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Qualitative Examination of Strategies to Overcome Resistance to Change in Lean Manufacturing

Elizabeth Burmester
Walden University

Walden University

College of Management and Technology

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Elizabeth Burmester

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Review Committee
Dr. Robert DeYoung, Committee Chairperson, Management Faculty
Dr. Jean Gordon, Committee Member, Management Faculty
Dr. David Gould, University Reviewer, Management Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
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Abstract

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MBA, Chadron State College 2007

BA, Concordia University, 2003

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management

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Abstract

Approximately 80% of lean manufacturing program initiatives are abandoned in the first year of implementation. Only 2% of organizations that embark on the lean journey complete it with the results and the sustainability they expected. There is a gap in past research regarding, the leadership strategies organizations can use to overcome resistance to change during lean manufacturing program implementations. The problem in this study was that leaders have limited information to overcome resistance to change when implementing these programs. The purpose of this study was to explore how leaders within manufacturing organizations may overcome resistance to change through leadership strategy. The conceptual framework was Kotter's 8 steps of change. Data were collected from 20 participant interviews with leaders who implemented lean manufacturing programs successfully and sustainably in their organizations. The data analysis for this study consisted of repeated reviews of transcription and audio-recorded data that resulted in the coding of themes from participant interviews. The data analysis resulted in 12 themes that emerged from significant statements made through participant responses. Results indicated that senior leadership participation and communication are the main strategies needed to overcome resistance to change during lean manufacturing program implementations. Followed by allowing employees to experiment with processes for their areas, training, and process alignment for a comprehensive strategy. The implications of positive social change within this study are to provide a positive perspective to organizational leaders looking to deploy lean manufacturing change initiatives and to help leaders overcome employee resistance to the organizational changes.

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Dedication

I dedicate this dissertation to those who have supported me throughout my doctoral process. To my late parents who told me I could be anything, I wanted to be. I know you are not here to see this, but I know you are watching. To my brother, who was there to pick up the many responsibilities that I was unable to complete and to talk me out of my uncertainty, John I thank you. To those who doubted me, you encouraged me to settle for nothing less than excellence, for you I am grateful. Never give up on your dreams.

Acknowledgments

When I stand before God at the end of my life, I would hope that I would not have a single bit of talent left, and could say, "I used everything you gave me."

—Erma Bombeck

First, I would like to thank God for his compassion and guidance allowing me to complete this journey. Also, I would like to acknowledge the key people who helped to make this possible, without your support and unrelenting encouragement this would not be possible. Second, my interview participants, expert panel, without you and your expertise this research would not be possible. Third, the Walden University staff and Dr. Robert DeYoung, your wisdom, support, and unyielding guidance all were vital to the success of this work. Dr. Jean Gordon for your suggestions and clarifications, they were appreciated. Dr. David Gould for your assistance as my URR, your punctuality was admirable. Finally, to Beccy Smith who introduced me to this career path, that I did not know that I wanted. To my best friends Sandy Armetta and Heather Tran, for being my cheerleaders, sounding boards, for reminding me that someday, this would be finished and I would be "back to normal." To each of you, I thank you for helping me achieve this goal and finding my way; I could not have made this journey without you.

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Chapter 1: Introduction to the Study

Lean manufacturing programs can help an organization reach its goals and the leadership strategies needed to overcome resistance to changes within the organization. This study includes the reasons why employees resist change, and I explore the leadership strategies required to overcome employee resistance and guide them through organizational change efforts. Earlier authors acknowledged leadership strategies for overcoming employee resistance to change (Aba, 2013; Aborne, 2012; Ngambi & Nkemkiafu, 2015; Prince, 2013), but not those needed for successful implementation of overcoming resistance to change in the area of lean manufacturing. Many theorists have developed models for change management (Burke & Litwin, 1992; Kotter, 1996) and leadership strategies to carry out change within an organization (Bass & Avolio, 1994; Coch & French,1948; Lewin, 1947). The qualitative phenomenological research method of inquiry was used to collect data for this study. The phenomenological design allowed me to collect the lived experiences of leaders who have overcome resistance to change while implementing lean manufacturing programs. The conceptual framework of this study was made up of a system of concepts, assumptions, expectations, beliefs, and theories that supported the study design (Miles & Huberman, 1994).

I focused on the leadership strategies used to overcome resistance to change in lean manufacturing implementations. The significance of this research was that it may add to the body of knowledge to address leadership strategies for the successful implementation of lean manufacturing programs. The data from this study may have social change significance for manufacturing leaders, organizations, and other

stakeholders in the manufacturing or surrounding industries. This chapter outlines the problem statement and the purpose of this study. It also identifies the research questions and explores the significance of the study, providing a rationale for why this study is important, assumptions and limitations, the nature of the study, and the definitions of the principal terms used throughout the study.

Background of the Study

Leaders need strategies to overcome resistance to change within organizations undergoing or planning to undergo lean manufacturing program implementations (Aba, 2013; Aborne, 2012; Ngambi & Nkemkiafu, 2015; Prince, 2013). The goals of any organizational lean program change effort are for improvements in the areas of quality, financial performance, production, and continuous improvement, though many have the same problem: Resistance to change within the organization (Aba, 2013; Aborne, 2012; Ngambi & Nkemkiafu, 2015; Prince, 2013). Internal skepticism and resistance while implementing change is a problem that many leaders have in common, and they lack the ability to overcome the skepticism and resistance. This problem was common throughout past studies, such as Coch and French (1948), Bass and Avolio (1994), and Lewin (1947), none of which addressed the leadership strategies needed for overcoming resistance to change to achieve the successful implementation of lean manufacturing programs. This research may help fill the gap between successful lean manufacturing program implementation and overcoming employee resistance to change by providing leadership strategies to assist in successful implementation.

Businesses are continually exploring ways to improve their bottom line. Lean manufacturing is part of the next generation of improvement methodologies. The lean methodology has changed in recent years, from a simple single process to one that has evolved into a group of highly complex processes that encompass the entire business system. Over most of the last decade, research focused on lean manufacturing principles such as waste reduction and faster, more efficient processes. The single biggest barrier to program success is employee resistance (Goodridge, Westhorp, Rotter, Dobson, & Bath, 2015) and even one employee's resistance can divert project progress.

Leadership strategy has been defined as the organization's leadership requirements to include the skills, behaviors, and capabilities of the leaders (Coltea & Leonard, 2013). A leader's leadership strategy is responsible for 30% of the company's bottom line effectiveness regarding program implementation (Coltea & Leonard, 2013). The strategies leaders need consist of several key elements, starting with creating a vision (David, Avery, Witt, & McKay, 2015). Leadership strategy is the ability to influence others and to make voluntary decisions that enhance the prospects of an organization's long-term success. Leadership processes are teachable and need to be reviewed periodically as new information becomes available (May, 2011). The primary job of any member of organizational leadership is to get results as quickly and efficiently as possible (Copeland, 2013).

Leadership strategy is what puts into action a leader's vision. This vision should be practical and based on the examination of internal and external factors that direct goals and resource allocations to achieve meaningful results (Copeland, 2013; Thompson,

Peteraf, Gamble, & Strickland, 2014). Companies must decide ahead of time what results they are looking to achieve and establish an organizational vision. Failure to plan and communicate the organization's vision is the second biggest reason for lean manufacturing program implementation failure (Yang, 2012). With a proper vision in place, organizational leaders can align responsibilities and actions to reach organizational goals.

Successful leadership strategies must consider potential resistance to change on the part of the organizational members. Resistance to change is a person's resistance to loss of control or ability decide what to do, resulting in fear, lack of cooperation, and dissatisfaction (Millett, 2011). The act of resistance can interfere with the development of today's organizations and continuous improvement of processes. The human brain biologically interprets change as stress. Not all stress is bad, but when employees feel as though a crisis or uncomfortable situation could develop this pressure creates a reaction of noncompliance (Reisel, Chia, Maloles, & Slocum, 2013). I explored how leaders implementing lean manufacturing programs can influence resistance to change through leadership strategy.

A leader's strategy during lean program implementation is not about trial and error, or the needs of management. It is about the needs of the employees to implement the actions required to achieve the organization's goals. Collins (2001) stated, "People are not your most valuable asset, the RIGHT people are" (p. 5). Leaders must understand the work involved and provide appropriate conditions for their employees to implement lean manufacturing processes because if senior leadership is not driving the

transformation, it will fail regardless of the actions taken by leaders at lower levels (Marynell, 2013). Earlier research uncovered the specific leadership strategies that lead to comfort and satisfaction for employees (Zacher, Pearce, Rooney, & McKenna, 2014). There is limited understanding of how leadership strategy develops and overcomes the resistance to change during lean manufacturing program implementations (Marynell, 2013). As a result, this research included an attempt to develop a deeper understanding of the leadership strategies that can be applied to lean manufacturing program implementations to overcome employee resistance to change.

The literature included selected articles on leadership strategies that leaders may use to overcome organizational resistance during the implementation of lean manufacturing programs. Kotter (1996), in a review of leadership change, developed a new strategic operating system for change with a traditional performance operational system. In his work on how leadership struggles with change management, Badaracco (2013) outlined the *new invisible hand.* Badaracco then explained how leaders successfully and responsibly could overcome these challenges by providing valuable, practical lessons on overcoming resistance. Leaders can use intuition, passion, and commitment of employees to overcome challenges rather than force and control.

In their leadership model, Burke and Litwin (1992) explored the 12 theoretical dimensions of change and the culture/climate aspects of an organization to show the differences between the transformational and transactional variables within an organization. This model provided information on incorporating a logical structure within business processes, culture, and external factor analysis. The 1992 version of this study

has been modernized from the original Burke and Litwin 1948 model, which was composed of only eight theoretical dimensions. The gap in the literature was the lived experience of leaders who have overcome resistance to change and implemented lean manufacturing programs successfully.

Millett (2011) laid the initial groundwork presenting a need for leadership strategy used by leaders for effective change management in organizations. This research explored how the leadership team's behaviors have a direct impact on change management within an organization. True change agents have a vision and see what is beyond reasonable business practices to act on change, what could be, and how to get there (Millett, 2011). This shift in leadership mentality, when combined with lean program processes, can create success for an organization (Nikolaou, Gouras, Vakola, & Bourantas, 2007).

The earlier literature addressed the leadership strategies needed to overcome resistance to change. Deschamps, Rinfret, Lagacé, and Privé, (2016) explored ways that leadership strategies can be used effectively to influence employee well-being, to increase motivation, and to gain employee productivity by removing insecurities and obtaining commitment to the organization. The authors explored the use of the transformational leadership model and how idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration were used to implement long-lasting change (Deschamps et al., 2016). Leadership is a process of multiple interactions with followers where leaders are continually persuading and altering employees' behaviors until the goals of an organization are met (Chin, 2015). The leadership

strategies used to overcome resistance during lean manufacturing program implementation has not been previously addressed. Leaders need to establish clear measures related to processes and create conditions in which sustainable change is possible (Marynell, 2013). It is essential for organizational leadership to understand the human elements of change and the implications of employee contributions to make positive change. Leadership efficiency has a direct influence on an organization's change abilities. Trained leaders can prepare employees for change, share their vision, and develop clear and consistent communication strategies to reduce resistance and to improve change results (Bateh, Castaneda, & Farah, 2013). Leaders who understand why past lean manufacturing programs failed can help organizations develop programs focused on success.

Past studies have addressed leadership strategies during change, but there is a gap in the literature for leadership strategies needed to overcome resistance to change during lean manufacturing program implementations (de Vries, Bakker-Pieper, & Oostenveld, 2010; Marynell, 2013; Zacher et al., 2014). I designed this study to explore the leadership strategies needed to overcome resistance to change within an organization and to explore the lived experiences of leaders who have successfully implemented lean manufacturing programs in the past. The intent of this research was to add to the body of knowledge required to address the leadership strategies for the successful implementation of lean manufacturing programs.

Problem Statement

Lean manufacturing has changed in recent years, from a simple single process to one that has evolved into a set of highly complex processes. Lean manufacturing methods now encompass an entire business system, which can save an organization from $250 to $250,000 or more annually (Coltea & Leonard, 2013). As of 2016, more than 70% of lean manufacturing program change initiatives failed; the main reason for failure is employee resistance to change (Coltea & Leonard, 2013). Earlier research was missing ways that leadership can overcome employee resistance to change (Marynell, 2013) and the leadership strategies required to do so for successful lean manufacturing program implementations.

There is limited understanding of the leadership strategies needed for executing significant change initiatives that will influence organizational culture and support the implementation of lean practices. How leaders determine the correct leadership strategy to implement and prepare their employees for the challenges of change and successful lean program implementation may not be fully understood (Aba, 2013; Marynell, 2013; Ngambi & Nkemkiafu, 2015; Prince, 2013). For change leaders, understanding one's employees is vital to success.

The general problem was that lean manufacturing programs are ineffectively implemented 98% of the time (Atkinson, 2013). Of the 2% of programs that are initially executed sucessfully, less than 24% can sustain long-term results (Atkinson, 2013). The specific problem was that leaders lack the information needed to overcome resistance to change when implementing lean manufacturing programs. Organizational change

requires specific leadership strategies carried out through a transparent and well-communicated vision, from the senior leadership to the lower levels of the organization (Petouhoff, Chandler, & Montag-Schmaltz, 2006).

Purpose of the Study

The purpose of this qualitative phenomenological study was to explore leaders' lived experiences of overcoming resistance to change and the leadership strategies they used, specifically in the areas of lean manufacturing implementation. In previous research, the correlation concerning program structure and consideration increased an organization's overall positive performance in lean management implementations (David et al., 2015; de Vries et al., 2010; Zacher et al., 2014). The intent of this study was to focus on the leadership strategies needed for successful organizational lean program change.

Leaders can use many skills within their strategies to overcome resistance to change. The skills for a well-rounded leadership strategy are communication, charismatic leadership, human relations leadership, task oriented guidance, and leadership conclusions (David et al., 2015). These skills have been used in other types of implementations and process change practices and may assist in successful lean manufacturing program implementations (David et al., 2015).

Research Questions

I explored the leadership strategies used in manufacturing organizations to overcome resistance to change while implementing lean manufacturing programs. I collected data based on the lived experiences of leaders who have influenced change

management through lean manufacturing program implementation by addressing the strategies needed to overcome employee resistance. The research questions that guide this study are as follows:

RQ1: What are the leadership strategies used to overcome resistance to change in successfully implemented lean manufacturing programs?

RQ2: What are the lived experiences of leaders who overcame resistance to change while implementing lean manufacturing programs?

Conceptual Framework

The primary focus of this study was the leadership strategies used to overcome resistance to change within the manufacturing environment while implementing lean programs. By understanding why resistance to change exists, leaders can develop strategies to overcome the resistance. Employee resistance to change develops from a multitude of broken agreements, poorly written processes, and trust violations with a leadership whose destructive actions can develop negative employee attitudes, resulting in significant resistance (Reisel et al., 2013). The absence of communication between leaders and employees is one reason resistance occurs within an organization.

Lewin (1958) is referred to as the grandfather of change management. He believed that change meets strong resistance when there is not an overall agreement between leadership and employees on the end goal. A current framework for overcoming resistance to change in organizations uses a three-step system approach developed by Lewin. Lewin's systems approach is still current today but is very general, allowing it to be adaptable to a variety of organizations. A review of Burke and Litwin (1992), a model

of leadership, change, and performance stating how these leadership processes, when combined with a plan of action such as Lewin's (1958), provide a clear well thought out vision, can overcome even the strongest employee resistance.

Burns (1978), the developer of transformational leadership, suggested that leadership is a very involved process that requires the participation of leaders and employees at all levels of the organization. He also emphasized the process of leadership development and influence while considering each employee's sensitivities to change. The leadership must coordinate their development needs with those of their employees to foster a mutual collaboration for improved morale and progress by both parties. Burns described the transformational leader as a person who gains the followers' level of consciousness on the significance of a desired outcome and the approach that will be used to reach the desired outcome.

Researchers' such as Pryor, Tanja, Humphreys, Anderson, and Singleton (2008) insisted that conflict and resistance are typical reactions to change and should be expected and planned for in the organizational planning strategies. Individual resistance can be multidimensional in how each person responds to change (Pryor et al., 2008) . Processes should be put in place to allow each employee to work through the resistances they have. Proactive organizational leaders can lead change, manage its effects, and develop employees all while growing their organizations (Millett, 2011). These proactive leaders that are true change agents who have a vision and see what is beyond normal business practices to act on change and what could be and how to get there (Millett,

2011). Visionary leaders believe in the organization's employees as their greatest asset and protect its culture while assuming responsibility for its success or failure.

Today's organizational leaders need to understand the affiliative leadership strategy. Affiliative leadership is used to gain movement on program implementation through positive leadership support and compromise with employees (Kibben, 2012). Adding to the affiliative strategy is that of the democratic strategy, which is part of the participative system (Anderson, 2015). The democratic leader can make group members feel content and exhilarated to share their thoughts and ideas with the group, which leads to progressive change (Eken, Özturgut, & Craven, 2014).

Organizational leaders need to assess the internal competencies of employees, leaders, and current processes before making any hasty changes. Once the needed changes for the organization are created, leaders are better able to determine what actions are required for employees to make the changes possible. When resistances are known, leaders can make strategic change decisions to overcome the resistant behaviors and progress with lean manufacturing program implementation.

Definitions of Terms

Best practice: A term used to describe actionable guidelines needed to implement practices for improving performance for the organization (Grol & Grimshaw, 2003).

Change management: An organizational method to move individuals, teams, and organizations using methods to redirect resources, processes, budgets, or other operational actions to reach a common goal for the organization (Creasey, Taylor, Demailly, & Brighton, 2014).

Corporate culture: A group of shared values, attitudes, standards, and beliefs within an organization and entrenched in the organization's approaches, structure, strategies, and goals (Inabinett & Ballaro, 2014). Corporate culture is a common set of values, attitudes, practices, and beliefs that characterize members of an organization and define its nature.

Employee empowerment: Giving the ability for employees to make decisions and interpret processes according to their points of view to reach goals (Arneson & Ekberg, 2006).

Globalization: Glaobalization is the economic, social, and cultural issues that represent an international system (Radoi & Olteanu, 2015; van Paasschen, 2015).

Leadership strategy: Focuses on the innovative strategies of an organization and an enterprise and then combines the two for an overall practice used to inspire a shared vision (Politis, 2006).

Lean manufacturing: Referred to as lean; key fundamentals: (a) a definition of value, (b) flow production, (c) pull replenishment, (d) placing a constant emphasis on the reduction of waste, and (e) striving for perfection (Karim & Arif-Uz-Zaman, 2013). Lean manufacturing was developed in the 1950s by Toyota and Ohno and is used to detect waste and increase efficiencies to reach a higher level of performance within an organization (Becker, 2001).

Six Sigma: Six Sigma is a set of tools used to enable an organization to analyze processes and create improvements to achieve the quality that strives for near perfection

(Yahia, 2011). Six Sigma uses a quality measurement implemented by organizations expecting cost savings and processes that are more efficient.

Transformational leadership: A process of leadership that is changing and challenging, enabling, visioning, rewarding, and contests employees from a leadership perspective (Aarons, 2006). Transformational leadership possesses attributes of charisma, inspirational stimulation, and individualized consideration (Aarons, 2006). The four common strategies related to transformational leadership are vision, social architects, trust, and creative deployment of one's self through supportive self-regard (Marynell, 2013).

Transactional leadership: Transactional leadership is a way of motivating employees by offering reward and punishments for compliance. Transactional leaders have official power and positions of responsibility in an organization (Clinebell, Skudiene, Trijonyte, & Reardon, 2013). Tosi (1982) has previously defined transactional leadership as actions taken to concentrate on implementing strategies by improving the hierarchical organization and rewarding employee performance with active management by exception behavior.

Nature of the Study

A qualitative phenomenological research method of inquiry was used. Data collection occurred using semistructured open-ended interviews. The phenomenological design was appropriate for collecting data that are naturally occurring through practices in the manufacturing environment and by conducting interviews with leaders who have implemented lean manufacturing programs in the past to determine their experiences and

successes (Giorgi, 2012). The phenomenology design provides a depth of insight and rich context from participants on leadership strategies used to overcome resistance to change (D. Smith, 2015).

The phenomenological design, as indicated by Giorgi (2012), is an approach to revealing the combination of science, psychology, and adding necessary concepts from Husserl to describe the living world. Scholars use the phenomenological design to inquire on peoples' experiences about a phenomenon and their interpretations those experiences. Phenomenological design describes the lived experiences through a data-driven approach to an issue and multiple examples of the phenomenon presented with variations that are relatively restricted due to conditions of the used examples (Giorgi, 2012).

The qualitative phenomenological research method allows for the exploration of leader lived experiences from multiple manufacturing entities and for the review of how leadership strategies lead to successful lean manufacturing program implementations. Using the qualitative phenomenological research method, I explored the resistance to change within lean manufacturing programs encountered by leaders while implementing lean programs at their facilities. The semistructured interview process allowed me to collect data from leaders who had implemented lean manufacturing change and the actions taken to overcome resistance while implementing these programs through leadership strategy.

The phenomenological research method is an examination of human experience through interviews with leaders who have implemented lean manufacturing programs successfully and overcome resistance to change. The references used in this qualitative

phenomenological research method were from the works of Giorgi (2012) and the phenomenological practice of Husserl (1962) and Moustakas (1994). The extent of literature on the qualitative phenomenological research method can offer utility and can assist in the understanding of the organizational change phenomenon (Burgoyne & Hodgeson, 1983; Edwards, Cable, Williamson, Lambert, & Shipp, 2006; Johnson & Klee, 2007; Kupers, 2002).

