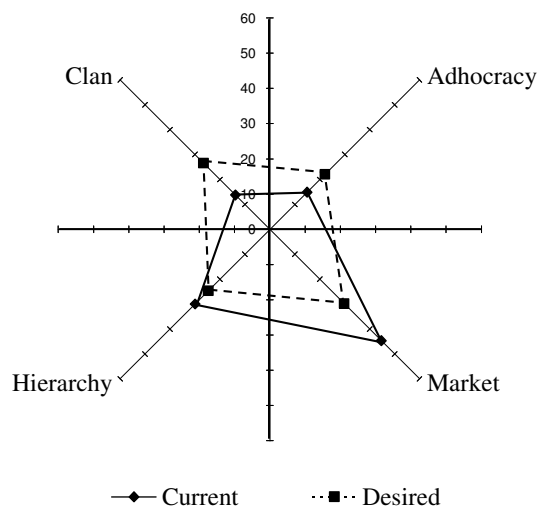
Figure 13: *Strategic Emphases*

Figure 14: *Criteria of Success*

VITA

Michael Graham Hasler is a Lecturer at the McCombs School of Business at The University of Texas at Austin where he teaches both graduate and undergraduate courses in Operations Management. He is also the Associate Academic Director for the Supply Chain Management Center of Excellence at McCombs. The bulk of his experience in the auto industry was in Supply Chain and Operations, and he moved to the semiconductor equipment industry with Applied Materials in Austin, Texas. While at Applied he helped launch their Supply Chain Management activity, led operations for a $1 billion division, and was the Head of Global Materials Operations before leaving in 2003. As one of the operations executives at Applied, he was chosen to help create and lead Applied Materials' Leadership Development program, and it was this experience that led to his pursuit of a Ph.D. in Human Resource Development at Texas A&M University graduating in 2009. With his bachelor's degree in Mechanical Engineering from General Motors Institute (now Kettering University) in 1980, Mike spent over twenty years in the auto industry working for different companies including General Motors and Nissan as well as owning a company that was part of the auto, defense, and engineering industries. During this time, he attended the University of Virginia as a GM Fellow, where he obtained a Master of Business Administration and a Master of Engineering in Systems Engineering in 1985.

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