A qualitative phenomenological research design provides a narrative to develop, providing a broader understanding of the leadership strategies needed for overcoming resistance to change (Conklin, 2014). The phenomenological exploration is defined as an experience from the first person point of view, with relevant conditions of experience in an exchange (Conklin, 2014). In this study, the experience is resistance to change as experienced by organizational leaders during lean manufacturing implementation and the strategies used to overcome resistance to change.

Interviews from previous qualitative phenomenological research reveal these experiences:

- Data collection for the phenomenological study is completed with a small number of participants. The participants then describe the meaning of the phenomenon, for those who have experienced it (Conklin, 2014; Giorgi, 2012).
- The use of the semistructured interviews will allow the researcher to retrieve and code data promptly and include probing questions for additional information (Giorgi, 2012).

Grounded theory was considered for this study to derive trends through analysis (Glaser, 2016; Varda, Jo, & Miller, 2012). Grounded theory would have allowed me to create a theoretical model through the analysis of clusters or trends in represented data, allowing the framework to explore the phenomenon (Varda et al., 2012). This theory would have worked for the data analysis portion of this study with the open-ended interview questions, but I did not want to develop a theoretical model.

Assumptions

This study included sources that emerged from online searches within the Walden University Library. The research process included a review of the library materials including books, peer-reviewed articles, and journals that covered the qualitative and phenomenological viewpoints to identify standard practices, trends, processes, and comparisons. I assumed that library materials including the books, peer-reviewed articles, and journals used were free from any information misstatements.

Participants answered interview questions, and the expectation was that they would all respond to the interview questions honestly and to the best of their ability. Participants were given anonymity, and their names and organizations remained confidential. Individuals may perceive situations differently, and I made every effort to ensure that qualified participants were used. There is no way to confirm that the participants responded to the interview questions in a truthful manner. A final assumption is that the qualified participants would understand the confidentiality of the study and would answer questions to the best of their ability to ensure an open and straightforward dialogue between the participants and me as the researcher.

Scope

The scope of this research was the leadership strategies used to overcome resistance to change in lean manufacturing implementations. The philosophy of lean manufacturing programs is to reduce waste within the organization, improve resource usage, document processes, and establish a culture of continuous improvement (Karim & Arif-Uz-Zaman, 2013). This philosophy focuses away from leadership "optimizing separate technologies, assets, and vertical departments to optimizing the flow of products and services through entire value streams that flow horizontally across technologies, assets, and departments" to continuously improve both internal and external customer satisfaction (Karim & Arif-Uz-Zaman, 2013, para. 16).

I explored the leadership strategies for lean program implementations and ways that leaders may be able to overcome resistance to change. Lean manufacturing program implementations are successful less than 30% of the time (Coltea & Leaonard, 2013). Even when implemented successfully, many of the processes are not sustainable due to employee resistance from within the organization (Coltea & Leonard, 2013). The skills needed for a well-rounded leadership strategy are communication, charismatic leadership, human relations, task oriented guidance, and leadership conclusions (Goodridge et al., 2015). Organizational leaders need to understand why employees resist change. The main reason resistance occurs is due to fear. Employees fear change regarding social status, security, performance, and social relations. Employee concerns and fears need to be addressed by the leadership to move the project forward (Kathuria, Partovi, & Greenhaus, 2010).

Transformational leadership was explored in this study to help overcome the resistance to change that takes place in organizations undergoing lean manufacturing implementations. Leaders should be active participants in transformational leadership by providing resources and rewards to employees in exchange for employee motivation, productivity, and reaching goals (Wang et al., 2011). Some of the behaviors seen in transformational leaders are an idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, and these leaders are feedback seeking, employee empowering, and open to change to overcome resistance (Wang et al., 2011).

Delimitations

Delimitations are the defining boundaries that arise from the limitations addressed in the scope. Delimitations are made by conscious inclusionary and exclusionary decisions during the research process (Simon & Goes, 2013). The use of the qualitative research method in this study involved the purposeful sampling method. This sampling method ensured the most appropriate participants were selected for the study. A qualitative phenomenological research method could involve as few as five participants (Garcia & Gluesing, 2013). The use of a small number of participants who contribute to the study allows the participants' lived experiences to be established, which gains a better insight into the event than with a larger number (Giorgi, 2012).

The sample size for this study was 20 qualified leaders, at which point saturation had occurred. Qualified leaders in this study had at least 5 years of lean manufacturing experience. They also had successfully implemented a lean manufacturing program within the last 3 years. A delimiting factor of sampling was the participants' right to

remove themselves from the study or stop the interview process at any time, affecting the sample size.

Limitations

The boundaries of this study were limited to the interview participants in this study. The credibility of the study is limited to the interview questions and answers to those questions (Leung, 2015). To mitigate the risks to this study, I used the semistructured, open-ended interview questions to gain participants' lived experiences. Due to the nature of the research topic and the locations of participants, I used Skype to conduct interviews.

A limitation of the interview participant group could have been the relationship between the participants and me. I have previously implemented lean manufacturing programs within small to large organizations. Many of the participants were my peers and may or may not have the same exposure to lean implementations that I have had. This relationship could have limited or enhanced the amount of feedback the interview participants gave. I am familiar with most lean manufacturing programs available, and that familiarity could have affected the perception of comments or behaviors of the participants during the interview process. I used bracketing to withhold any personal experiences or personality and emotional conflicts within the manufacturing and lean program implementation areas that could affect the exchange of information.

Bracketing is a term used in qualitative research to separate ideas, experiences, and thoughts of the researcher from those of the interview participants during the data collection-processes. Phenomenological practices in social science research include

bracketing. Bracketing is an approach that allowed the interview process to derive the lived experiences from participants and to determine meaning that is independent of all particular events, in context with the common sense world, with all judgments deferred (Bentz, 1995). I used bracketing in this study to control unintended bias during the interview process (Chan, Fung, & Chien, 2013).

Significance of the Study

The significance of this research is that it adds to the body of knowledge needed to address the leadership strategies for overcoming resistance to change in organizations implementing lean manufacturing programs. Lean manufacturing programs are used to align processes to current practices and increase operational effectiveness and efficiencies along with an ongoing effort to improve products and services over time (McGrath, 2013). Previous researchers identified the leadership strategies required for overcoming resistance to change, but an additional study on how to overcome resistance to organizational change for success in lean manufacturing program implementations was required (Marynell, 2013; McGrath, 2013). These strategies are significant because once leaders can understand where the resistance is coming from they can meet the employees' needs and move beyond the concerns. To gain a better understanding of how to overcome resistance to change, leaders need to determine the causes of resistance.

Leaders need to understand employee resistance behaviors to understand better how to overcome these behaviors. Organizational leaders need to understand the reasons for employee resistance. Resistance to change by employees is an emotional or behavioral response to real or imagined threats (Erwin & Garman, 2010). This employee

resistance, if not managed by leaders, can disrupt the entire lean program implementation effort.

Transformational leadership may help to overcome resistance to change that takes place in organizations undergoing lean manufacturing implementations. Management may be an active participant in transformational leadership by providing resources and rewards in exchange for motivation, productivity, and reaching goals (Wang et al., 2011). Several of the behaviors seen in transformational leaders are proactiveness, feedback seeking, employee empowering, and openness to change, which can be used to overcome resistance (Wang et al., 2011).

Significance to Practice

Change does not happen by itself, so the implementation of a lean manufacturing program within an organization is a planned change. Employee acceptance of change depends on the perception of the change by the employee. It is an initial human reaction for employees to resist changes they do not understand (Kotter & Schlesinger, 2008). Leaders can use the strategies described in this dissertation to create transformational practices and plans for their organizations to help overcome resistance to change. People resist change when they do not comprehend its significance and feel that the change will affect them in an undesirable way (Kotter & Schlesinger, 2008). The importance of this research may add to the body of knowledge to address the leadership strategies for overcoming resistance to change for the successful implementation of lean manufacturing programs.

The most common way for leaders to overcome resistance to change is to teach employees about the change, communicate what is taking place, encourage feedback, and present the plan of action to implement the change. These measures help employees see the need for change and apply logic to the actions so the desired results can repeatedly be achieved (Kotter & Schlesinger, 2008). Leaders can share the organization's vision and emphasize how all team members will be part of the change. Organizational leaders can provide change education to employees in many different forms such as one-on-one discussions, presentations to groups, or memos and reports that are all vital for communication of the organization's vision (Kotter & Schlesinger, 2008).

Significance to Theory

I chose the qualitative phenomenological research method for this study because this approach allowed for data collection from leaders regarding their lived experiences overcoming resistance during lean manufacturing program implementations. This design is used mainly in the scientific fields to explain and understand a phenomenon as lived by others (Giorgi, 2012). It allowed for the description of events by manufacturing leaders who have lived the experience of overcoming resistance during lean manufacturing program implementations.

The phenomenological design allowed me to explore the lived experiences of leaders who have overcome resistance to change in lean manufacturing programs and the leadership strategies used to do so. Employee resistance is a complex problem within organizations implementing lean program change. Organizational leaders can learn from each other to effectively overcome resistance to change and work through change

processes by gaining knowledge from other leaders who have overcome the same problems. Past leaders can offer a variety of different ways current leaders can try to approach various changes in manufacturing facilities.

Significance to Social Change

There are several implications for positive social change included in this study. Positive social change is a positive social consequence used to help society move forward on an issue. The issues can be a cultural, religious, economic, scientific, or technological factor that raises awareness and understanding and attempts to create an attitudinal change (Kibben, 2012). Change is used to increase knowledge in a policy or position that builds on public impact to change an injustice (Kibben, 2012). An increase in training and exposure to new methods can help individual employees within their current positions or may offer skills for potential advancement.

A leader's knowledge and leadership skills can set expectations and standards to help facilitate change, and this exchange of information can ease employees into the organizational change process. Employees and leaders can gain a greater understanding of how the change process works within an organization to build on or add to an existing model their organizations may currently use to allow for the exchange of information. Ninety-two percent of adults agreed the best way, to get people involved in a cause is to give them the knowledge to learn from the experience and to let them become a part of change (Walden University, 2014). By using leadership strategies leaders can help employees prepare for tasks that would not normally be in their focus area.

The data from this study may have social change significance for manufacturing leaders, organizations, and other stakeholders in the manufacturing or surrounding industries interested in implementing lean manufacturing programs. Lean manufacturing is a business plan and methodology for organizations proving concepts, methods, and tools for transformational change. Lean manufacturing program implementation helps leaders understand the shift from one paradigm to another to improve processes and solve problems. The results of this systemic approach are measured in the results it produces in the areas of quality, cost, delivery, and customer satisfaction for the organization and its employee's satisfaction (Snee, 2010).

Summary and Transition

Being prepared for the competition is not a choice, but a matter of survival for organizations. To compete in the global marketplace, organizations need processes in place to increase the bottom line most efficiently and effectively. Lean manufacturing is part of the next generation of improvement methodologies. Before lean manufacturing programs are implemented in organizations, employees' resistance to the change needs to be considered and addressed. The purpose of Chapter 1 is to highlight the leadership strategies to overcome employees' resistance to change during the implementation of lean manufacturing programs.

Organizational leaders need to understand why the resistance is occurring in their organization to help overcome the problem. Leaders have the ability to correct the problems and move forward toward program implementations, leading to successful change, once they discover the cause of the resistance. Organizational leadership and

their understanding of the core traits are necessary to implement strategies to overcome resistance, which is a strategic approach to transformational change management.

In Chapter 2, I provide a literature review on lean manufacturing, resistance to change, overcoming change, and the leadership traits needed to overcome resistance to change. Chapter 3 will include an examination of research design and rationale, the role of the researcher, methodology, and issues that I encountered throughout the study and data collection processes. Chapter 4 will include a description of the data collection and interpretation of the study. Chapter 5 will conclude with study recommendations, implications for positive social change, and recommendations for future study.

Chapter 2: Literature Review

Lean manufacturing has evolved in recent years from a simple single process to a set of highly complex processes. These processes now encompass an entire business system, which can save an organization from $250 to $250,000 or more annually (Coltea & Leonard, 2013). As of 2016, more than 70% of lean manufacturing program change initiatives failed, and the main reason for the failure was employee resistance to change (Coltea & Leonard, 2013).

The general problem is that lean manufacturing programs are ineffectively implemented 98% of the time (Atkinson, 2013). Of the 2% of programs that are effectively implemented, less than 24% of those programs are successful and able to sustain long-term results (Atkinson, 2013). The specific problem is that leaders lack the information needed to overcome resistance to change when implementing lean manufacturing programs. The purpose of this qualitative phenomenological study was to explore leaders lived experiences of overcoming resistance to change and the leaderships' strategies they used, specifically in the areas of lean manufacturing implementation.

The goal of this literature review is a comprehensive consideration of the literature from the field of leadership strategies and traits to overcome employee resistance during the implementation of lean manufacturing programs. Lean manufacturing is a set of highly complex processes, and for an organization to achieve success through those processes, the leaders and employees must fully support the culture of process improvement (Testani & Ramakrishnan, 2012). The concepts of this

qualitative phenomenological study was explored, examined, linked, and contrasted within this chapter.

The analysis included the review of the literature, peer-reviewed journal articles, and books by leading theorists in the field and leaders who have implemented lean manufacturing programs in the past. The literature review focused on elements within the lean manufacturing field that relate to each area of the study. The use of the qualitative phenomenological research method allowed for literature reviews and semistructured interviews to improve the understanding of the leadership strategies used by leaders to overcome the resistance to changes in lean manufacturing implementations (Garcia & Gluesing, 2013).

Literature Search Strategy

I explored leadership strategies and traits used by leaders in overcoming employee resistance to change in lean manufacturing program implementations. The primary focus of a lean manufacturing program implementation is the leadership commitment to the overall vision of process efficiency throughout the organization. The literature review begins with an introduction and then explores the reasons why employees resist change. This exploration includes leadership strategies that may help overcome employees' resistance to change and leadership traits needed to implement and maintain effective change. The literature review included the transformational leadership model. These transformational strategies play a role in successful lean program implementation.

The literature review documents relevant research in the areas of resistance to change, leadership and change, leadership strategies, and leadership traits as they relate to organizations undergoing lean program implementations. Peer-reviewed articles, books, and journals were searched from the different databases of the Walden University Library website. The databases that were consulted to identify literature appropriate for this study include Business Source Complete, ProQuest, Emerald Management, SAGE Premier, and Academic Search Complete. I used psychology and human services databases to find related articles from the different viewpoints of theorists in leadership and resistance to change.

In the Walden University Library databases, a literature search was conducted based on the following primary keywords: *leadership, leadership and change, resistance, employee resistance, organizational change, organizational change, transformational leadership, lean manufacturing, lean manufacturing implementation,* and *lean program implementation/change.* Additional keyword searches included *lean, employee, resistance, the theory of constraints,* and *overcoming resistance to change,* to examine literature related topics impacting employee resistance to change while implementing lean programs. Past dissertation and thesis databases were used to retrieve dissertations and about this topic or closely related research topics that had used a similar research methodology to this study for informational purposes. Additional websites outside the Walden University Library were also used, such as Google Scholar, to find appropriate literature.

The literature on leadership's ability to overcome resistance to change while implementing lean manufacturing programs within an organization indicated there was an absence of research regarding resistance in lean manufacturing organizations and a need for further study regarding the leadership perceptions of employee resistance. Studies have explored the correlation between program structure and consideration increasing positive performance in organizations that have successfully implemented lean programs (de Vries et al., 2010; Wright, 2012; Zacher et al., 2014). Studies revealed ways that lean programs can affect productivity (Karim & Arif-Uz-Zaman, 2013) and eliminate waste (Piercy & Rich, 2015).

Lean programs implemented successfully within an organization can generate value for the customer, society, and the economy with the objective of reducing costs, improving delivery times, and improving quality through the elimination of waste and wasteful processes (Houborg, 2010). The gaps in past research pertained to strategies that leadership could use to overcome resistance to change within their organizations during lean manufacturing program implementations. In this study, I have described how leadership strategies and traits may add to the body of knowledge to assist leaders in overcoming resistance to change in lean manufacturing program implementations in an organization.

Conceptual Framework

The conceptual framework for this study was Kotter's (1996, 2012) eight steps for process change. Kotter's eight-step process is one of the most recognized approaches to organizational transformation (Kotter, 1996; Mento et al., 2002). Kotter's (1996, 2012)

eights steps for change model is a process of creating significant change; it includes (a) establishing a sense of urgency, (b) creating a guided team, (c) developing a vision or an action plan, and (d) communication of the vision throughout the organization. Kotter also includes (a) empowering employees, (b) generating short term goals and wins, (c) sustaining the action plan for long term wins, and (d) approaching the new culture and processes with open minds.

By using this framework for lean program implementations, leaders can develop and implement change promptly to reach organizational goals. Leaders can use Kotter's (1996, 2012) eight-step model for leading change to explore successful leadership strategies for overcoming employee resistance. The use of this framework may help leaders identify how to design, deploy, initiate, and integrate leadership strategies and change processes to institutionalize change, including lean manufacturing program implementation.

Literature Review

The literature review process allows for insight into the factors affecting leadership strategies and traits that have contributed to overcoming employee resistance to organizational change and how leadership behaviors affected the change process. Review of the literature allowed me to identify how other researchers viewed the leadership strategies and trait contributions of leaders regarding change management within organizations. The literature review included research examining lean program implementation in numerous manufacturing organizations, with research regarding

leadership strategies and traits in respect to these lean program applications and several studies exploring employee resistance to change.

Researchers reported lean manufacturing implementations failed the majority of the time, and the rate of failure was documented to be at 70%, even as high as 98% in many cases (Bateh et al., 2013; Coltea & Leonard, 2013). Even with a well-organized change strategy, organizational leadership can experience unintended consequences of change. Numerous researchers have agreed employee resistance to change is one of the most significant consequences of any change management program (Garcia-Cabera & Garcia-Barba Hernandez, 2014; Kathuria et al., 2010; D. Smith, 2015). Resistance to change develops from a multitude of broken agreements, poorly written processes, and trust violations with leadership, and these destructive actions can develop negative employee attitudes, resulting in significant resistance (D. Smith, 2015).

Leadership strategies and successful lean program implementation are interconnected. Successful lean program implementations are related to leaderships' ability to communicate change within an organization (Karim & Arif-Uz-Zaman, 2013; Modgil & Sharma, 2016; Pakdil & Leonard, 2015; Pujol, 2012). The absence of an effective leadership strategy and communication are the main reason that lean program efforts fail or cannot be sustained (Eken et al., 2014).

Organizational changes affect everyone involved and can be positive, negative, or mixed depending on how the change is approached and how employees' feelings are taken into account (Kotter & Cohen, 2002). The leadership strategies, styles, and traits are inputs for lean program implementation. Employees' resistance can be active,

passive, or both, depending on the change or how leadership approaches the change (Hultman, 2003). Lean program methodologies require changes, not only in organizational practices but also in the philosophy of the leadership that guides those practices (Becker, 2001). The output of the lean program is the results, and its overall results, improvement, and cost savings measure the success or failure of the organization's lean program implementation.

Many organizational members, even those at the leadership level, may have limited experience, knowledge, or enthusiasm to recognize change the urgency of implementation (Castro, Putnik, & Shah, 2012). Communication is the number one reason for resistance to occur within an organization (Coltea & Leonard, 2013). Resistance as a form of conflict is the greatest obstacle to management for change, on which 79% of leaders agreed, while 60% of leaders also believed that the effects of resistance are negative (Muo, 2014).

There can be some advantageous elements to resistance. Not all employee resistance is negative, and it can produce a better understanding of processes and offer opinions and solutions in areas the leaders were not aware of (Muo, 2014). Employee resistance may force leaders to reexamine or adjust the proposed change. There are several influences as possible contributors to failures in lean manufacturing programs. Contributing factors of lean manufacturing program failures include resistance to change and the ability of leaders to deal with lean program changes, leadership strategies, and the effects of leadership traits on lean manufacturing program change (Muo, 2014).

Leadership's strategies and styles could directly affect the success of needed changes in the lean manufacturing program implementations (Casey & Wuestman, 2015).

Resistance to Change

Resistance to change is a natural and normal reaction that can be perceived as the opposite of acceptance to change, or a way of showing disapproval (Johannsdottir, Olafsson, & Davidsdottir, 2015). Implementations fail when employees and leaders are not working in the same direction when implementing strategic change (Johannsdottir et al., 2015; Lozano, 2012). Employees resist changing their behaviors when they see leadership as dishonest, unpleasant, or different from their traits. Resistance amongst employees, even if it is only one person, can damage or halt organizations' change progress.

There are several dimensions to resistance, two of those being behavior and attitude in response to lean program changes. Bovey and Hede (2001) defined two aspects that influence resistance to change by employees: openly expressive and actively resist. First, when employees' resistance to change is open and freely spoken, leaders can react, make changes to the current process, and overcome the resistance (Bovey & Hede, 2001). Second, if the resistance is concealed from leadership, it can stall, halt, or undermine the change according to Bovey and Hede. The halt in lean program implementation will not just set one system behind; it can set the entire organization behind regarding the implementation schedule and cause additional costs when not handled properly.

Lewin (1947), who is referred to as the grandfather of change management, believed change meets strong resistance because there is no overall agreement on the end goal. The ultimate aim is for employees and leadership to overcome employee resistance to change due to human nature, behavior, habits, norms, and organizational culture (Lewin 1947; Muo, 2014; Spangenberg & Theron, 2013). Lean change is a process in which, once employees have made up their minds to make a change, they are empowered to improve leaderships guided processes.

The review of the past literature on resistance to change in program implementation applies to the foundations of the change. A different picture appears to challenge these views of resistance in Coch and French's (1948) article "Overcoming Resistance to Change." The authors showed a side of resistance that is entirely different and can even impact positive change outcomes. They have a shared view that change is a holistic venture. Coch and French's views, when combined with Lewin's (1947) three-stage theory of unfreezing, change, and freeze, can assist leaders in the change process. These two perspectives, when combined, provide a well-rounded and robust view to overcoming employee resistance to change in a manner that is beneficial for both the organization and its employees.

Researchers such as Pryor et al. (2008) and Kohles, Baker, and Donaho (1995) insisted that conflict and resistance are typical reactions to change. Leadership should expect and plan for these responses from employees in the planning strategies, and processes should be put in place to allow employees to work through the resistances (Kohles et al.,1995; Pryor et al., 2008). Many people enjoy change while others suffer

due to it, and 55% of organizational employees are against a change of any kind, whether within a program or otherwise (Muo, 2014). With these statistics, programs are a failure from the beginning. The focus should be on each individual as a single source of resistance, by reviewing each employee's interests as part of the whole so leaders can spot resistance, often before it starts. Once the source(s) of resistance are, identified actions can be taken to overcome the behaviors.

The most powerful resistance for leaders to overcome is that of employees who feel their values are deeply rooted in the culture of the organization as it is in its current state. Employee skepticism, frustration, and criticism are likely to develop if employees think that change management activities are directed by the leadership to the employees without an allowance for input (Johannsdottir et al., 2015). Employee resistance is a learned behavior and overcoming these behaviors is a leadership responsibility.

Suggested methods by Agboola and Salawu (2011) for leaders to use in overcome resistance to change, are education, effective communication, facilitation, motivation, negotiation, manipulation, cooperation, and coercion. These methods can help to overcome established beliefs and methods, allowing employees to embrace the new lean manufacturing philosophy. By enabling leaders and employees to take charge of organizational processes in lean program implementation, changes can move forward in the organization with ease. Without proper attention to resistance activities, they will further impede the process implementation and affect the overall outcome of the lean program initiative.

Leaders without adequate strategies in place that involve and include employees in the change process, often fail to gain the benefits they hoped for through their change initiatives. Most employees do not initially embrace change. Employees see change as something new, and the emphasis is usually on what will be lost. Lean manufacturing implementation is no different. The leadership strategies needed for lean program implementation focus on resistance to change, leadership strategies for change, leadership views on toward change, leadership traits for effective change, and collaboration strategies with an emphasis on strong leadership during times of change (Marynell, 2013; Pujol, 2012; Spangenberg & Theron, 2013).

Transformational Leadership Strategies

Burns (1978) first presented the concept of transforming leadership in his descriptive research on political leaders and this is now used in organizational change management and organizational psychology. According to the definition of transformational leadership, a transformation takes place when leaders and followers participate in the process of encouraging one another to achieve higher levels of ethics and motivation to reach goals (Nussbaumer & Merkley, 2010). Leaders should be active participants in transformational leadership, by providing resources in exchange for motivation, productivity, and reaching goals.

Organizational leadership transformation can be combined with other change methods to create a more efficient process for carrying out change. Each organization is different and has different goals to reach. While an organizational plan may be developed at the beginning of a project, it can go through many repetitions before the final product

is completed. All leaders' self-interests need to be removed for the greater good of the organizational change process.

Bass Transformational Leadership Theory

The original Bass transformational leadership theory was developed by Bass (1985) to describe how leaders can motivate employees to make change by, removing self-interest, striving for higher standards, and performing beyond expectations. Bass defined transformational leadership as the relationship that a leader and follower establish built on trust, admiration, and respect. These relationships then allow for increased task awareness, focus on the team and organizational goals, and encourage employees to help the organization meet the project needs (Bass, 1985). By creating a charismatic bond with followers, leaders can guide change through their commitment and beliefs in the change process.

Transformational leadership is composed of four main traits that successful leaders possess (Bass, 1985). Transformational leaders cultivate and articulate the organizational vision, setting high prospects that challenge, incentivize, and test employees. By using psychological mechanisms, the Bass transformational leadership theory allows the leader to alter follower perceptions, aspirations, expectations, and values to reach organizational goals.

Kotter's Eight Steps of Change

Kotter's (1996) eight-step process for creating change is recognized as one of the most well-known approaches to organizational transformation. Kotter's change management process appears to derive its popularity from a direct and usable format for

process change. Kotter observed well over 100 companies during a 10 year period and reported that when organizations try to make a major change, the employees are not willing to make the needed changes. Employee reluctance to make necessary changes was found to be due to lack of understanding of obstacles that prevent execution (Kotter & Cohen, 2002).

The barriers to change can be individual. Though individual instances of resistance are rare, the main reason for resistance seen in organizational leadership and the structure or performance of the appraisal systems causing employees to choose their, own well-being over that of the organization (Kotter, 1996). Change can be difficult, and it can take a long time for changes to become effective. Kotter's change process hoped to eliminate some of the obstacles through eight steps to change. Change can be established through the leadership change processes and Kotter's eight steps of change, shown in Figure 1 displays how this method has been used for many years effectively to implement organizational change (Kotter & Schlesinger, 2008).

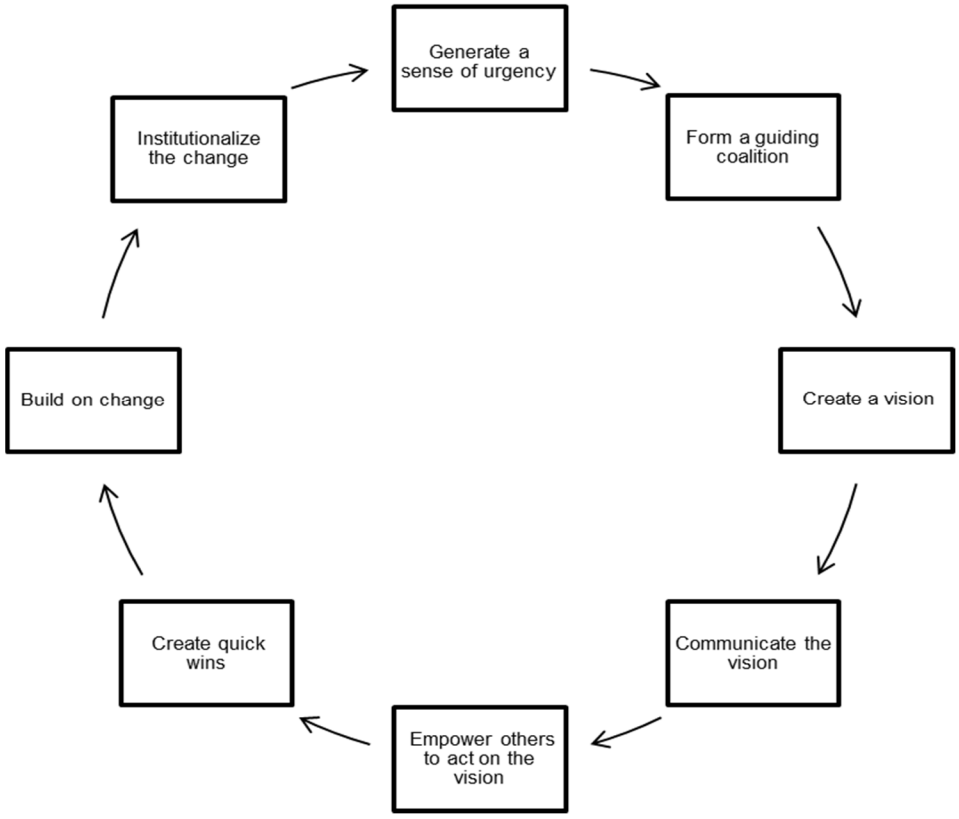

Figure 1. Kotter's eight steps of change.

Moving from a homogenous culture to a culture that has cross training and encourages organizational flexibility and accountability into the mix can be an adjustment for employees (Nussbaumer & Merkley, 2010). These changes can be difficult, and the transformational processes like those offered by Kotter (1996) can create a vision for the organization to move to the next level. Kotter's eight steps for leading change provide a framework for the change processes carried out by leaders within an organization.

Transactional Leadership

Multiple empirical studies have revealed that transactional leadership style and competencies of leaders could assist organizations at reaching their lean manufacturing goals (Aba, 2013; Aborne, 2012; Modgil & Sharma, 2016; Prince, 2013). Leadership styles have not been previously explored in overcoming resistance to change in lean manufacturing implementations. Conditional reward and management characterize transactional leadership style by exception, and these two factors play a significant role in the application of this model (Bass, 1985). Organizational goals in transactional leadership focus on the individual as opposed to the team or the overall group, offering rewards for the achievement of organizational goals. Transactional leadership styles can have a significant impact on change's overall performance within organizations.

Transactional leadership shows changes to an organization through marginal or structured alterations and which degrees of improvement employees who are then rewarded by leaders for reaching goals (Dartey-Baah, 2015). This type of leadership is between leaders and their followers where each one has a role in fulfilling an obligation to meet the changes required by the organization (Penn, 2015). Within lean program implementations, both leaders and followers have expectations to conduct, to reach the overall goal. This method works well with lean implementations and is used to attain performance goals through established perimeters, guidelines, rules and regulations, such as those associated with lean manufacturing (Dartey-Baah, 2015). Transactional leadership needs a foundation in a management model, with a focus on general objectives, but one that will also settle on bottom-line upgrades.

The reward for work takes place in each organization and today when employees do a job; they are rewarded with pay. For transactional leadership to maintain success, the reward process needs to go beyond the corrective action and adapt reward into programs of change (Tetteh-Opai & Omoregie, 2015). The object of discussion comes up in the area of management by exception meaning that leaders only take part in offering employee rewards when change is needed.

Transactional leadership behaviors are necessary to perform effectively as a leader (Hargis, 2014). The main elements of transactional leadership models are the part of conditional reward leadership, management by exception active, and management by exception passive and each item are used to focus on achieving the end goal with minimal or no resistance (Meyer & Botha, 2000; Spangenberg & Theron, 2013). Conflict within an organization is functional and even helpful to the organization. Conflict may even be beneficial to the degree that it leads to improvement and change. Therefore the emphasis on leaders or management should not be on the removal of conflict, but on the management and usefulness to the organization. When implementing lean processes, a clear line of leadership is needed for employees, but communication between the two, even when tense, is essential for project success.

Transformational/Transactional Leadership Theories

The theories both of transformational and transactional leadership were initially developed by Burns in 1978 to help leaders understand and interact with employees and to help leaders motivate followers to make change possible within an organization (Burns, 1978). Vision is the ablity for leadership to translate abilities into reality (Bennis,

1985). Transactional leadership styles have a significant impact on overall change performance within organizations (Ejere & Ugochukwu, 2012; Hamstra, Van Yperen, Wisse, & Sassenberg, 2014). Transactional leadership is a technical form of leadership focused mainly on the core management processes of controlling, organizing, and short-term planning to solve a problem or completing a task. Transformational leadership enables a leader to motivate employees to do more than expected and to increase the significance and value of the tasks.

Leadership responsibility then inspires employees to move outside of their comfort zone to accomplish more to earn a reward. Transformational leadership is seen as an intellectual stimulation for employees through individualized consideration and individualized influenced, attributed, and adapted influence to behavior (Ismail, Mohamed, Sulaiman, Mohamad, & Yusuf, 2011). Transformational leadership style can have a positive effect on the organizational commitment using employee empowerment.

There are two views of leadership by the employee. The first, transactional leadership focuses on supervision, the organization, and performance as a process with a clear leader and follower roles. The second being transformational leadership where the leader works with employees to identify the need for change and guides the team through the change by creating a vision (Meyer & Botha, 2000). Many organizations implement change programs, such as lean using, transactional or transformational leadership or a combination of the two. Transactional leaders can motivate employees by offering something of value in return for their dedication to change or assistance in reaching a

goal. This theory of transactional leadership has employees following direction or working through the term known as management by exception.

Burke and Litwin Model

The Burke and Litwin model (1992) of leadership, change, and performance explores how these processes, when combined with a plan of action and clear, well thought out vision, can overcome even the strongest employee resistance. These practices motivate employees to take an interest in the tasks they are performing to be rewarded. In the case of significant changes within an organization, such as lean program implementation, regular paychecks are not enough motivation needed for change.

Burke and Litwin (1992) used the cause-effect model to predict behavior and organizational performance, with the cause being organizational conditions and effect being less than desirable results. The Burke and Litwin change model consists of both external and internal factors within an organization. Leaders can gain and share knowledge by using the Burke-Litwin model to influence an organization's team and individual performance to reach lean program goals. Through the utilization of the process aspect of the model, leaders can ensure that their leadership model consists of solid leadership strategy, organizational culture, and human capital goals. At the leadership level, goals, and milestones established that are consistent for managing structures, organizational processes, organizational climate, and human talent (Spangenberg & Theron, 2013).

Leaders play a critical role in change and strategy to make change through creating a vision. Much of what an organization needs to use overcome negativity is done

through effective communication and a clear, well-planned vision, which is appropriate for the organization. True change agents have a vision and see what is beyond normal business practices to act on change and what could be and how to get there (Millett, 2011). This change agent mentality, when combined with lean program processes, can create success for the organization.

Bass and Avolio's Full Range Leadership Model

Bass and Avolio (1994) established the a complete leadership model consisting of: transformational, transactional, management by exception active, management by exception, passive, and laissez-faire leadership that have led studies of the follower views of leadership, leadership values, and the spirituality of the leader and leadership style. Bass and Avolio's transformational leadership had four dimensions of leadership model behaviors which are: inspirational motivation, idealized influence, individualized consideration, and intellectual stimulation. Leadership behaviors are supportive characteristics to overcome and even possibly prevent resistance in employees.

The Bass and Avolio's (1994) leadership model consists of both transformational and transactional leadership as well as management by exception, and laissez-faire leadership. Bass and Avolio's leadership paradigm created a healthy relationship between leaders and employees in an organization. The leadership model works within process change to help employees gain perspective of change and is a way for leaders to be able to influence the employees and achieve maximum performance levels.

The main elements of the transactional leadership model are the contingent reward leadership, management by exception active, and management by exception passive; each

item is used to focus on achieving the end goal with minimal or no resistance. When implementing lean processes, a clear line between leadership and employees is needed, but the interaction between the two is essential for project success. Combining the three step strategy from the Burke and Litwin emodel along with the view of Bass and Avolio's (1994) transformational leadership behaviors demonstrates that leadership is an exchange of processes in which the leaders reward employees' efforts to fulfill obligations and their performance to achieve goals.

Leadership Styles

Leadership style is the way that a leader develops relationships with others both inside and outside the organization. A leader's style reflects how the leader views themselves, their position, and to a degree whether or not they are successful as leaders (Garner, 1996). If a leader is suspicious and untrusting of employees, those actions will be reflected in the organizational community and organizational practices. If a leader is cooperative and open, those behaviors will be reflected in their encounters with employees and customers and allow for effective change. Leaders build relationships, and those relationships need to perform tasks in the best interest of the organization and its employees.

Leaders play an important role in the understanding of human values and the importance of those values in providing direction for employees, implementation of plans of action, and motivating team members to complete tasks for an organization. A leader's style is reflected in everyday tasks such as providing direction, implementing plans, motivating employees, and meeting obligations to employees and the organization. A

leader's leadership style defines an organization and must reflect the philosophy and mission of the organization (Goleman, 2000).

Visionary Leadership Style

Leaders associated with successful planning of a change implementation and who have created a vision are normally referred to in terms transformational, charismatic, and visionary (Bourne, 2015). Visionary leadership is the spiritual, mental, emotional, and physical aspects, of leadership founded in core values, clear vision, empowering relationships, intellectual stimulation, personal recognition, and innovative actions (Millett, 2011). Vision in many cases is a leader's intuition or unconscious pattern recognition of details. Patterns are formed when organization leaders accept the mission to accomplish organizational change and recognize where the most change will be needed. Once the employee needs are discovered an organizational plan is established by leaders involving as many people as possible early in the planning stages. Planning includes setting realistic and achievable goals that are within the authority and scope of what is achievable, ensuring adequate resources (money and personnel) to execute the change, and a phased implementation of significant changes with an impact on organizations (Nussbaumer & Merkley, 2010).

Visionaries as leaders apply their original ideas for what the organization should or could be according to their experiences or the work that needs to be done within the organization. Visionary leadership skills defined as the ability to create purpose for the work of an organization through leaders articulating a clear vision providing meaning (Taylor, Cornelius, & Colvin, 2014). Visionary leaders develop the organizational plans

and actions along with their leadership traits into a shared vision with employees (Chen & Chen, 2013). The leadership's communication of their vision and that of the organization is what empowers employees to act. When employees do not act, it can be because the vision is not clear or communicated effectively. When employees must figure out a change, they are less likely to be accepting and become tired and unresponsive to the needed modifications. Tired, unmotivated, and unresponsive employees, at the beginning of the change process, can create a culture of resistance.

Effective leadership practices need planning, delegating, motivating, along with measurements and metrics such as quality, timeliness, efficiency, which are directly determined by leadership to create a changing environment and establish goals (Kathuria et al., 2010). Vision and purpose for change are necessary and should be included in the process of developing the change strategy, as training and education for leaders and employees. The change vision needs to show employees what the organization will look like after changes take place and show the opportunities and advantages of the change before any work begins.

The need for interaction and innovation from senior leadership is essential for maintaining a long-term, dynamic operation using the employee's vital resources to make constructive improvements in lean operations (Chen & Chen, 2013). However, not all employees will be comfortable with change. Employees that are uncomfortable with the changes may require simplification of the processes to gain support. Leadership may need to approach the situation from a psychological perspective without confronting cognitive conflict. Retreating employees may perceive positive, innovative interactions

with leaders and may, therefore benefit by continuing to pursue personal and organizational goals with the use of visionary leadership (Chen & Chen, 2013). It needs to be mentioned that many times, it is not possible to get all employees on board with change, leaders need to understand when leadership strategies have reached their capacity, and the employee is reluctant or unable to meet the obligations required for lean program success.

Coaching Leadership Style

Past studies show that developing employee oriented interactions in the workplace is advantageous for leadership coaching. Coaching is set apart from mentoring or supervision in an organizational context because it occurs in a temporary setting while mentoring is a long-term goal (Kim, Egan, Kim, & Kim, 2013; Gilley et al., 2010). Coaching by leadership is an organized method that generates a space for employees to reflect on their thought processes and offers clarity when actions may not be apparent (Casey & Wuestman, 2015).

Coaching as a leadership style has become more popular, and organizations that use these strategies show results with programs that operate at higher levels offering employees role clarity, satisfaction with work, organizational commitment, job performance, and organization commitment from leadership (Kim et al., 2013). Coaching is an approach to assist in the development of employees. Leadership coaching in organizations that are implementing lean programs is an effective management and leadership tool that may facilitate organizations in improving employee performance and inhibit employee resistance (Kim et al., 2013).

Leaders in today's workplace need to look at the whole picture of an organization. Today's workplace is a dynamic setting, and managerial behaviors and attitudes help to shape employees' actions and reactions. Coaching one of the earliest terms used to define leadership behaviors that effectively help employees learn and apply skills in a manner to achieve goals (Kim et al., 2013). Coaching takes place when leaders intently listen to employees and question while giving effective feedback to them on how to improve work and organizational issues about the lean process implementations (Kim et al., 2013).

Affiliative Leadership Style

Leaders in today's workplaces need to understand the style of affiliative leadership. This style uses the process of acceptance and harmony for managing behavior related to human emotions, therefore making employees feel connected in an organizational environment. The affiliative style is effective during a change effort to address the concerns of individual well-being, morale, and productivity so that the information and plans of action are in place to change the behaviors (Kibben, 2012). Resistant behavior in employees generate the negative emotions associated with reduced levels of morale in individual employees who are not part of the affiliated leadership process (Kibben, 2012). The affiliated leadership process according to Piderit (2000) is, resistance is multidimensional linking how employees response to change (behavioral dimension), how they interpret the change (cognitive dimension), and how they feel about the change (affective dimension).

The affiliate leadership style is one of six leadership styles necessary for effective change management in an organization (Anderson, 2015). This leadership style provides

the ability for leaders to persuade employees to contribute to the project's objective in a willing manner, for this study that of lean manufacturing change processes. The role of leadership in the affiliated style is to get the plan of action rolling as a team. This method requires the leader to use cognitive, social, and open intelligence, to evaluate the situational and organizational needs and regulate the speed of the project to meet the employees' needs accordingly and within reason (Preston, Moon, Simon, Allen, & Kossi, 2015). The affiliated method is used by creating a bond between employees and the activities they are completing to assist in creating a sense of belonging to the team and is a style that requires all members to take part, at all levels.

Affiliative leaders within lean project implementation drive employees to deliver results by using employees' emotions through praise for a job well done (Preston et al., 2015). The lean program crosses all areas of the organization, so keeping smaller projects within the program progressing means setting and reaching deadlines that allow employees to reach goals more quickly. Leaders can gain performance and apply pressure to employees when needed. Pressure is an emotional driver that works with the hard deadlines within lean programs when other possible scenarios will not work.

Democratic Leadership Style

The democratic leadership style is one that is part of the participative system. This system is a method of leading, where decision making duties are shared, and the views of a team or group are encouraged to contribute to the vision, goals, and decisions that are made by the organization (Defining Leadership, n.d.). The democratic method allows the leader to use leadership knowledge to make decisions and this style works best with

smaller implementations and allows employees to make suggestions. This style, when used correctly, can make employees feel valued and encourage them to give opinions and offer suggestions. When employees make suggestions, and give opinions, the leader who is overcoming resistance to change as this can affect morale and deter motivation should not overlook them.

A people first mentality offered by the democratic style allows leadership and implementation activities to be successful. The democratic leader prefers to carry out the work in groups along with the leader. The motivation and work progress within the group allows the leader to be part of the team, which avoids any hierarchal thinking (Eken et al., 2014). The benefits of this structure outweigh by far any of the negative aspects of the style. The democratic leader used inclusion to make group members feel content and exhilarated and allowed them to share their thoughts and ideas with the group (Eken et al., 2014). When employees are more involved and dedicated to projects, they are more likely to care about the results they are producing. A negative aspect of this style is that it can take longer to achieve results.

Pacesetting Leadership Style

The pacesetting leadership style used in lean manufacturing program implementations allows the leader to determine what takes place and how quickly items are completed. The pacesetter style sets high-performance goals for the team in the case of lean manufacturing projects. Lean manufacturing projects will be implemented on time and allow leaders to lead by example and focus on achieving results (Chapman, Johnson, & Kilner, 2014). Organizational leadership uses the pace-setting style for leaders with a

particular skill set applicable to a specific to the change area. This method then allows the leader to demonstrate his or her expertise in the tasks supporting the team, the leader completing the tasks will gain cooperation through osmosis with employees (Chapman et al., 2014). When using the pace-setting style, leaders can present a variety of positive and negative feelings from employees about the changes being made.

Leaders who use this method set high standards for themselves and the team to achieve lean program success. One of the key fundamentals of this style is the leading by example methodology (Money-zine.com, 2016). Leaders are given tasks based on their skill set just like employees, and deadlines to complete specific goals, and if they are met the team can celebrate and if the deadline is missed then the leader needs to determine why. The one element lacking in this leadership style is the permitting of ideas to flow among team members (Preston et al., 2015). This happens when employees are not asked for their thoughts and input, just told to implement using organizational methods. Pacesetting leaders can quickly identify members that are not staying on track with organizational expectations. These members are coached, and if the situation does not improve, they are replaced.

Commanding Leadership Style

Commanding leadership style is one of the less desirable methods to provide clear direction for the expectation others will follow. The leaders using this approach have a clear idea of how lean program implementation should take place, can make quick decisions to complete tasks, and can prioritize those tasks (Chapman et al., 2014). Commanding leadership style is applicable with an advanced workforce where an

understanding of skills and employees are relatively self-reliant. The commanding leader can help the organization through tasks that require precision and direct orders, and with a workforce, that does not need a lot of attention or direction. Employees working under this strategy have a mindset for the project, and they should already be on board to complete tasks.

The commanding leader uses a style similar to that of a military operation where tasks are given and expected to be completed (Murray, 2010). This method does not give praise to the team, and a leader rarely has a respected team supporting them. This type of strategy is used when a quick turnaround is needed and for short-term projects. The inability to gain followers in this kind of style will not work for long-term programs and leadership should only use it with lean applications when deemed necessary.

Leadership Traits

Trust. Leaders need to have multidimensional abilities to trust and take risks for lean program implementations. There are several actions that leaders can take to win the confidence of their team while implementing lean programs to overcome any resistance due to lack of trust. The five step approach to trust building is made up of the following behavior traits consisting of engaging, listening, envisioning, framing, and committing to the organizational change (Martin, Naylor, Jefferson, David, & Cavazos, 2015). Without a trusting relationship, leaders and followers are not able to communicate effectively, and meaningful relationships for progress are challenging.

Communication. Communication is second only to trust in the success of organizational change processes. Participants in three organized studies, covering three

generations agree that communication is the key to effective change implementation (Birasnav, 2014; Bourne, 2015; Dunicn & Keaster, 2015). Leaders need to communicate changes effectively; what changes will take place, why the changes need to be made, and what the gain will be for the employees (Bourne, 2015). Ineffective handling of the reasons why changes are taking place is often the reason for lean initiative failures (Battilana & Casciaro, 2012). Effective communication skills in leaders can help them to overcome their opinions of the change and see employees' perceptions.

Communication methods need to be flexible and accommodate all employees and designed in such a way that employees receive the information in terms that are understandable (Bourne, 2015). The level and type of communication needed can vary in degree by the nature of the information within the change being communicated. Leaders can help employees through the changes by increased communication, decreasing their feelings of uncertainty, and increasing positive feelings about the change to help employees understand the changes in lean manufacturing processes.

Without proper communication, employees of organizations may pull away from leaders out of fear. The fear of ideas they do not completely understand or resistance towards leadership when they are unclear about decisions or actions. Change within an organization should be straightforward, clear, and communicated before implementation begins (Dunicn & Keaster, 2015). Kotter's eight steps for leading change when combined with strategic planning helps to overcome change resistance and helps employees to comprehend the change in a meaningful way (Kotter & Schlesinger, 2008). In most cases,

a change begins without employees even knowing a change is taking place this action causes employees to resist as a response.

Employee involvement. The level of participation that leaders need to gain from their employees can depend on the change that is taking place. Employees that are involved or at the very least informed of change efforts are more likely to support leadership's change processes (Bourne, 2015). Employees need commitment from leaders and reassurance that their need for resources, work relationships, incentives, and training will be met to support the initiative entirely (Bourne, 2015). Leaders need to make sure they reach out to employees regularly just to check in and keep employees informed of progress or needs throughout the process.

Employees need to feel a sense of responsibility in the overall lean program process. The involvement can be in the form of human capabilities, ownership, or responsibility and this relationship leads to shared vision, purpose, and values (Amah & Ahiauzu, 2013). The commitment level overseen by the leadership team can depend on the size or effect of the process implementation, determining what employees and for how long they will be part of the project depends on the leaders' perspective.

Employee empowerment. Employee empowerment is defined as a potentially effective work practice to manage organizations more effectively and efficiently (Khan & Rasli, 2015). Empowerment is the transfer of decision making abilities from leadership to employees and employees consequently have the power to manage, assign, and to improve the functions related to a task (Khan & Rasli, 2015). This transfer of power

allows the leadership to share responsibility for organizational tasks and drives the employees to use their full potential, energy, abilities, and competencies in their jobs.

Past studies show that employees are less likely to resist actions or organizational transformations when they feel empowered to take charge of the task or tasks within their assignment. Employee empowerment requires leaders to share information and knowledge, which helps to enhance their job performance and job satisfaction. It is important for organizations to implement employee empowerment programs and measure results to ensure that the factors in employee satisfaction levels as well as those of the customers are met (Ghosh, 2013). Employees' level of commitment and job satisfaction are responsible for successful lean program implementation.

Education and communication. In the past, organizations may have had change efforts taking place one at a time, but today organizations can have 20 or more changes taking place at any given time (Bourne, 2015). Implementation of lean programs for leaders is handled in much the same manner as planning a complex tactical or strategic operation, involving many segments, over great distances for the long-term with the knowledge that the program will never be complete (Bland, 2012). A gap analysis of the organization is a place to start to evaluate current operations. Analysis of data results can give leaders an idea of where they can start planning vision, an important concept for a change using lean implementation strategy (Bourne, 2015). Leaders need to take a good look at the organizational results of current programs before beginning the implementation of any lean program to understand what is necessary.

Change Management

Change management is a system that helps to organize processes for an organization to make changes to the current systems with each portion having a dependency upon the entire system. Change management as a body of knowledge draws on the research of communication, strategy, and organizational development and has been in the past influenced by a variety of works, (Connor, 1993; Kotter, 1996; Phillips, 1983; Pollack & Pollack, 2015). Change within an organization can be managed in a variety of ways, but tends to focus on project or program level issues regarding organizational processes and development, change to organizational cultures, and the impact of leadership on change initiatives (Pollack & Pollack, 2015).

In change management, Kotter's eight steps of change (2012) provided a systematic method to complete and organize the change journey that achieves successful lean manufacturing program change, through sustainable processes. There are many methodologies and approaches to carry out organizational change. The organizations that undergoing transformational change are never quite the same in structure, systems, strategies, and human resources and there is no one method that will work for every organization, which is why there are many different approaches available.

The success rate for organizational change implementations is less than 20% (Al-Haddad & Kotnour, 2015). Organizations need a combined approach to sustaining systematic, constructive change. Leaders should address the barriers or resistances to change, by addressing the consequences of not making the change. The leaders need to

create a vision and understand how employees perceive the change and ensure acceptance.

For successful change management, leadership plays a key role in the effective process application. Change management leadership is defined as principles, methods, or activities useful to the human facets of performing change to effect acceptance while reducing resistance (Hargis, Watt, & Piotrowski, 2011). In complex or vaguely defined organizations, leaders must work with major uncertainties as they arise. Leaders need to gauge the impact of the uncertainty and use their authority with employees to complete the change (Al-Haddad & Kotnour, 2015). Those employees that can successfully comply with this uncertainty differentiate themselves and may become future leaders in the organization.

Culture change. Leaders and employees are moving from a culture where everyone is the same and does the same thing to a culture that has cross training and encourages organizational flexibility and accountability into their normal job expectations (Nussbaumer & Merkley, 2010). The leadership vision can be difficult for employees and the need for transparent processes will allow for culture changes within each process to move the organization to the next level. Lean culture change is done through the leadership's desire to implement strategic and operational practices that are strongly supported by a vision. The framework of culture change that needs to be employed within the lean organization includes employee involvement, creativity, problem solving processes, decentralization, control and standardization, efficiency, productivity, and continuous improvement (Pakdil & Leonard, 2015). The framework for

cultural change affects the success of implementing and sustaining processes for lean programs.

The thought processes for lean program implementations have changed over the years as lean programs have gone from waste reduction only programs to complete system restructuring and continuous improvement. Resistance comes when employees, shareholders, and all other stakeholders, are unable to understand the top to bottom processes, and the developing of the organizational processes to make the most of the organizational capabilities that result in a competitive advantage (Pakdil & Leonard, 2015). Organizational culture and human resources management play a role in an organization's ability to manage the change. The implementation of lean manufacturing program processes is not straightforward. Human resources can be a great asset for leaders to assist in gaining employee acceptance of change.

Understanding How Change Impacts Employees

Understanding the strategic intent of the company will allow employees to understand what goals the company is trying to achieve and what their role will be in helping the organization to reach the overall goal. Organizations that clearly communicate their goals when implementing lean manufacturing programs have a higher ratio of improvement value on average 4.8% higher than those who do not effectively communicate the goals ahead of time (Copeland, 2013). This communication needs to include objectives, metrics, intent, business plans, goals, and financial information. Leaders need to communicate openly about matters that affect employees such as job changes, layoffs and hiring, and company strategies related to individual roles and

responsibilities (Copeland, 2013). When employees feel needed and appreciated they are more eager to use their efforts in the best interests of the organization to complete the tasks leaders are asking for.

Leaders need to know that changes affect everyone in the organization not just them, and change does not affect all employees in the same manner. Many employees invest heavily in their careers, the more that an employee invests and identifies with their work role, the greater their effort towards achieving the goals that are set out for them (Venn, 2012). Employees who do not identify with their work roles and are not engaged in work tasks will have leaders looking for ways to achieve commitment levels.

Employees suffer from a variety of psychological feelings when forced to make a change they feel uneasy about, and these feelings can include depression, isolation or even feelings of doubt related to their worth (Copeland, 2013). Organizational leaders need to be on the lookout for psychological feelings, or changes in feelings within their team, because the quicker these are handled, the better chance the change has of being effective. Leaders need to take charge and explain the vision for the lean manufacturing processes as this helps to alleviate the mystery surrounding the change and gives employees time to process their feelings.

Employees under normal circumstances are not naturally programed to resist change. Employees resist changes due to fear, of the loss of status, loss of income, loss of control, or loss of comfort (Anderson, 2015). Leaders need to be aware of resistance actions and a lack of understanding of why employees resist change causes a variety of unproductive actions within organizations.

By using resistance as a rationalization for unmet goals by leaders is not useful and creates a block in progress within the organization. Employees may resist the unknown, and be directed by superiors or leadership concepts that do not seem possible from the employees' viewpoint. Therefore, by making employees see the need for the change creates a leader-follower relationship (Anderson, 2015). This relationship and buy-in from employees create a bond within the team as Lewin (1947) introduced a systems concept, of forceing managers to treat employees as equals. Power relationships are changed not by what leaders say, but what leaders do and how they do it.

Acceptance of change. The results of lean program implementation and overcoming employee resistance to change greatly depend upon awareness, attitude, teamwork, and the support of employees when an organization decides to change strategies, or to implement new practices (Johannsdottir et al., 2015). Leadership needs to create the foundation of support for employees during the initial planning of the change. This plan needs to include ways to create safety, job security, communication, and trust. In securing cooperation and trust, leaders can conduct training and educational programs to help raise awareness of how the lean programs take place, what to expect, and how they will affect the workplace.

Employee acceptance of a program change has four dimensions: openly communicated support, concealed support, active support, and passive support. In the case where employees are openly expressive and active, they initiate and participate in change actions (Johannsdottir et al., 2015). When employees that are able openly to express their concerns to leadership about the change process, they will be more willing

to make a change than when processes are dictated to them. Change management encourages leaders to employ efforts with shared goals and a vision of the change management processes. This allows for leadership/employee engagement in the lean program implementation. These processes have a positive outcome using strategic methods and ways to overcome resistance and implement change.

Summary and Conclusions

The current research in lean manufacturing shows a variety of ways to manage process issues as they arise. Many research studies, articles, and books focus on the implementation of lean programs. There are very few studies on leadership overcoming employee resistance and none within the lean manufacturing program implementation process. The materials reviewed in this dissertation recognize the leadership strategies of leaders who successfully implement lean manufacturing programs to overcome resistance to change.

There are many reasons that employees resist change in an organization. Some methods studied by experts such as Bovey and Hede (2015) who have defined four dimensions of resistance and Kohles et al. (1995) insisted that conflict and resistance are typical reactions to change and should be expected. These theories may assist leaders in determining the best methods for why resistance occurs in lean implementations.

Several additional studies have been done on how leadership can overcome resistance within an organization. These studies are highlighted in studies such as Kotter's eight steps of change (1996), can be established through leadership change processes, and have been used for years to implement change effectively. Coch and

French (1948) show a side of resistance that is completely different and how negative resistance can impact positive change outcomes. Lewin's (1947) approach to fine-tuned planning and participation leading to a new view of resistance and the ability to incorporate it positively. As a more traditional view of overcoming change resistance Bridge's referenced that organizations have seven phases in the change lifecycle, and Ford and Ford (2009) explain that resistance leads to improved quality processes.

Kotter's eight steps of change (1996) process information was included in this dissertation. These steps help to implement a process change, as change within organizations should be straightforward, clear, and communicated before implementation. Strategic planning helps leaders to define strategy, direction, and make decisions to allocate resources for a change. Planning change helps to overcome change resistance and aids employees to comprehend the change in a meaningful way (Dunicn & Keaster, 2015). These elements of strategic planning and Kotter's eight steps provided a foundation to ensure that a leader's ability to overcome resistance in lean program implementation considers all aspects of change.

The gaps in past research were missing strategies that leadership might have used to overcome resistance to change in lean manufacturing program implementation (Marynell, 2013). This research used peer reviewed articles, studies, and books to explore the leadership strategies of leaders who successfully implement lean manufacturing programs, to overcome resistance to change. This research included the leadership styles and traits needed to overcome resistance to change for successful implementation of lean

manufacturing programs, within an organization. This gap in the literature is the primary reason for this research dissertation.

Chapter 3 includes an examination of research design and rationale, the role of the researcher, methodology, and issues that may be encountered throughout the study and data collection processes. Chapter 4 includes a description of the data collection and interpretation of the study. Chapter 5 concludes with study recommendations, implications for positive social change, and recommendations for future study.

Chapter 3: Research Method

The purpose of this qualitative phenomenological study was to explore leaders' lived experiences of overcoming resistance to change and the leadership strategies they used, specifically in the areas of lean manufacturing implementation. The technique I used for collecting and evaluating the data was interpretive phenomenological analysis (IPA). The semistructured interview process was used to gather data from leaders who have implemented lean manufacturing change. I used open-ended interview questions to record feedback about participants' lived experiences.

Participant interviews were recorded, transcribed, and analyzed using open-ended structured interview questions. I interviewed 20 qualified leaders, at which point saturation occurred, to understand their lived experiences concerning the leadership strategies they had used to overcome resistance from employees while implementing lean manufacturing programs. According to Tesch (1994), the interview is important in a qualitative study because the participants and the researcher will work closely to get to the heart of the issue.

The objective of this study was to gain lived experiences of leaders who have overcome resistance to change during the implementation of lean manufacturing programs. I conducted interviews with qualified leaders using a set of developed interview questions (Appendix C) to gather data from the leaders' lived experiences. Once the interviews were completed, the data analyses of the study covered the output of all interview responses from participants.

The data analysis I used was the IPA guidelines and the NVivo 11 software program to identify themes and meanings that emerged from the data (J. A. Smith & Osborn, 2007). The interviews provided data from which the identification and discussion of the themes emerged. I have presented the findings in Chapter 5, connecting the interview answers to the literature review on previous research on leadership strategies used to overcome employee resistance from a leadership perspective and as applied to lean manufacturing program implementations.

Research Design and Rationale

I explored the leadership strategies used to overcome resistance to change in manufacturing organizations implementing lean manufacturing programs. Before deciding to use the qualitative design for this study, other research methods were considered. The qualitative designs are narrative, case study, phenomenology, ethnography, and grounded theory. The design selection for this study was based on the qualitative method and a phenomenological design to best answer the research questions. "Phenomenology is the study of structures of consciousness as experienced from the first-person point of view. The central structure of an experience is its intentionality; it is being directed toward something, as it is an experience of " (D. W. Smith, 2009, para. 1).

The rationale for the choice of the qualitative design is that it would allow participants to incorporate individual meaning and understanding of their lived experiences into the research through first-person accounts of how leaders could overcome resistance to change while implementing lean manufacturing programs within their manufacturing organizations. The qualitative phenomenological method allowed for

an expansion of knowledge on leadership strategy for overcoming resistance to change (Conklin, 2014; Giorgi, 2012; Wisdom, Cavaleri, Onwuegbuzie, & Green, 2012). Participants were interviewed using open-ended questions and follow-up questions when needed to gain a better understanding of each unique lived experience. The qualitative method was the best method to explore this area of study, as little published information was available (Hoflund, 2013).

A phenomenological design was chosen for this study as it has the precise focus to develop further the body of knowledge for leaders on overcoming resistance to change among employees. The phenomenological design is used to achieve the rigorous quality that is required for scientific research. Phenomenological research processes are methodologically developed in a way that data collection and data analysis are a single, unified process (Giorgi, 2012). The aim of this study was to gain knowledge on the lived experiences of the participants by understanding each experience and incorporating individual meaning in the representation of the collected data.

The qualitative phenomenological approach is a study of a group of peoples' experiences from a subjective standpoint on how they see a experience, in this study, leadership strategies used to overcome resistance to change. Participants' lived experiences were differentiated by their answers to each interview question, creating rich, meaningful data with a thorough understanding of the lived experience (Giorgio, 2012). The goal of this qualitative phenomenological research was to show lived experiences and provide narrative data to outline the experiences. To ensure the design method was appropriate and would stand the test of time, I accounted for the trustworthiness,

genuineness, consistency, and uniformity within participants using demographic information (Appendix B) in the preliminary questionnaire. Participants could relive their experiences and to give firsthand knowledge of how each of their experiences took place and details surrounding each event, through open-ended questions asked by me.

The traditional aspects of the phenomenological design allowed me in this study to explore, discover, and recognize leadership strategies for overcoming resistance to change in lean manufacturing program implementations in manufacturing organizations. This design allowed the participants to give details of their experiences of overcoming resistance while implementing change within their manufacturing facilities. The phenomenological design was appropriate as it helped to understand leadership's lived experiences of strategies within manufacturing leaders to overcome resistance to change.

I used a phenomenological design in this study to gain a better understanding of the experiences, impediments, and links to organizational outcomes of human behavior overcoming resistance to change (Conklin, 2014). The phenomenological design allowed me to focus on specific leadership strategies, styles, and traits, to explain the behaviors, use of power and influence, transformational leadership, and transactional-based leadership (Giorgio, 2012). This study made the best use of the personal participant perspectives of the phenomenon.

The grounded theory design was another option for this study. The grounded theory is a qualitative analysis based on respondent views of a subject through analysis of categorically represented data variables (Glaser, 2016). The grounded theory uses the theory that emerges from data analysis to create a theoretical model (Glaser, 2016). The

grounded theory can use an interview process with open-ended questions to generate a variety of answers, much like that of the phenomenological design. I did not use the theoretical model, as the intent of this study was not to develop a theoretical model.

A case study design was considered, as a case study is the most flexible research design that describes social science research and that allows me to maintain the characteristics of real life events while investigating firsthand events. Yin (1984) defined the case study research method that uses multiple sources of evidence. The empirical inquiry then explores a contemporary phenomenon within its real-life context where the boundaries between phenomenon and context are not evident. The case study design is a labor-intensive approach, and the gathering of case study data requires a skilled and qualified researcher to eliminate the risk of bias in the collected research data (Yin, 1984). I decided against the case study method for this reason.

The ethnography and narrative designs were considered for this study. The ethnography design explores people, folk, and nation, to provide a review of how the cultural phenomenon behaves (Agar, 1996). In the ethnographical design, I would record all observed behavior and describe all meaning and interactions or relations of the observed group, using concepts that avoid causal accounts of the group interactions observed (Agar, 1996). The narrative design is a storytelling research method or phenomenon, set through the eyes of the researcher using the participants' stories. Narrative design research is defined by a chain of events with validation of the reader audience, not the experience (Clandinin & Connelly, 2000). Therefore, neither the ethnography nor the narrative designs would produce the content needed for the lived

experiences of leaders who have implemented lean manufacturing programs in organizations overcoming employee resistance to change.

I explored the mixed methods approach for this research. According to Teddlie and Tashakkori (2009), mixed methods research is a purposeful sampling technique used for a specific purpose, rather than a random sample involving select units or cases. I intended to explore the lived experience of leaders who have implemented lean manufacturing programs in the past, so this style would not be best suited for this study.

I also explored the quantitative method for this research. The quantitive method is a systematic, firsthand study of observable phenomena using numerical, calculated, or computational techniques (Given, 2008). I did not choose this method because I wanted to transcend the individual experience to understand the commonalities of each participant, to allow them to give their account of events and not limit specific data criteria. I chose the qualitative method for this research because I wanted to ensure that participants would be allowed to project each of thier lived experiences of the lean manufacturing program implimentation in thier organization(s).

Role of the Researcher

The role of the researcher for this study was as the observer. To eliminate any ethical issues that may have arisen, I would like to point out that I am a Six Sigma Master Black Belt who has worked on and implemented a variety of lean manufacturing program implementations. I could understand the terminology used by leaders in the lean manufacturing industry and understand the requirements and frameworks required by lean manufacturing programs. There were no personal relationships between any of the

participants and me other than on a professional level of working in the manufacturing industry and implementing lean manufacturing programs. In this phenomenological study, as the researcher and the interviewer of the participants, I was responsible for the assimilation of and search for new knowledge in strategies to overcome resistance in lean manufacturing practice. The participants' and my experiences of the topic promoted data collection transparency and help to ensure the study's credibility.

As the interviewer, I narrated the participants' answers to the interview questions. My interview work included the use of the five senses to draw a mental picture of the events as the participants described their experiences (Englander, 2012). The observational process enabled me to learn about the participants' activities and their experiences through the events as they unfold.

I recorded each answer to the interview questions using text and audio data. I attempted to recreate the implementation using notes, interview questions, and audio recordings as the events were pieced together. Each question was shown as a column heading with the answer below. I then entered the information into the NVivo 11 software program, which can create formats, trends, and themes from the data entered into the database. As the interviews, progressed, possible trends and themes emerged.

Resistance to change by employees is one of the roadblocks to success in lean manufacturing program-implementation, which is why it must be considered from the beginning of any organization's transformational process (Livesay, Rorke, & Lux, 1989). I have developed an interest in contributing to positive social change by assisting other leaders in the manufacturing field with ways that may help overcome employees'

resistances to change. This study allowed me the opportunity to explore lean manufacturing program implementations with other leaders.

I used bracketing to withhold any personal experiences, personality, and emotional conflicts within the manufacturing and lean program implementation areas that could affect the exchange of information. I removed all bias about the ethical areas of gender, ethnicity, and social class by using bracketing (Rubin & Rubin, 2005). Bracketing is an approach that allows the researcher to gain the information necessary to investigate the usual methods of members to comprehend the social world and give it truth (Caelli, 2001).

Methodology

Participant Selection Logic

In this qualitative phenomenological study, I explored the lived experiences of leaders who have implemented lean manufacturing programs and overcoming resistance to change within their organizations. As the focus of inquiry for this study, approximately 20 qualified participants were selected, specifically, those who have led successful lean program implementations in an organization whose employees were resistant to change. A purposeful, nonrandom sampling strategy was used to determine the 20 lean manufacturing leader participants. Interviews continued until 20 qualified participants had been interviewed and data saturation occurred.

The sampling included members from LinkedIn databases of professionals who have implemented lean manufacturing programs in the past. Purposeful, nonrandom sampling adds credibility to the research conducted to gain rich information from

participants (Gentles, Charles, Ploeg, & McKibbon, 2015; Suri 2011). Potential participants for the study were recruited through a publicly accessible database; LinkedIn was used to find members whose backgrounds include lean program implementations. Participants were contacted through the purposeful, nonrandom sampling method from the data set of 120,000 plus possible members from LinkedIn databases (LinkedIn, 2017; Meng, 2013).

Professionals who have implemented lean manufacturing programs in the past will determine the qualified participants based on their past experiences. I contacted the selected participants via e-mail (Appendix A). The interested participants contacted me directly. Participants' could ask any questions, to confirm their eligibility to participate based upon the identified screening criteria, reply with consent to the confidentiality form, and set an interview date and time. I selected participants based on their willingness to participate in the semistructured, open-ended interview process. Participants needed to possess lean manufacturing program implementation experience and have overcome employee resistance to change during a lean program implementation (Appendix B).

The participants in this study included manufacturing leaders who have implemented lean manufacturing programs within a variety of industries, in large, medium, and small companies, located within the United States. These leaders gave positive answers to the screening questions indicating their eligibility to participate in this study. The selection criteria confirmed leaders have successfully implemented lean manufacturing programs and achieved successful change. For this study, a successful program included delivery of a lean manufacturing program, with the support of top

leadership, allowing adequate time for the change, significant resources, provided training as needed, and added follow-up actions for sustainability (Testani & Ramakrishnan, 2012).

The interview process provided a comprehensive description of experiences based on the objectification of the human experiences as the foundation of analysis (Giorgi, 2012). By using manufacturing leaders' lived experiences, the meanings and the descriptions of the phenomenon required that each experience was considered independently regarding variations in opinions, views, and feelings (Giorgi, 2009; Moustakas, 1994). I explored the meaning of the lived experience in the participant interviews. The participants could share knowledge with me, which may not have bee captured in the same detail through other methods of inquiry.

The sample size for qualitative research related to ideal size is a matter of judgment and researcher experience (Giorgi, 2012). Fischer (2009) and Conklin (2014) determined that an adequate sample size is ultimately the amount that researchers need to assess the quality of the data collected, its purpose, the research method, and the sampling and analytical strategies employed. Patton (2002) added that sample size, while there are no written rules, depends on the information wanted, the purpose of the investigation, impact of the study, and the utility and purpose of the data to be retrieved. In the phenomenology design, according to Husserl, the lived experiences deliver the principles of the discovery of the phenomenon and a small number of participants will allow the essence to shine through (Giorgi, 2012). Due to the amount of detail and the variety of experience, the number of participants interviewed in a phenomenological

study is usually smaller; for this study 20 participants or until data saturation is reached was determined to be an adequate number of participants by Walden University (2014).

Instrumentation

In this study, I was the primary human instrument used to collect all data from participants through the interview process. The instrumentation for this study used semistructured open-ended interview questions to gather data. The interview process was the primary data collection instrument used for obtaining trends, patterns, and themes in the collected data (Rubin & Rubin, 2005). The interview process was used to gather the lived experiences of participants. Participants' who have implemented lean manufacturing programs and overcome resistance to change by employees.

Pilot Study

A panel of three experts provided content credibility by reviewing and approving the interview questions listed in Appendix F and the problem statement, purpose statement, and research questions guiding this study. I contacted the panelists via e-mail to review the appropriateness of the interview questions, purpose, and problem statements on the research question (Appendix E). Once the expert panel members indicated, they were interested, in being part of the review panel, I sent them a copy of the problem and purpose statements as well as the interview and research questions (Appendix F).

At the time, the expert panel reviewed the questions, problem, and purpose statements there was one research question. The second research question in this study is interview question number one listed in Appendix F, as reviewed by the expert panel.

The group of experts consisted of industry experts who have published research articles regarding lean manufacturing program implementation and overcoming employee resistance as well as industry leaders and consultants in the field of lean manufacturing.

The expert panel consisted of two men and one woman. Expert Panel Member 1 is a consultant, practitioner, speaker, trainer, and author dedicated to helping organizations achieve and maintain sustainable competitive advantages with structured programs, such as those in lean manufacturing. Expert Panel Member 2 is an author, leadership expert, lean manufacturing consultant, and speaker, who has spent the majority of their career in blue-collar manufacturing. This expert panel member has moved up the ranks to become a leading expert and has published nine books on lean manufacturing programs and implementation of these programs. Expert Panel Member 3 is a Lean Six Sigma Black Belt (LSSBB), Lean Six Sigma Sensei (LSSS), customer satisfaction expert witness, and implementation expert with over 20 years' of experience in continuous improvement. This panel expert has implemented lean programs in numerous industries, including consumer packaged goods, retail, automotive, healthcare, publications/media, government, banking/finance, insurance, nonprofits, real estate, telecommunications, consumer electronics, and airlines. This expert panel member has taught undergraduate and graduate level courses in management, marketing, public relations, and operations and has published several articles and books in operational excellence and lean practices.

I designed the questions for the interview process. The expert panel reviewed the research questions, purpose statement, problem statement, and the alignment to the participant interview questions. The expert panelists did not make any changes to the

research question, problem, or purpose statements, but recommended several revisions to the original interview questions for alignment to the research questions. I incorporated the suggestions from the expert panel into the ten revised interview questions (Appendix C). I removed interview question number one from the original interview question list in Appendix F, and this has become RQ2, as suggested by the University Research Reviewer (URR). A copy of the revised interview questions (Appendix C) was sent to the expert panel members for final review. The expert panel participants did not offer any additional changes to the questions (Appendix C).

Interview Questions

The interview questions establish a framework for the semistructured interview process. The interview questions (Appendix C) allowed me to gather data on the lived experiences of participants in this study with interview questions. I collected data based on participant answers, to develop a better understanding of the lived experiences of the participants during their lean manufacturing program implementations. The data I collected was in the form of handwritten notes and audio recordings from the participant interviews.

Interviews with participants were conducted via Skype. Skype is a computer application that allows face-to-face communication over video access between two parties in two different locations. The use of the semistructured interview process allowed the participants and me to have dialog during the interview process, allowing the lived experiences of the participants' to be revealed through the IPA method (J. A. Smith & Osborn, 2007). The use of open-ended interview questions allowed me to get as close

as possible to the participant to gain their lived experiences on lean manufacturing program implementations and overcoming resistance to change.

I recorded each interview with an audio recording device. Recording the interviews allowed me to review any facts that may not be clear during the interview process. The audio recording device I used remained the same for each interview, and Simplified Home developed the device. The audio recording of the interview allowed me to transcribe the interview data. The interviews were not video recorded.

I transcribed the audio recording after each interview to ensure all information was documented. I used Dragon NaturallySpeaking software to transcribe the audio recording to text for uploading to the NVivo 11 program. I used the same transcription process for each interview.

Once all interviews were completed, all transcriptions were filed following Walden University guidelines in compliance with 45 C.F.R. §46 (2016). The 45 C.F.R. §46 wrote in 1979, applies the basic ethical practices of research, and provides protection for human subjects and human subject information involved in research studies. I followed the Walden University Guidelines, for preserving and protecting the data collected to avoid mishandling of participants' data.

The Walden University guidelines follow 45 C.F.R. §46 (2016) for the protection of human subjects. Policy, 45 C.F.R. §46, ensures that educational institutions conduct Internal Review Board (IRB) to approve all research processes for students in their facilities. I followed the processes as described in this policy. The IRB reviewed all

research data processes and verified that for this study it satisfied the criteria outlined in 45 C.F.R. §46.

Initial contact documentation between the participant and I was be added to each participant's file. All forms sent and received via e-mail between the participant and I, are protected according to the documentation storage process outlined in this study. Once the final acceptance transcript was received from the participant, the file was closed and filed away for safekeeping, by me.

The trustworthiness of the participants' interviews and documentation was established through credibility, transferability, dependability, and confirmability to the study (Patton, 2002). The member-checking verification of the transcripts assisted the interview process to maintain quality control. The member-checking process consisted of me e-mailing the participant a copy of the transcribed text for review and consistency (Appendix B) and served as the reliability of the participant.

Procedures for Recruitment

After gaining approval from Walden University's IRB, I solicited participants to interview. I purposefully solicited participants from the approximately 120,000 members of the LinkedIn databases. Qualified lean manufacturing professionals were selected, in groups of 25, until 20 qualified participants were found. An invitation e-mail was sent to the potential interview participants asking for their participation in this study (Appendix A).

Once the participant had, expressed interest in the study via e-mail the Informed Consent Form for was sent to them for completion. Next, the demographic information

form was sent for them to complete the Participant Identification Demographics (see Appendix B). Once this form (see Appendix B) was returned and the participant was determined to be qualified, an interview time and date were established between the participant and me. At that time the participant was assigned a number to give them confidentiality for the interview process, and the numbers used were 1 to 20. If a participant was not qualified for the interview process, an e-mail stating this was sent, and contact with that member was concluded.

The use of NVivo 11, Skype, Dragon NaturallySpeaking, and Microsoft Office applications software were ethically sourced and used to enter, manage, analyze, and present the results of this study. Microsoft (MS) Office applications and NVivo 11 software were used for managing and analyzing data collection and once a participant was found an entry was made into the database for tracking the research. The appendices contained the categorization of the data created during the data analysis phase and any other additional information collected during the interview.

Procedures for Participation

This study was conducted in English, to avoid any confusion and reduce any risks or misunderstandings in the interview questions and the answers to the interview questions. All participants replied with their consent to the Informed Consent Form to me by e-mail. Without the signed consent form, participants were not allowed to participate.

I have a background in the field of lean manufacturing program implementation and subordinates, friends, and family were allowed to take part in this study to eliminate potential researcher bias, and I also used the bracketing technique. Bracketing is a

methodological practice of phenomenology, used by me to suspending judgment about the natural world and to focus on the analysis of experience (Giorgi, 2012; Leedy & Ormrod, 2010). Bracketing is a means of interval reliability, and for this study, it is used to remove my prior experiences on the topic, so there is no introduction of undue bias. During each interview, I wrote down notes on the key takeaways from that interview, if they occured, and these notes were added to the audio transcription data for review.

Procedures for Data Collection

All participant interviews were scheduled outside of working hours or at an agreed time between the participant and me. All interviews were conducted face-to-face via the Skype application. I ensured that each participant had signed the confidentiality form and understood the interview process. Only the participant and I could attend the actual interview process.

The interview process included questions regarding the extent of involvement, the nature of the position in the lean program implementation and leadership, factors promoting or inhibiting the program. Participants were also be asked about the use of program tools, employee resistance, leadership strategies used to overcome resistance, and individual experiences with the lean program implementation. The interview questions have been designed to explore the participants' lived experience of overcoming resistance to change within an organization while implementing lean manufacturing programs and traits of leaders related to lean program implementation. The interview process considered the quality efforts of the lean manufacturing program as an attribute to within the organization.

I eliminated any conflict of interest and did not interview in any workplace location. I was mindful and sensitive to bias, limiting the judgments, views, opinions, and values of the participants. The participant and I, to accommodate both schedules, conducted the interviews on dates and times that are convenient and agreed upon in advance. All interviews were conducted via Skype from my home, and the participants were located at a location determined by them. A computer was required for the participant to take part in the interview process, as the Skype application allowed face-to-face over video interviewing.

Before and after the interview process I debriefed the participant and asked them if they had any questions or needed an explanation of any of the questions or information exchanged. Each participant was reminded that his or her information would be confidential and that all information provided could be used for the study research process as outlined in the Informed Consent Form for Study. The transcribed interview data and any handwritten notes were provided to the participant to ensure accuracy. Once I had verified that all participant information was correct, conducted the interview, and completed the member-checking process to ensure quality control and accuracy, the credibility of the recorded interviews and transcripts was established.

Member-Checking

The transcripts and other forms along, with a thank you note (Appendix D), was e-mailed to the participant. The participant was allowed seven business days to review the information and make any required changes. The thank you note included with the documentation explained this process and was enclosed with the transcript. If a

verification e-mail was not sent to me from the participant within seven days, I proceeded with the data and made no modifications or changes. Each participant was thanked in the note for his or her participation in this study and will receive a copy of the executive summary of the study after it is completed. Once the participant accepted the transcribed data, the study interview process was complete. This process was continue until the 20 qualified participants were found, interviews were completed, and data saturation occurred.

Data Analysis Plan

The data analysis plan stated how the research design and research methods were to be carried out. There are general guidelines to follow and components to include in the analysis process. The phenomenological design of data collection allowed me to gain the lived experiences of research participants (Giorgi, 2012). The development of a classification system for data or a coding system is required for data analysis in the research process (Giorgi, 2012).

To gain a better understanding of the participants' answers to the interview experience and to create uniformity in the research process I applied the phenomenological research approach of IPA to the analysis of the collected data. The IPA is not a prescriptive methodology, and the analysis of the text and audio from each interview provided data for translation into emergent themes and a connection between themes across the interviews (J. A. Smith, Flowers, & Larkin, 2009). Data was entered into the NVivo database under different headings, using the research questions as headings to compare and identify relationships between participants' experiences,

creating themes. The emergence of a theme in the majority of transcripts was considered as appropriate for inclusion in the list of themes. Themes that were unsupported by evidence or having low cross participant frequency were not used.

The analysis and verification of data took place after completion of the first interview and commenced when the final interview data was approved. The interview questions were designed to gain emergent themes with significance to the phenomenon of the study. The interview questions explored the participants' lived experiences of lean program implementation and evaluated the leadership strategies, styles, and traits needed to overcome resistance related to lean program implementations.

The content of all data collected, and the process of categorizing, coding, labeling organizing the data, and defined the primary themes of the data. NVivo 11 was used for the coding and categorizing of the data in this study, which provided a qualitative data analysis. The program allowed for the coding of text data for analysis permitting me to present data in a variety of ways such as graphs, tables, and matrixes. A summary of the demographical characteristics of the participants in the study was broken down by sex, the number of projects completed, experience, any other relevant information, and recorded in the NVivo 11 database.

Once all the interview data from each interview was transcribed and approved by the participants, the information was input to the NVivo 11database. The use of NVivo 11 provided clear, concise, and well-formatted data that aided in the documenting and coding process to produce a logical output for trending of unstructured data. The use of computer technology and audio-recorded materials was used, this process requires

manual input from me. To ensure the data integrity, I followed the practices outlined in 45 C.F.R. §46 (2016) for researcher protection of human subjects.

The coding of interview data was based on common themes that occurred with the NVivo 11 software application. This application was appropriate for use because it allowed for computer-aided qualitative analysis of data to facilitate textual and audio data sources. This application allowed me to import and analyze data from the participant interviews and transcripts. The software allowed themes and open coding to take place within the application as added by me. The data was then coded using axial coding techniques. Axial coding is the process of relating codes (categories and properties) through a mix of inductive and deductive thinking. Using coding to emphasize relationships and fit them into a basic framework of generic relationships (Strauss & Corbin, 1998).

Data saturation was reached "when there is enough information to replicate a study and the ability to obtain additional new information has been attained and when further coding is no longer feasible" (Fusch & Ness, 2015, para. 2). There is no set number for reaching data saturation in a research study of any design (Fusch & Ness, 2015). In this study, data saturation was a method applied when collecting data no longer provided additional or unique perspectives to the research problem.

Issues of Trustworthiness

This research study was completed with trustworthiness created by open communication between the participants and myself. The research proposed by Lincoln and Guba (1985) shared that perspective. This study draws extensively from the

phenomenological philosophy of research whose antecedent literature is rooted in Lincoln and Guba (1985) and Guba and Lincoln (1989). The issues of trustworthiness in qualitative research that need to be revealed are credibility, transferability, dependability, and confirmability (Lincoln & Giba, 1985). Credibility is the ability of the researcher to present confidence in the accuracy of the findings.

Credibility

Credibility in a qualitative study is reliant on dependability. The credibility of a qualitative study includes both internal and external credibility to provide comparable and accurate answers. Credibility for a qualitative research study was established by using internal credibility for accuracy and trustworthiness of the participant, the reader, and me.

The internal credibility for this study was established using data involving time, space, and people, with different biases and strengths, to compliment and support each other to categorize common themes in data (Leedy & Ormrod, 2010; Lincoln & Guba, 1985). The coded data analysis within this study consisted of interviews with participants in different locations on various dates and times, and used the same interview questions. I gained a variety of responses from participants that was supported by the literature reviews.

The use of data, involving interviews with participants who are professionally familiar with the study topic overcoming resistance to change within lean manufacturing program implementations was intended to add to the credibility of the qualitative phenomenological study (Giorgi, 2012; Lincoln & Guba, 1985). I performed member-

checking on each participant interview allowing a transcription review of the interview to confirm the correctness of the results with each participant (Leedy & Ormrod, 2010). I used two data sources to include the interview text of participants' lived experiences and literature reviews to establish consistency for the materials reviewed in this study.

This research study collected data from participants to explore each participant's lived experience, demographic information, and finally, member-checking to ensure the credibility of the data. The participant's interview data was to be used to describe and included descriptions of the participants' lived experiences from both written, recorded, and orally documented accounts by me and verified for accuracy by the participant (Englander, 2012). Member-checking is a process where the final review of completed interview materials are returned to the participants (Kohlbacher, 2006) to offer them a chance to provide additional informtioan or clarification (Patton, 2002). I documented the results to the best of my ability to include a narrative that can employed qualitative themes. Credibility was established in this study by member-checking.

Transferability

The qualitative phenomenological research method addresses transferability as it is applied to the readers of this research study. Transferability defines the process of applying the results of research data from one setting to other similar settings or external reliability (Englander, 2012; Lincoln & Guba, 1985; Petty et al., 2012). In qualitative phenomenological research, the external credibility was ensured through the scope, boundaries that were defined, and the purposeful sampling of expert participants as literature evidence supporting the scope (Englander, 2012; Petty et al., 2012). The data

analysis in this study was available to researchers, participants or those who wish to review the results, regarding professional development, evaluation, and performance. The participants in this study were qualified by the (see Appendix B) Participant Identification Demographics to ensure they met the needed criteria to interview for this study.

The use of open-ended, interview questions allowed me to ask questions with empirical and replicable research techniques (Englander, 2012). The use of thick descriptions provided details on the participants, experiences, methods, and roles in this study (Lincoln & Guba, 1985). Thick descriptions provided information to readers and allowing them to determine if the research situation described in the study applies to the reader's situation. Transferability, as indicated by Shenton (2004), is the external credibility that pertains to study findings that could be duplicated or applied to other similar situations. In the case of this study, efforts were made where possible to ensure that sufficient details were provided to context the study and allow study processes to be repeated in similar environments.

The transferability of the research is the ability to replicate the findings in other contexts or form. Transferability of the research was completed by using thick descriptions and in-depth analysis of the data. Thick descriptions are descriptions of behavior or actions that do not just describe the event, but also the context so that the behavior or action can be meaningful to or replicated by an outsider (McCloskey, 1988). The in-depth analysis is an extensive, thorough and profound detail of a problem issue or phenomenon that is significant to a broad audience (Shenton, 2004). The themes that

emerged from this study's data analysis, while not entirely transferable to a type of setting, may offer some transferability (Shenton, 2004). This study, as with most qualitative studies is not transferable.

Dependability

The elements of dependability and credibility of this study were confirmable within the qualitative portion of the study, which is the goal of this research. Credibility was established through strict adherence to the IRB, as required by Walden University. Dependability in this study was established by the data that shows many of the participant answers were similar in nature, as described in the interview answer section of the study. For this study, 20 participants were determined to be effective number from Walden University (2014).

The dependability is the consistency of the data that could be or is repeatable or able to be reconstructed (Lincoln & Guba, 1985). The dependability aspects of this research are the ability for data over time to remain stable. The evaluation of the data collection, data analysis, and the theory generated to evaluate the quality of the study (Universal Teacher, n.d.).

This research included the reporting of the study's methodology and effectiveness by me, as a qualitative researcher. I included a description of the research design and its strategy for implementation, an operational explanation of how the data was collected, and a reflective appraisal assessing the effectiveness of the processes used in the study (Shenton, 2004). I carefully detailed the dependability of this study in the description of

the study's processes and methodology in Chapter 3. In Chapter 5, I will include an evaluation of the effectiveness of the processes used in this study.

Confirmability

Confirmability is the point to which the results of the data could be confirmed or verified by other participants (Bryman, 2006). Confirmability is established through the literature review process, and the interview results from participants that show a replication of similar results to those found in the literature review with possibly more emerging themes. In this study, confirmability was completed through the checking and rechecking of information with participants through interviews, transcripts, and member-checking processes.

Finally, the confirmability is the degree of the neutrality of data collected by me, how it is presented and that the findings are those of the participants' reflected lived experiences (Lincoln & Guba, 1985). The degree to which the facts of the data can be confirmed or the data collaborates is a studies conformability (Guba & Lincoln, 1989). I could demonstrate that data has been checked and rechecked for accuracy and the process is documented, and repeatable for each participant provided the situation is the same using the same questions. It is hard to replicate a qualitative study due to the use of personal interviews, and over time, participants' views can change (Guba & Lincoln, 1989).

Ethical Procedures

I received approval of Walden University's IRB, with IRB Number 05-23-17-0537505, on May 22, 2017, confirming this study complies with the Walden University

IRB guidelines for the protection of human participants (45 C.F.R. §46, 2016). As documented previously, all participants signed an Informed Consent Form for Study before any information was exchanged with regards to this study. I explained to the participants the purpose of the research, the processes that would be followed, and how results would be distributed, to ensure the use of ethical procedures. The consent form states that participants may remove themselves at any time, for any reason if they felt uncomfortable or no longer want to be a part of the study.

The foundation of this study was based on participant contributions through the lived experiences of each participant and the strategies the leaders used to overcome resistance in lean manufacturing program implementations. Participant contributions ensured a well-rounded representation in this study and they were selected from various manufacturing industries. The verification process was implemented with participant demographics (Appendix B) Participant Identification Demographics to assist in the confirmation that the sample of participants were from various sources and to ensure participants in the study would provide accurate information.

I removed all identifiable information from the interviews after each interview to keep participants' identities confidential. Therefore, interviews were numbered to match each participants number to keep information in order and to protect participants' identity. I know the identity of the participants'. Participants were informed in advance that the interviews would be audio recorded and later transcribed; a copy of the transcriptions of the interview was sent to each participant for verification. Each participant was given

seven business days to respond to their transcriptions, or they were confirmed, accepted as is, and used within this study by me. The data was then interpreted later.

All interviews were conducted from my home, where I was the only person present during the interview process. Participants can choose their location to conduct the interview although the use of a computer was required. The participant can choose the computer they use for the interview. No company information was used in this study, but I confirmed whether all participants were, or are employed in the manufacturing industry. The data collected was only be used for the purposes discussed within this research study.

Summary

This chapter included the methodology that was used for this study. An interview was used to gain the lived experiences of participants. The interview design for this study, interview process, and data collection techniques were described. The ethical, transferability, credibility, and dependability of the information within this study were covered in this chapter.

The literature review reinforces the methodology used in this study, and this research may add to the body of knowledge of leadership strategies for overcoming resistance to change in lean manufacturing program implementations. Chapter 4 includes a description of the data collection and interpretation of the study. Chapter 5 concludes with study recommendations, implications for positive social change, and recommendations for future study.

Chapter 4: Results

In Chapter 3, I discussed the research methods I used to identify themes and explore the phenomenon of leadership strategies to overcome resistance during lean manufacturing program implementation. This discussion provided a foundation to explore the suitability of the methods for this qualitative phenomenological study. I also addressed qualitative interview procedures, criteria for recruiting research participants, data collection, and data analysis processes.

The purpose of this qualitative phenomenological study was to explore leaders' lived experiences of overcoming resistance to change and the strategies they used in doing so, specifically in the areas of lean manufacturing implementation. The research questions addressed the association between leadership strategies used to overcome resistance to change and the successful implementation of lean manufacturing programs. In this chapter, I present the data analysis and results from the research interviews as they relate to the purpose of this study.

The sample population consisted of 20 qualified leader participants from LinkedIn databases of qualified lean manufacturing professionals. The participants had to have extensive knowledge, at least 5 years of experience, and knowledge in working with lean manufacturing programs and concepts. Participants also needed to have overcome resistance to change while implementing lean manufacturing programs. An expert panel was used to review the alignment of the problem statement, purpose statement, and research questions guiding this study and the semistructured, open-ended interview questions.

Chapter 4 contains details on how the data from participant interviews supported or were not compatible with the literature review for this study. I have used these data to explore the leadership strategies used by leaders who successfully implemented lean manufacturing programs in their organizations. The statistics in this chapter reflect the results of the participant interviews. I explain any discrepant cases and nonconforming findings, patterns, themes, and relationships in the results. Lastly, I account for all salient data findings.

Research Questions

The purpose of this study was to gain information on the lived experiences of lean leaders to explore the leadership strategies used in manufacturing organizations to overcome resistance to change while implementing lean manufacturing programs. The following questions guided this study:

RQ1: What are the leadership strategies of leaders who successfully implement lean manufacturing programs to overcome resistance to change?

RQ2: What are the lived experiences of leaders who overcame resistance to change within an organization while implementing lean manufacturing programs?

Ten semistructured, open-ended interview questions were generated from the two research questions guiding this study. The interview questions were designed to gain information from the research participants regarding the study phenomenon. Interview questions were used to explore the lived experiences of leaders in lean manufacturing

professions and gain insight into their lived experiences related to overcoming employee resistance to change during lean manufacturing program implementations.

Pilot Study

The interview questions functioned as the primary instrument in this study (see Appendix C). I designed the questions to establish a framework for a semistructured, open-ended interview process. I used an expert panel to validate the interview questions.

A group of experts reviewed the interview and research questions as well as the problem and purpose statements. At the time of the panel's initial review, there was only one research question. The second research question in this study originally was presented as Interview Question 1, as shown in Appendix F. The expert panel of two men and one woman consisted of industry experts who had published research articles regarding lean manufacturing program implementation and overcoming employee resistance as well as industry leaders and consultants in the field of lean manufacturing.

The expert panelists did not make any changes to the research question, problem statement, or purpose statement, but recommended several revisions to the original interview questions for alignment to the research questions. I incorporated their suggestions into a list of 10 revised interview questions (see Appendix C). I removed Interview Question 1 from the original interview question list in Appendix F, designating it as RQ2, as suggested by the URR. A copy of the revised interview questions (see Appendix C) was sent to the expert panel members for final review. The expert panel participants did not offer any additional changes to the questions (see Appendix C).

Research Setting

The data for this study were collected with a qualitative phenomenological approach. Using LinkedIn, I contacted 98 individuals (equal numbers of men and women) identified on LinkedIn whom I thought met the demographic criteria for my research (see Appendix B for demographic qualification questions). I sent an introduction e-mail to those whom I had chosen (see Appendix A). I received responses from 32 potential participants. Twelve of these individuals were not qualified to participate due to limitations such confidentiality agreement issues, too few years of experience to meet participation requirements, inability to schedule an interview during available times, or other obligations at work or at home, that would not allow them to participate. I thanked prospective participants who were not qualified for contacting me and did not speak to them further concerning the study.

All participant interviews were scheduled outside working hours. I confirmed that each participant had signed the confidentiality form and understood the interview process. Only the participants and I were present for the actual interview process.

The interview process included questions regarding the extent of participants' involvement in the lean program implementation, the nature of participants' positions in the lean program implementation and leadership, and factors promoting or inhibiting the program. Participants were also asked about the use of program tools, employee resistance, leadership strategies used to overcome resistance, and individual experiences with lean program implementation. The interview process considered the quality efforts the lean manufacturing program attributes within an organization.

I eliminated any potential conflict of interest and did not interview participants in any workplace location. I was mindful of and sensitive to biases limiting the judgments, views, opinions, and values of the participants. To accommodate our schedules, I interviewed participants on dates and times that were mutually convenient and agreed upon in advance. I conducted all interviews from my home, and the participants were located at a place of their choice.

Confidentiality

Once a participant expressed interest in the study, I e-mailed the prospective participant the informed consent form for completion in addition to the participant identification demographic questions (see Appendix B). Once these forms had been returned and a participant was determined to be qualified, I established an interview time and date with the participant. At that time, the participant was assigned a number from 1 to 20, which served to assure the confidentiality of the interview process. If I determined that a prospective participant was not qualified for the interview process, I returned all forms to the individual with an e-mail stating the qualification concern and thanked the individual his or her time, at which point my contact with that individual concluded.

I ensured that each participant had signed the confidentiality form and understood the interview process. Only the participant and I could attend the actual interview process. No identities were revealed during the recording process; a numbering system was used to identify participants. Any information provided was kept confidential, and personal information was not used for any purpose outside this research study.

Before and after the interview process, I debriefed the participants and asked them whether they had any questions or needed an explanation of any of the questions or information exchanged. Each participant was reminded that his or her information would be confidential and that all information provided could be used for the study research process as outlined in the informed consent form. The transcribed interview data and any handwritten notes were provided to the participant to ensure accuracy. Once I had verified that all participant information was correct, conducted the interview, and completed the member-checking process to ensure quality control and accuracy, the credibility of the recorded interviews and transcripts was established.

All e-mail data were removed from my e-mail box and are stored in a secured computer file. All paper files have been stored in a locked box in my home. Study data were placed on a password-protected computer, accessible only by me.

Demographics

Each potential interview participant was asked to complete the participant identification demographics (Appendix B) before being chosen for the interview process. If the results from Appendix B did not meet the study criteria, I notified the potential interview participant via e-mail that he or she did not qualify for the study and returned Appendix B to him or her. If an individual met the criteria for this study, I sent him or her the informed consent form. In several cases, I sent Appendices B and C at the same time; if the participant was not qualified per Appendix B, both forms were returned to the potential participant. No records were kept of prospective participants who were deemed unqualified for the study.

Once the transcriptions had been completed, participants' names were removed from the identification material in Appendix B, and participants were known only by assigned numbers 1 to 20. This measure was taken to maintain confidentiality. Once a participant approved the transcript, his or her name was removed from the transcript, and only the reference number was available to me. This was done to ensure that if the participant were to remove himself or herself from the study; all data could still be removed through the reference number assigned to all materials.

Of the 20 participants interviewed, six were women (30%) and 14 were men (70%). Titles of participants ranged from president and CEO to business systems coordinator, and participants' education levels ranged from associate's degree to master's degree in areas such as chemistry, business, and engineering. The experience levels of participants ranged from 5 plus years to 30 plus years practicing the implementation of lean manufacturing programs. Participants were employed in the manufacturing of goods from a wide variety of industries, from tires to soda to fully assembled automobiles; each was a lean manufacturing leader in his or her establishment. All participants had implemented at least one lean manufacturing program, and all had overcome resistance to change with tools and processes that were set in place by the lean manufacturing leaders and their teams. Table 1 contains the demographic data of participants.

Table 1

Participant Demographics

Participant	Title	Overcame resistance to change	Years of experience
1	Certified Six Sigma Master Black Belt/Senior Business Operations Manager	Yes	25
2	Founder/Consultant	Yes	15
3	Advanced Quality Engineering Specialist	Yes	21
4	Principal Lean Consultant	Yes	18
5	Project Manager	Yes	26
6	Principal Reliability Consultant	Yes	33
7	Six Sigma Manager	Yes	16
8	President	Yes	14
9	CEO	Yes	20+
10	Continuous Improvement Manager	Yes	12.5
11	Lean Engineer	Yes	5+
12	Manager, Process Improvement	Yes	10+
13	Lean Six Sigma Specialist	Yes	17
14	Lean Manufacturing Manager	Yes	14
15	Lean Manufacturing Specialist Manager	Yes	5+
16	Operation Manager/Lean Champion	Yes	20
17	Business Systems Coordinator	Yes	5+
18	President and CEO	Yes	28
19	Lean Toyota Way Practitioner	Yes	20
20	Sr. Manager of Manufacturing Operations	Yes	29+

Data Collection

Data collections were conducted using the qualitative phenomenological approach to reveal findings where themes emerged. The use of the IPA method was applied to data collection, which was completed through purposeful sampling (Reid, Flowers, & Larkin, 2005). Emerging themes highlighted the interrelationships between datasets and the consistency of the data collected. The interview data entries were carefully numbered, sorted, and coded to protect the participants' identities and any company affiliations they might have. All participants provided adequate member-checking by reviewing their interview transcripts. All participants accepted their interview transcription data.

Participants

Lean manufacturing leaders were the participants of this study because they have the experience and knowledge in overcoming resistance to change during lean manufacturing program implementations. The qualitative research method in this study was employed and the purposeful sampling method used. This sampling method ensured the most appropriate participants were selected for the study. The participants' understanding of the views and experiences of the leadership strategies for overcoming employee resistance during the process of lean implementation may reveal opportunities to inform or improve the process for a successful implementation of lean manufacturing programs. All participants completed the demographic information (Appendix B) in the preliminary questionnaire. The eligible participants must have met all inclusion criteria, which is important to stipulate the attributes and boundaries of the sample to ensure the correct data is retrieved (Robinson, 2014).

Participants chose to interview in a location of their choice, date, and time at their convenience after 3:30 PM Central Standard Time (CST). Before proceeding with the interview session, participants were required to have completed both Appendix B and the informed consent form. Participants were ensured that signed documents and information would be stored in a safe location only accessible to me. The interview sessions spanned from 20 to 40 minutes. The average interview lasted 30 minutes. The first 3 to 5 minutes were used to review the confidentiality form and what would take place during the interview process. I also described the process for after the interview including the member-checking process and follow-up actions.

Transcription

All interviews were conducted and transcribed in English. I listened to the audio recordings when reviewing the transcripts to ensure that Dragon NaturallySpeaking translated the audio regarding content to the interview questions correctly and to align for accuracy. In many cases, I had to rewrite what Dragon NaturallySpeaking could not decipher.

The transcription process was completed for each interview participant. Once the interview transcript was in text format, notes were added and assembled the results were e-mailed to the participant for review and corrections to the transcript, as needed. All interviews were transcribed within 3 to 5 days after the interview to avoid errors of memory lapse as indicated by Giorgi (2012). Each participant was given 7 days to review the transcript and notes from their interview. If 7 days had passed without communication from the participant, the transcript was used as is. If changes were made to the transcripts, I made the changes and added to the NVivo 11 database. All changes and correspondence were added to the participant's file for storage.

Member-Checking

The member-checking process was used to validate the accuracy of the participant's interview transcript and any notes that were made by me. The transcript and notes along, with a thank you note (see Appendix D), were e-mailed to the participant. The participant was allowed seven business days to review the information and make any needed changes.

The thank you note (see Appendix D) was included in the documentation to explain this process. Once the participant either accepted the transcribed data or made changes to the transcript and returned it to me, the interview process was complete. I did receive changes to transcripts from two members', these changes were to clarify points that the participants made during the interview process, and these changes were added to the NVivo 11 data. This process was used for all 20 participants.

Bracketing

Bracketing is a methodological practice of phenomenology, used by me to suspend judgment and to focus on the analysis of experience (Chan et al., 2013). Giorgi, 2012; Leedy & Ormrod, 2010). Bracketing enabled me to set aside personal experiences that could have occurred, or that may have had an influence on the interview reporting of the participants lived experiences, so there was no introduction of undue bias.

A professional manner was established for each interview. Only first names were used in the interview process, and the number system of 1 to 20 was used after the interview process to keep each participant's identity secured. Any discussions between the participant and I took place after the interview process was completed. Before the interview, no information was exchanged on my past experiences. During each interview, I wrote down a few notes on the key takeaways, as needed from that interview, these notes were added to the audio transcription data for review by the participant, as applicable.

NVivo 11

Once all the participant interviews were transcribed, and the data was entered into NVivo 11 qualitative analysis tool. Nodes were created for each of the 20 participants'. A node was also created for each theme identified in the transcription data. Those elements of the interview data that did not fit into a specific node were captured in a node separate from the themed data. Each of the nodes contained relevant responses to describe the themes that emerged from the data. This provided organization and structure to track each participant's contribution to the theme and linked participants to a theme.

Data Analysis

The data analysis of interview results consisted of descriptions and interpretations of the participant's lived experiences as communicated through their responses during the interview process. The aim of the phenomenological study is to establish the meaning of lived experience shared by research participants (Moustakas, 1994; J. A. Smith, 2011). The descriptive and interpretative aspects of the participants' interview contain their lived experiences with and allowance for interpretation (Reid et al., 2005; J. A. Smith, 2011). The phenomenological interviews produced a significant amount of data. Many times a question or problem required the participant to detail their experiences through scenarios over a considerable amount of time.

The data generated from the participant interviews were analyzed to produce the meaningful analysis. I analyzed a large amount of data that were generated during this qualitative study with the help of the NVivo 11 software. As the interviews finished and

the member-checking was completed for each participant, their data then entered into the NVivo 11 database.

I applied the phenomenological research approach of IPA to the analysis of the collected data. The IPA is not a prescriptive methodology, and the analysis of the text and audio from each interview provided data for translation into emergent themes and a connection between themes across the interviews (J. A. Smith et al., 2009). I used IPA, as described by J. A. Smith (2011). I could understand the lived experiences of participants throughout their lean manufacturing program implementations.

Transcript data that were input to the NVivo 11 database under different headings, using the research questions as headings to be compared and identify relationships between participants' experiences, assisted in creating themes. The emergence of a theme in most transcripts is considered as appropriate for inclusion in the list of themes (Rubin & Rubin, 2005). Themes that were unsupported by evidence or having low cross participant frequency were not used.

The analysis and verification of data took place after completion of the first interview and commenced when the final interview data had been entered. The interview questions were designed to gain new themes with significance to the phenomenon of the study (Giorgi, 2012). The interview questions explored the participants' lived experiences of lean program implementation and explored the leadership strategies, styles, and traits needed to overcome resistance to change related to lean manufacturing program implementations.

The NVivo 11 software and I took the content of all data collected and used a process of categorizing, coding, labeling organized the data, and to define the primary themes. NVivo 11 utilized for the coding and categorizing of the data in this study, which provided a qualitative data analysis. A summary of the demographical characteristics of the participants in the study was broke down by sex, the number of projects completed, experience, or any other relevant information is enclosed in this study.

The use of NVivo 11 provided clear, concise, and well-formatted data that aided the documenting and coding process to produce a logical output for trending of unstructured data. The use of computer technology and audio-recorded materials were used. This required manual input from me. To ensure the data integrity, I followed the practices outlined in 45 C.F.R. §46 (2016) for researcher protection of human subjects.

Data Saturation

Data saturation is reached when there is enough information the ability to obtain additional new information would not reveal additional results, that coding is no longer feasible, and the ability to replicate the study is available (Fusch & Ness, 2015). There is no set number for reaching data saturation in a research study of any design (Fusch & Ness, 2015). In this study, data saturation was achieved when collecting data no longer provided additional or exclusive perspectives to the research problem.

Coding of Data

The coding of interview data was done based on common themes that occurred with the NVivo 11 software application. This application allowed me to import and analyze data from the participant interviews and transcripts. The software allowed themes

and open coding to take place within the application as added by me. The data then was coded using axial coding techniques. Axial coding is the process of relating codes (categories and properties) emphasized on causal relationships through a combination of inductive and deductive thinking and fit things into a basic frame of generic relationships (Strauss & Corbin, 1998).

Qualitative data analysis as stated by Bogdan and Biklen (1982) working with data and deciding what to tell others based on organizing it, breaking it into manageable until, synthesizing it, probing for patterns, learning what is important and determening what is to be learned. The analysis process for analyzing qualitative data requires some creativity the raw data needed to be placed into logical, meaningful categories, and then examined holistically to find ways to communicate its interpretations to others (Strauss & Corbin, 1998).

The conceptual framework for this study is Kotter's (1996, 2012) eight steps for process change. Kotter's eight-step process is one of the most recognized approaches to organizational transformation (Kotter, 1996; Mento et al., 2002). Kotter's eights steps for change model is a process of implementing and used in creating significant change. The eight steps model includes (a) establishing a sense of urgency, (b) creating a guided team, (c) developing a vision or an action plan, (d) communication the vision throughout the organization, and (e) empowering employees. In addition to (f) generating short term goals and wins, (g) sustaining the action plan for long term wins, and (h) approaching the new culture and processes with open minds.

All data coding was completed in a manner to protect the privacy and confidentiality of the participants. Data used in the coding process produced a list of assigned codes for questions and participants, creating themes in the data sets. The methods and procedures for the data analysis consisted of data analysis, management of data tracking, and storage and protection of the data.

The types of data analyzed were word repetitions and comparisons of audio-recorded data. Through the review of participant transcripts, the development of patterns started to occur. The organization of the raw data took place for manually of the participant transcripts and audio-recorded interviews then input to NVivo 11. The raw data observed themes and integrated themes and codes in the datasets. After comparing the data with NVivo 11, the concepts and themes were visible. There were 12-word repetition themes found most prevalent in the participant interview data, they are labeled T1 through T12.

Themes

The NVivo 11 software provided a convenient platform to code responses that assisted in revealing emergent themes in the data. The lived experiences of the participants were reviewed adhering to the phenomenological method. Participant nodes after review and consideration, of the themes, linked together with the response and interview question nodes. Then each of the themes that emerged was based on the number of coded nodes supporting each lean leaders' experience.

The data analysis using the IPA methodology does not include a hypothesis, and the analysis is reflected in the participants' coded data of their own lived experiences

(Gill, 2014). The approach to data analysis closely followed the broad phenomenological method of inquiry for philosophy as developed by Husserl and Heidegger on the premise that reality consists of objects and events described, as the participant perceives them to be (Groenewald, 2014). The following themes were discovered through the data analysis:

- Senior leadership participation (T1)
- Trust (T2)
- Allowing employees to experiment with processes for their areas (T3)
- Training (T4)
- Process alignment (T5)
- Key performance indicators and metrics (T6)
- What's in it for me (T7)
- Employee Buy-In (T8)
- Communication (T9)
- Employee incentives (money and promotions) (T10)
- Job security/preservation (T11)
- Listening to employees (T12)

A review of the themes that were addressed by participants was conducted. Each revealed how many participants addressed each of the themes in their interview. Table 2 shows that Participants 1, 2, 18, and 19 discussed all the themes within this study. Participants 8, 10, 11, and 20 addressed all, but one of the themes within this study. Six of the participants addressed ten of these themes, and four participants addressed nine of

the themes. The least frequently discussed were themes T11 and T7. Table 2 illustrates all of the themes with all participants.

Table 2

Themes by Participant

Participant	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	Total
1	X	X	X	X	X	X	X	X	X	X	X	X	12
2	X	X	X	X	X	X	X	X	X	X	X	X	12
3	X		X		X	X	X		X	X	X	X	8
4	X	X	X		X	X			X	X		X	7
5	X	X		X	X		X		X	X	X	X	9
6	X	X		X	X	X	X	X	X	X		X	10
7	X	X		X	X	X		X	X	X	X	X	10
8	X	X	X	X	X	X		X	X	X	X	X	11
9	X	X	X	X	X		X	X	X			X	9
10	X	X	X	X	X	X	X		X	X	X	X	11
11	X	X	X	X	X	X	X	X	X		X	X	11
12	X	X	X	X		X		X	X	X	X	X	10
13	X	X	X	X		X	X		X	X		X	9
14	X		X	X	X	X		X	X	X		X	9
15	X		X	X	X	X		X	X	X	X	X	10
16	X		X	X	X	X		X	X	X	X	X	10
17	X	X	X	X	X	X		X	X	X		X	10
18	X	X	X	X	X	X	X	X	X	X	X	X	12
19	X	X	X	X	X	X	X	X	X	X	X	X	12
20	X	X	X	X	X	X	X	X	X		X	X	11
Total	20	16	17	18	18	17	11	15	20	17	14	19	

This review also paired the number of times that each theme was referenced to by each participant during the interview process. T1 and T4 were the most referred to themes by all those involved with 132 and 92 respectively. T9 and T12 were referred to the third and the fourth most often at 85 and 82 references apiece. The least referenced themes were T7 and T11 at 17 and 21 times, though lower than the other numbers these themes were referenced quite often and are relevant to this study based on the number of times mentioned. While no one participant did not address the areas of What's in it for

me? T7 and Job security/preservation T11 more than others; this theme was mentioned widely mentioned throughout the interview process with multiple participants, as they are both factors in overcoming resistance to change. However, neither by theme by itself is a solution to overcome the resistance to change by employees.

Table 3

Number of References Coded for Each Participant by Theme

Participant	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	Total
1	8	4	1	5	2	3	1	1	2	3	2	3	35
2	4	1	1	3	4	4	1	1	2	1	2	3	27
3	4	0	2	0	2	1	2	0	4	0	2	3	20
4	9	0	3	0	3	4	0	0	11	2	0	3	35
5	9	4	0	5	4	0	1	0	2	2	2	6	35
6	9	2	0	6	5	2	1	1	5	2	0	3	36
7	5	3	0	1	3	4	0	1	1	6	2	2	28
8	9	1	1	11	1	3	0	2	6	1	2	2	39
9	6	5	1	7	3	0	2	2	3	0	0	3	32
10	4	3	4	1	5	3	1	0	10	1	1	4	37
11	16	2	5	6	4	7	1	2	5	0	0	3	51
12	5	3	2	3	2	3	0	1	6	4	0	4	33
13	8	2	4	14	5	5	2	0	4	3	2	4	53
14	1	0	1	2	2	4	0	1	4	1	2	6	24
15	4	0	6	5	3	10	0	1	4	2	1	7	43
16	6	0	2	10	4	2	0	2	3	1	1	7	38
17	7	2	2	1	2	5	0	4	3	1	0	4	31
18	6	2	3	4	2	10	3	1	4	2	1	5	43
19	6	2	2	5	4	3	1	1	3	1	1	4	33
20	6	2	1	3	1	5	1	2	3	2	0	6	32
Total	132	38	41	92	61	78	17	23	85	32	21	82	[redacted]

Table 3 gives a brief snapshot of the relationship between participants and themes that developed from this studies interview process. The lived experience themes allow the reader to ascertain the most discussed areas in the interview process and accentuate the prominence of these themes among the participants. The relevance of these themes to the research questions guiding this study will be addressed in the study results section.

Participant Quotes

All participants answered the same semistructured, open-ended questions. Using the interview process enabled the research to facilitate time management and added structure to the participant interactions. Participants when applicable gave additional references to support their cases related to overcoming resistance to change during lean manufacturing program implementations.

When looking at research, question number one the focus is on leadership strategies to overcome resistance to change, 'Please tell me what leadership strategies leaders who have successfully implemented lean manufacturing programs and overcame resistance to change have used? Tell me about a situation where you successfully overcame the most resistance within a group, when implementing a lean manufacturing program/task?' Participant 2, who was female, applies all the themes of this study in her response,

> For a successful implementation, you need to apply all the main strategies at different times. This means that transformational leadership style is best used at the beginning. When you are communicating the changes, you want to make. When you are trying to get people motivated, you want employees to have buy-in to the changes that are going to be made. You are also using a Transactional strategy by explaining the change to them personally and to the company as a whole. That then leads to key performance indicators and metrics development, which, hopefully, leads to employee development plans for employees. Showing employees how the changes benefit them. Which then leads to the Authoritative

> strategy, once everything is complete, processes are in place, and waste reduction the goal should be for employees not to fall back into old bad habits.

To follow up on Participant 2's support of the themes Participant 20 echoed the support in respect to gaining leadership strategies for support of lean program processes,

> Over the years, I have used many different ones. High performing organizations are one. It is still offered by one major consultant out there. It helps to take plant workforce groups and form them based on their locals on the production floor. Helps them (employees) become owners of the work from gathering data, manipulating and calculating data, almost self-directed with minimal oversight on a daily basis. Doing just that with work teams helps to make the leadership effective. The total productive management of manufacturing. If there is resistance, it is because the understanding is not there. They (employees) do not understand the terms and making them, a dictionary of the terms is needed. As well as how it is going to make the company better and secure their jobs possible. Versus having to lay people off. Helping employees to see what's in it for them. As long as we could break it down to their lingo, using terms that make sense to the employees. Helps them to grasp the changes and helps to make the plant more cost effective and better for them and their future.

Participant 12 also added:

> It cannot be a lip service kind of thing. It starts with people doing traditional project management. It all starts with goals. Every director and every associate should have goals that lead up to improvement work. Managers sometimes like to

> add improvement work but have not set aside time for the employees to do the improvement work. That is where the things get risky. You have to have the buy-in from managers and directors to get things going because you need resources; you need people to do the work.

Participant 6 commented,

> The support from operations and maintenance was key to transforming the program. Planning, scheduling, and executing plans rather than emergency work, employees' lives change when they are not working so hard. As time passed on leaders were talking and seeing that the program was working. Lives were changing; the program allowed them to gain a break by removing the processes that were not working and streamlining those that were to change jobs. In turn, employees were working smarter, not harder and longer hours. Employees understood their jobs better, and their jobs got easier.

The participants' comments support the themes to answer the research question number one. The leadership strategies that help leaders overcome resistance to change during lean program implementations are senior leadership participation and listening to the employees are two of the vital strategic inputs to successfully overcoming resistance to change during a lean implementation. Also, these top themes coincide with a conceptual framework for this study Kotter's (1996, 2012) eight steps to process change.

Evidence of Trustworthiness

Credibility

Credibility for this qualitative research study was established by using internal credibility for accuracy and trustworthiness of the participant, the reader, and me. The credibility of this study used data involving time, space, and participants, with different biases and strengths, to compliment and support each other through their own lived experiences. I used two data sources to include interview data of participants lived experiences and literature reviews to establish consistency for the materials reviewed in this study. I also performed member-checking on each participant and allow a transcription review of data to confirm the correctness of the interview results with each participant.

I documented the results to the best of my ability. Credibility is established in this study by member-checking; member-checking was completed for each participant. A process where the final account of specific description or themes are taken back to the participants (Kohlbacher, 2006) to offer them the opportunity to offer perspective and an alternative interpretation to their first interview data (Patton, 2002).

Transferability

Transferability defines the process of applying the result of research data from one setting to other similar settings or external reliability (Englander, 2012; Lincoln & Guba, 1985; Petty et al., 2012). I ensured the scope and boundaries were defined using a purposeful sampling of participants and literature evidence supporting the scope overcoming resistance in lean manufacturing program implementations. The participants

in this study were qualified by the (Appendix B) Participant Identification Demographics to ensure they met the needed criteria to interview for this study.

The use of open-ended, semistructured interview questions allowed me to ask questions with empirical and replicable research techniques. The use of thick descriptions provides details on the participants, experiences, methods, and roles in this study. Transferability, as indicated by Shenton (2004), is the external credibility that pertains to study findings that could be duplicated. In the case of this study, all efforts were made where possible to ensure that sufficient details were provided for replication purposes.

Dependability

Dependability in this study was established by the data that shows many of the participant's answers were similar, as described in the interview answer section of this study. The dependability is the consistency of the data that it could be or is repeatable or able to be reconstructed (Lincoln & Guba, 1985). This research includes the reporting of the study's methodology and effectiveness by me, as a qualitative researcher.

I included a description of the research design and its strategy for implementation, an operational description of how the data was collected and reflective appraisal assessing the effectiveness of the processes used in the study. I carefully detailed the dependability of this study in the description of the study's processes and methodology in Chapter 3. In Chapter 5, I include an evaluation of the effectiveness of the processes used in this study.

Confirmability

Confirmability was established through the literature review process, and the interview results from participants that show a replication of similar results to those found in the literature review with additional emerging themes. In this study, confirmability was completed through the checking and rechecking of information with participants through interviews, transcripts, audio recordings, and the member-checking process. Confirmability is the degree of the neutrality of data collected. How that data is presented and that the findings are those of the participants' lived experiences and interests are reflected in the data results. The process is documented and repeatable for each participant using the same interview questions for each interview conducted. It is hard to replicate a qualitative study due to the use of personal interviews, and over time, the views of participants can change (Guba & Lincoln, 1989).

Study Results

This study focused on the two research questions. An expert panel, of three lean manufacturing professionals, reviewed the questions to ensure that the interview questions correctly represented the results that I was looking to achieve from this study, validated the interview questions. The concepts addressed in the interview questions focused on leadership strategies, leadership traits and the lived experiences of leaders who had overcome resistance to change during lean manufacturing implementations.

The interpretation and understanding of the themes are in line with the theories of leadership strategies, leadership style, and leadership traits and their effects on overcoming employees' resistance to change. The participants agreed to semistructured

open-ended, face-to-face interviews, with in-depth dialogue, and engaging in follow-up questions (Seidman, 2006; J. A. Smith, 2011) that allowed me to explore the phenomenon and provide thorough answers that addressed the overarching research questions guiding this study:

RQ1: What are the leadership strategies used to overcome resistance to change in successfully implemented lean manufacturing programs?

RQ2: What are the lived experiences of leaders who overcame resistance to change while implementing lean manufacturing programs?

I collected data based on the lived experiences of leaders who have influenced change management through lean manufacturing program implementation by addressing the strategies needed to overcome employee resistance. The research question one was designed to allow participants to discuss the leadership strategies that they had used in their organization to overcome resistance to change while implementing lean manufacturing programs. Research Question 2 focused on the lived experiences of lean leaders to reveal how they overcame resistance to change in their organizations during lean implementations.

Twelve themes emerged from the 20 participant interviews. These themes revealed themselves through reading and reflection as well as the assistance of the NVivo 11 software, which led to coding and the significant supporting statements made by participants. Other concepts involved the nature of the knowledge and perception of the participant relevant to lean program implementations.

The themes identified in this study support the Research Question 1 are the T1, T3, T4, T5, T6, T7, T8, T10, and T11 all support organizational leadership strategies used to overcome resistance to change. Themes T2, T9, and T12 are the key leadership traits that enable leaders to overcome resistance to change within a manufacturing implementation. The lived experiences of lean leaders were reviewed in the dialogue with each participant to solidify the major themes of this study further.

Overall Results

All 20 of the participants revealed that senior leaders' need to participate and be active in a lean manufacturing implementation. All 20 (100%) also indicated that the lack of senior leadership participation slows down, stops, or derails a lean program implementation. Two participants also indicated that this stoppage or derailment could lead to program failure. A statement made by Participant 1: "That is the biggest factor is leading from the top to bottom. When we see failure, we do not see that. I see that now in my organization, how important the top leading the way, but did not see that in the one that failed." Participant 6 also said, "The leadership is key to success or failure the leadership needs to understand the culture and the lean process or be receptive to learning it."

Leadership Traits. Leaders come in all shapes and sizes. Leadership traits that are effective to overcoming employee resistance to change, can vary from organization to organization this can depend on the team, manager, and work environment. The traits that lean leaders mentioned throughout this study that resulted in high scores were Communication (100%), Trust (80%), and Listening to employees (95%). These traits are

common throughout Kotter's (1996, 2012) eight steps of change, the conceptual framework for this study and supported by the literature review.

Trust. Trust in culture as a whole has declined in institutions and companies revealing it is significantly lower than it was just a short decade ago (Covey, 2009). Approximately 1 in 3 employees do not trust the organizations they work for (Meinert, 2016). There are many reasons that employees do not trust their employers. This lack of trust from employees can add to resistance within lean change implementation; Participant 6 stated, "Trust has to be built." Gone are the days of the mindset where leaders speak from high above, and employees follow without a second thought (Covey, 2009).

Leaders need to establish a coalition with employees they need to set standards for the organization to get things accomplished that is part of the job. In doing so, leaders also must build integrity, and overbearing and aggressive leadership is not the answer (Meinert, 2016). Leaders today need to establish a plan for what they are looking to achieve, show compassion and kindness by allowing for input from employees whom many times know how the job works best.

Over 80% of the lean leaders in this study stated that employee and leadership trust is key to overcoming resistance. For leaders building true transformation starts with building credibility at the personal level (Covey, 2009). Trust can be created, as one of the interview participants added, "Once you are trusted they (employees) will follow you, and you are part of their team. They will trust you when you do the work like mop the

floor and sweep the floor. If the employees see that humble approach, they will start to trust you. Employees will see the program as here to stay."

Communication. Communication is necessary within an organization or a relationship, if you do not have it you are working with a deficit from the beginning. Leadership and communication go hand in hand. The flow of communication is an exchange of ideas, information, or feelings from a sender to a receiver (U.S. Army, 1983).

As themes emerged in this study relating to communication, 20 of 20 (100%) of the participants indicated that communication between leaders and their teams is key to success in a lean program implementation. Participant 10 stated,

> First employees want leaders to be real and tell the truth. They (employees) do not want sugarcoated reality. There is a lot of fake in management level positions. People can see through that. If you are in trouble, then you need to tell them (employees) you are in trouble. Be honest with what is happening. We (senior leaders) have to do something about the issues or we will fold, are you going to be part of the fix? Employees need to be asked. It is easy to whine, but show them the big picture and why we need to do it. When they know their jobs are at stake, they will help. Clear and honest communication will earn respect. They appreciate honesty and presentation of reality, supported by data and they will help.

Participant 3 added,

> Employees want to be informed, kept informed, and involved. Employees need to be treated like adults. Keep them informed to keep them involved and not just in

> the beginning through the entire project. Also, listen to them, talk to them, and follow up with them on changes. Communication is needed to keep them in engaged and be personable.

Leaders need to make sure that people are doing what they are supposed to be doing and what needs to be done. Most failures to overcome resistance to change are not due to poor leadership, but due to lack of effective communication (Covey, 2009).

Listening to employees. By listening to employees, leaders show that they value their feedback on change. Active listening is needed to understand what the employees' issues and concerns are. During a change of any kind Participant 3 stated,

> Speaking from the heart regarding what is happening, emotions are running high and I want to let employees know I am not trying to drive my agenda, but want us to work together to improve the organization. I suspend my ego and use servant leadership.

Over 90% of participants in this study agree that listening to employees is a vital trait to overcoming resistance. Barbuto, Jr., and Wheeler (2006) have developed a scale, which measures the eleven possible dimensions of servant leadership. These eleven dimensions are stated as the primary leadership traits, listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growth, and community building (Pujol, 2012). Most these traits listed as themes in this study, show that servant leadership is a leadership strategy that can be used to overcome resistance to change.

Research Questions

The leadership strategies of leaders who successfully implement lean manufacturing programs, to overcome resistance to change are senior leadership participation, allowing employees to experiment with processes for their areas and training. As well as process alignment, key performance indicators, and metrics, what's in it for me, employee buy-in, employee incentives (money and promotions), and job security/preservation. The key leadership traits are trust, communication, and listening to employees.

The lived experiences of leaders who overcame resistance to change within an organization while implementing lean manufacturing programs range from successful with minimal resistance to overcoming many different resistances. Participant 16 shared,

> First is ownership, the leader has to be willing to invest in the people and infrastructure. Develop some leaders quickly that are very close to the floor. Do not be afraid to spend money. Do major transformations first. After kaizen event, make change happen rapidly. Do not compromise on absolutes.

The participant further explained that the biggest and quickest way to transformational acceptance is through senior leadership participation. Many times, senior leaders are busy with many subordinates and travel, but even a small amount of involvement can make a large impact on how fast change can happen. Participant 17 followed up with,

> Leadership strategies need to include listening to the employee's concerns, explain the tools and process using terms and examples that relate to their experience. Employees need to practice using the tools and processes on something related

> but similar to their everyday work. Let employees lead the change I have found that that the biggest *naysayer* or person that says *it will not work here* becomes the best champion for change if they are charged with ensuring the change is successful and meets the expected criteria.

Discrepant Cases/Nonconforming Data

There were a few recommendations from participants that were not repeated in this study, but are also possible strategies for overcoming resistance to change are honesty and humility. Participant 1 stated,

> I would have to say the honesty, trust, and integrity. That is so valuable to me. There is a book about level five leadership. Humility and will, the book talks about level five leaders; at the CEO, level and how they were successful using this method. He picked top five companies, and the traits were humility and will. How leaders live in plain houses and are part of the crowd along, with the will to succeed. It has a lot of risks. Six Sigma has a stigma, with time, and training and all these negative aspects that it takes to implement. You need to be very humble, and I will be the first to apologize and take responsibility for that. The rigor you have to stay with the program and rely on core values to get there, trust, honesty, and integrity. I like to use humility and will for program wide not just projects.

The participant also said that the core values of leadership are accurate indicators of if the program will or will not be successful. Another discrepant case but possible a strategy that was mentioned aspect was from Participant 2,

> The big thing that makes a difference in the approach. You have some leaders with the thought that most people do not want to perform at their highest level. Then you have people like me who think that most people want to perform and want to do a good job. There are very few people, like 2% really, that do not care about what happens at work. Most people want to do well and feel like they have had a productive day. Most employees want to succeed. In my experience, there are three basic ways to make sure that employees want to go above and beyond earning a paycheck. First is the opportunity of earning more money, second is earning more time off, whether it be hours off, a longer lunch break, or getting off work an hour or two early to see their kid's play or other events. The other is recognition for what they do or achieve, or the ability to be heard. If you cover those things when putting together lean & KPI programs, the majority will perform at their highest level.

According to Participant 2, the employees want to succeed and be successful at work, however, the obstacles that are in the way many times are just too great and cause unneeded delays. There are a lot of moving parts during a lean manufacturing program implementation joining in and keeping the group moving forward creating a trust between employees and leaders is vital. This can help to make a program successful and keep timelines moving forward.

Summary

This chapter included the methodology that was used for this study. A qualitative phenomenological interview process was used to gain the lived experiences of

participants. The interview design for this study, interview process, and data collection techniques were described. The ethical, transferability, credibility, and dependability of the information within this study were covered in this chapter. This chapter addresses the research questions guiding this study:

RQ1: What are the leadership strategies of leaders who successfully implement lean manufacturing programs, to overcome resistance to change?

RQ2: What are the lived experiences of leaders who overcame resistance to change within an organization while implementing lean manufacturing programs?

This chapter presented the data analysis and resulted from the research interviews as it relates to the purpose of this study. Chapter 4 contained the detail of how the data from the participant interviews supports or does not support the literature review of this study. The data was used to determine the leadership strategies used by leaders who have successfully implemented lean manufacturing programs in their organizations. The statistics in this chapter are from the results of the participant interviews; they contain the research data presented in this study. This chapter explained any discrepant cases and nonconforming findings, patterns, themes and relationships in the results. Lastly, the chapter accounted for all salient data findings.

The purpose of Chapter 1 was to highlight the leadership strategies to overcome employees' resistance to change during the implementation of lean manufacturing programs. Chapter 2 provides a literature review of the empirical literature on lean manufacturing, resistance to change, overcoming change, and the leadership traits needed to overcome resistance to change. Chapter 3 includes an examination of research design

and rationale, the role of the researcher, methodology, and the issues that could be found throughout the study and data collection processes. Chapter 5 concludes with study recommendations, implications for positive social change, and recommendations for future study.

Chapter 5: Discussion, Conclusions, and Recommendations

The overall research results indicated a relationship between leadership strategies, leadership traits, and successful lean manufacturing program implementation. Chapter 5 includes a summary and discussion of how the research results contribute to the body of knowledge on overcoming resistance to change during lean manufacturing program implementations. This chapter also includes conclusions from the results and future research recommendations for study within this topic.

The purpose of this qualitative phenomenological study was to explore leaders' lived experiences of overcoming resistance to change and the leadership's strategies used, specifically in the areas of lean manufacturing implementation. The method used for collecting and evaluating the data was IPA. The semistructured interview process was used to collect data from participants who have implemented lean manufacturing change. The intent of this study was to explore the leadership strategies used for successful lean program change and to overcome resistance to change during program implementations.

Interpretation of Findings

The overall purpose of this study was to determine the leadership strategies needed for successful organizational lean program change. In previous research, the correlation concerning program structure and consideration increased an organization's overall positive performance in lean management implementations (David et al., 2015; de Vries et al., 2010; Zacher et al., 2014). Leaders can use many skills within their strategies to overcome resistance to change.

The significance of this research may add to the body of knowledge needed to address the leadership strategies for overcoming resistance to change in organizations implementing lean manufacturing programs. Past results of lean manufacturing program implementations have had less than favorable results. Those that have successfully implemented lean manufacturing programs had trouble sustaining long-term results (Atkinson, 2013). The three metrics used in this study to determine success were leadership strategies, leadership traits, and the lived experiences of leaders who have overcome resistance to change during lean manufacturing program implementations.

The research questions guiding this study were focused on the leadership strategies of leaders who had successfully overcome resistance to change while implementing lean manufacturing programs. According to the interview data, lean manufacturing leaders have experienced a variety of different leadership strategies to overcoming resistance to change amongst employees during a lean implementation. Over 85% of those interviewed mentioned servant leadership style as the main leadership style used during lean implementation. These participants expressed that the humility and servant leadership is just one approach to successful lean implementation leadership.

Results Discussion

The results of this study confirmed that there is a correlation between leadership strategies and the ability to overcome resistance to change during lean manufacturing program implementations. Of the lean leaders interviewed for this study, 100% agreed that top leadership participation is the key strategy to lean program success. This therefore supported the literature that the leadership strategies need senior leadership

support to be successful (Agboola & Salawu, 2011; Marynell, 2013; Pujol, 2012; Spangenberg & Theron, 2013). By addressing senior leader participation and listening to employees, lean program implementations can be successful. These are two of the vital strategic inputs to successfully overcoming resistance to change during a lean implementation (Kotter, 1996, 2012).

All participants interviewed agreed that leadership communication is an essential trait that effective leaders must possess. This again confirmed the past literature that indicated effective communication skills in leaders could help them to overcome the opinions of change and see employees' perceptions (Bourne, 2013; Dunicn & Keaster, 2015). These top themes coincide with a conceptual framework for this study, Kotter's (1996, 2012) eight steps of change (see Figure 1).

Over 90% of participants said that listening to employees and gaining their feedback and input on what will work best for their areas is key to success in a lean implementation. Participant 17 stated,

> If it is the management style that we are going to do this and then tackle this. If its seen as the flavor of the month, and employees think why even start if in a month we will change. Therefore, the resistance is why even to start if this is the flavor of the month, why bother. The other thing is if employees have always been trying to share information, and sharing with management that does not respond. If management already knows what they want to do without input, then employees will not even bother. It is the management and the leadership that needs to be listening and taking action.

While senior leadership may be the main catalysis for lean program change, there are also other strategies to consider. Leadership responsibilities do not reside solely with the CEO or the senior management team, but should be present at all levels of the organization (Atkinson, 2010). Over 80% of the participants interviewed agreed that employees want to be part of the change and experiment with processes for their areas. Employees need to have their roles explained relative to their work areas, and leaders need to allow employees to be trained on their jobs. Rewards need to be given to employees when they have successfully achieved organizational goals. The managers also need to allow feedback and learning from employees. Leaders need to know what is happening.

While there is not one process that will overcome all employee resistance to change, there are varieties of strategies that leaders can employ. Participant 12 said,

> There are many important things like goals. Everybody has to have a goal. The design methodology is needed we (lean leaders) will always use a charter. We will always prioritize problems and have an intake system to prioritize problems. We need to have a return on investment tool, like everyone's salary for each region and across the country, with current and future state to tabulate hours, Gant charts, and dashboards to see what is taking place for associates and sponsors. Having a newsletter at the end of the Kaizen event, to document results can be used. Now you will have people reporting events; it is like magic.

Burns (1978) also suggested that leadership is a very involved process that requires the participation of leaders and employees at all levels of the organization. This finding suggested that top leadership is a vital part of any lean program implementation.

Leadership strategy. Researchers have indicated that certain leadership strategies and traits are critical for lean manufacturing program success. A 10-question, semistructured interview process was conducted with 20 lean manufacturing program leaders. These leaders had manufacturing experience ranging from 3 to 29 years. The participants in the interview process had all implemented lean programs in manufacturing environments ranging from tires, food, automobiles, and automotive parts. The results indicated several lean leadership strategies that can be used to implement lean manufacturing programs successfully. Leadership traits also played a role in the leaders' success in overcoming resistance to change during the program implementation.

During the interview process, many of the participants mentioned the Toyota way as one method of strategy that they have followed. The Toyota production system incorporates continuous improvement, respect for people, right sizing processes for the right results, and value adds to the organization and customers through problem-solving at the root cause and continuous learning (Likert, 2004). Many of the attributes of this program were shown in the results of this study (Tables 1 and 2).

An additional strategy that participants used to overcome resistance to change was a strategy of thinking about thinking, a method developed by Rother (2009), a lean leader and researcher, who based his strategy on the Toyota Kata methodology. Over 60% of the participants of this study used the Toyota method in some form. The Toyota Kata

methodology uses management practices and offers guidance for leading and developing people in a way that makes the best use of the employees' special skill sets (Rother, 2009). The Rother method provides "the systematic pursuit of desired conditions by utilizing human capabilities in a concerted way" (para. 3). The results of this study are in line with this strategy of leadership and methodology for lean program implementations.

Lived experiences. Throughout the study, participants mentioned a wide variety of lived experiences related to overcoming resistance to change. Many participants emphasized that sitting down, listening to people, and giving them the benefit of the doubt works wonders at overcoming employee resistance. Communication skills are needed, and it comes down to active listening to understand what the employees' issues and concerns are. This listening element was also reflected in past literature where the five-step approach to trust building is made up of the following behavior traits: engaging, listening, envisioning, framing, and committing to the organizational change (Martin et al., 2015).

When it came to lean, employees who have either been through an implementation or heard horror stories of implementations fear many misconceptions. Employees have heard many tales about what lean means; it is important to have a training and development program to clarify the misconceptions up front. The most common fear amongst employees is job loss, with 80% of interviewed participants expressing this concern. Senior leadership must implement lean for the right reasons. If organizations are looking to cut employees, they must disclose this information to employees. Honesty between top leaders and employees helps to eliminate

misconceptions. Previous researchers have found that trust violations with leadership due to their destructive actions can develop negative employee attitudes, resulting in significant resistance (Reisel et al., 2013). Over 90% of participants also agreed that trust is a vital component of overcoming employee resistance.

Employees also need to see results. The employee teams need to be cross-functional, participate in understanding, and see how important it is to create results. Once the employees see the results, the senior leaders will also see the results. Senior leadership needs to show the lean program as a growth and promotional opportunity. According to 85% of participants, key performance indicators and metrics play a vital role in successful lean manufacturing program implementations. As Participant 3 explained,

> You need the ability to see if the metrics work or if they need to be changed. Sometimes the metrics we start with are not the ones that are kept; they need to grow. There are two comparisons, start and implemented, not showing the financial information over time, will not show the progress.

Lean programs can give the employees a chance to see more of what their jobs mean and opportunities that can be created. Participant 2 stated, “This is when employees can see the light and understand what is happening the tipping point.” The tipping point happens when the employees equate the journey with their successes. Employees who can successfully comply with this uncertainty differentiate themselves and may become future leaders in the organization (Al-Haddad & Kotnour, 2015).

In eight steps of change, Kotter (2012) explained the systematic method to complete and organize the change journey that achieves successful lean manufacturing program change. In this study, alignment was a theme that emerged from the data set. Participants (90%) expressed a mindset that change is needed when lean programs were being implemented in their facilities; top leaders can no longer overlook processes, and each process needs to be viewed and alignments need to be made. According to Pakdil and Leonard (2015), resistance comes when employees, shareholders, and all other stakeholders are unable to understand the top-to-bottom processes. The development of these organizational processes makes the most of the organizational capabilities that can result in a competitive advantage. This theme was confirmed in the participant facilities that were reviewed.

The results of this study indicated that one leadership strategy is not sufficient to generate the success within a lean manufacturing program implementation and overcome resistance to change. Instead, multiple leadership strategies and leadership traits from various models may be more a more appropriate approach. This study suggested that top leadership participation and communication are the main leadership strategies needed to achieve a lean program implementation success to overcoming resistance to change. Further study could determine which aspects of top leadership participation are most successful in overcoming resistance to change.

Limitations of the Study

This research is limited by several factors. There were only 20 participants interviewed for this study; not all lean manufacturing leaders from all manufacturing

fields were included in the process. The study's transferability and design includes a purposeful sampling of participants the small number of participants interviewed were all from different manufacturing organizational settings, making a variety of different products from different locations throughout the United States. Data collected and study findings may not apply to other participants of various locations or manufacturing industries.

An additional limiting factor was the nature of the phenomenon of leaders' lived experiences of overcoming resistance to change and the leadership's strategies used. Some of the study participants may have withheld information or based their interview answers on their convictions, though there was nothing offered in return for their responses positively or negatively. Data collected from study participants may not reflect the true nature of the study. The participants were believed to possess considerable knowledge in lean manufacturing, with at least 5 years of experience to provide their lived experiences to the research topic. The data in this study consisted only of information collected from the participants during the recruitment and the semistructured interview processes.

There are limitations inherent to any study. This study's credibility was protected by using multiple validation strategies that include bracketing, member-checking, thick descriptions, and expert panel review. Dependability was addressed by providing accurate descriptions of the study's methodology. Finally, confirmability was ensured by the literature review process, interview transcripts, and detailed description of the study's

methodology. The transferability of study results may not be generalizable or applicable because of these study limitations.

Recommendations

The future of overcoming resistance in lean manufacturing implementations is not an exact science. There is no perfect format for overcoming resistance. Employee resistance during times of change will vary from organization to organization. One thing that does not change is an organization's need to improve their bottom line. Organizations must be able to adapt to a changing market place; financial uncertainty encourages leaders to implement lean programs as an approach to reduce costs and increase cash flow.

Resistance, change readiness, and leadership has the potential to speed up, slow down, facilitate, or hinder, how change factors interact within every organization remains unclear. Leaders can identify resistance early on by understanding the reasons why employees resist change and prepare employees ahead of time, producing a change readiness process. Leaders by using this process to create buy-in and acceptance from employees to make them active contributors to change and having accountability to the organization will increase change acceptance to a level that allows the change process to avoid major pitfalls associated with change.

The data from this study shows that leadership strategies need to include senior leadership participation; multiple methodologies include top management in their processes with specific responsibilities to employees. Prior research indicated that top management participation was also key to successful lean program implementations.

Leaders play a critical role in change and strategy to make change through creating a vision. This study included a variety of different manufacturing locations for the study. Possible future studies could include only one industry such as automotive or food and beverage as their focus group. This could explore the correlation between resistances to change within a specific industry with different manufacturers, with locations throughout the United States.

Future research might focus on specific employee behaviors that follow each change process, to obtain a better understanding of the resistance in line with the change. Focusing on the potential triggers and risk factors that are changes specific and how these factors affect leadership strategies in lean program implementations. Additionally, research duplicating this study in different fields or a specific set of organizations could reveal additional leadership strategies that lead to effective lean manufacturing program implementations.

Future research may focus on one or two locations as a comparison between locations. The participant interviews could take place with leaders and employees at different levels of the organization. This could be done to evaluate the leadership strategies used to overcome resistance to change with a firsthand look at what employees at all levels see as the most effective strategies for overcoming resistance to change within a lean manufacturing program implementation.

Implications for Social Change

Social change is a feeling or an alteration to what is normally expected from society. This change can be either large, encompassing an entire community or small

encompassing, only one person. The change in social models dates to the 1800s in a time when social structure was characterized by symbols, behaviors, and values (Wilterdink, 2016). Social change in the simplest of terms is any change in the social structure or process within a social structure (Wilterdink, 2016). This study may support leaders overcoming resistance to change while implementing lean manufacturing processes and helping employees to understand the change process, making small changes to organizational culture.

Communication is a vital part of every relationship whether personal or working (Heide & Simonsson, 2014). A compelling need exists to improve communication within the lean manufacturing environment during times of great change. Ineffective communication is often a major barrier toward introducing changes in a lean manufacturing environment (de Vries et al., 2010). The need for communication to be clear and to the point is needed for in fast changing environments.

The communication of change has become an issue for leaders. Ineffective or inaccurate change communication by leadership can lead to employee uncertainty, confusion, and distrust (Bourne, 2015). Even when there is a need for change, to bring results if the communications are not clear and presented in an effective manner the full implementation of the change will likely not occur (Bourne, 2015). When half measures are presented as fact employees gain a perception of leadership and the organization this focus found that one of the main factors of resistance to change by employees is communication from leadership.

The findings of this study indicate that organizational leadership needs to communicate with employees the need for change in an effective manner, based on employee perceptions of change communication. Improving change communication can reduce employee resistance to change by creating a change-oriented culture, in which the change process is living and continuously improving (Bourne, 2015). As leaders obtain the strategies needed to communicate change effectively and efficiently, this will reduce employee resistance and make the change process operate more smoothly within the organization (Heide & Simonsson, 2014). By improving communications with employees during times of change, leaders could increasing the willingness of employees to participate in the process, change communication strategies and implementation of processes can become inclusive when additional viewpoints are needed to assist in organizational progress.

By improving the change communication processes of an organization, leaders could decrease the need to respond reactively. By reducing the timelines for implementations of changes, and increasing knowledge of employees through the change process while reducing costs within an organization through timely implementations. Lower level employees of an organization can make or break a change management process it is up to the leaders to ensure that effective communication takes place at all levels. By allowing employees to take part in the change, process leaders are ensuring that employees have a voice this creates a culture of respect, which in turn can decrease resistance, and reduces lean manufacturing process implementations.

Senior leadership within organizations need to take part and participate in lean activities; it can be as simple as putting on a pair of jeans and heading to the production floor, employees notice. Organizations can have a positive impact on social change through creating a culture of employees that are involved in organizational change. Employees and leaders of organizations implementing lean manufacturing practices can build on the transformational leadership styles presented in this study to encourage individual motivation and commitment to continuous improvement. Leaders can gain insight by understanding the role employees' play in organizational change, overcoming resistance and sharing skills with others to promote a learning environment.

Changes associated with the implementation of quality systems, such as lean involve both physical and psychological demands on employees (Givhan, 2012). One of the critical success factors necessary for successful implementation of lean systems are change implementers creating effective systems and plans that respond to employees' emotional involvement (Givhan, 2012). These systems could give leaders the tools they need to move forward in process creating, as well as proving employees with satisfaction and feelings of accomplishment.

The implications for positive social change are improved by engaging all employees in the change process. Allowing them to have a voice, in change improvements, motivates employees to take ownership of their jobs, areas, and the organization (Bae et al., 2010). By empowering employees and including employees in the changes within their job areas, leaders could decrease their stress levels and increase

responsibilities of employees. These contributions could assist in making lean manufacturing implementations successful and help to move an organization forward.

Conclusions

The purpose of this qualitative phenomenological study was to explore leaders' lived experiences of overcoming resistance to change and the leadership strategies used, specifically in the areas of lean manufacturing implementation. This study may address a gap in literature contribute to the body of knowledge on lean manufacturing program success. The study's focus was on the leadership strategies used to overcome resistance to change during lean manufacturing program implementations. Making it the only study to combine leadership strategies used to overcome employee resistance to change during lean manufacturing program implementations.

A qualitative phenomenological interview process was used to gain the lived experiences of participants. Based on the lived experiences of leaders who have influenced change management through lean manufacturing program implementation by addressing the strategies needed to overcome employee resistance. The following research questions were used to guide this study:

RQ1: What are the leadership strategies used to overcome resistance to change in successfully implemented lean manufacturing programs?

RQ2: What are the lived experiences of leaders who overcame resistance to change while implementing lean manufacturing programs?

The purposefully selected sample of 20 participants was completed. Participants interviewed were employed by a variety of manufacturing organizations in the United

States, and had implemented a lean manufacturing program in the last three years with at least five years of experience in lean manufacturing. Semistructured open-ended interview questions were used to gain the lived experiences from participants and capture the essence of the leadership strategies used in overcoming resistance to change from manufacturing leaders.

Twelve themes emerged from the 20 interviews. These themes revealed themselves through reading and reflection as well as the assistance of the NVivo 11. The 12 themes were as follows: top leadership participation (T1), trust (T2), allowing employees to experiment with processes for their areas (T3), training (T4), process alignment (T5), key performance indicators and metrics (T6), what's in it for me (T7). Additional themes were the following: employee buy in (T8), communication (T9), employee incentives (money and promotions) (T10), job security/preservation (T11), and listening to employees (T12). Conclusions were drawn from the elicitation of the data were several to capture leadership strategies used to overcome resistance to change. The main conclusions suggest that change is indeed a complex phenomenon and employees' resistance to change is a perception duly supported in the literature review and shared by all the leaders who were interviewed in this study. Leadership strategies that drove successful change were approaches that supported employee collaborations and communication through the changes. Leadership strategies employed to overcome resistance to change during lean program implementations were multifaceted and included top leadership participation and communications, as well as listening to employees providing much need strategic input into the change process.

These study results are similar to past research, though with this study the themes that were created showed a difference of importance to members of the lean team. The T12 theme was ranked higher in this study than in past studies, and T7 seemed to rank lower than in past studies. This study is showing that employees are not looking only for how the change will benefit them they are also open to tasks when senior leaders are the drivers of the change and participate in the tasks while listening to employee feedback on the processes that affect their areas.

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Appendix A: Introduction Cover Letter

Dear _____,

Have you led lean manufacturing program change in a facility, overcoming resistance to change? I am a student pursuing a Ph.D. in Management degree in the College of Management and Technology at Walden University. As part of the fulfillment of the requirements for this degree, I will be conducting research for my doctoral study titled *Qualitative Examination of Strategies to Overcome Resistance to Change in Lean Manufacturing.*

I am requesting your participation based on your background. I am looking for your experience to add to the body of knowledge required to address the leadership strategies for the successful implementation of lean manufacturing programs. This study consists of a preliminary questionnaire and a 30-minute interview via Skype. I will provide you with a consent form prior to participation and a questionnaire. All responses will be kept and all information will be kept confidential. Your participation is very important to the success of this study; however, you may withdraw from the study at any time for any reason should you decide you no longer want to be a part of the study.

Without your participation, this study would not be possible. I look forward to interviewing you in regards to strategies to overcome resistance to change in lean manufacturing. Thank you.

Sincerely,

Elizabeth Burmester

Appendix B: Participant Identification Demographics

Appendix B is the Introductory Questionnaire for this study. The results of the Participant Identification Demographics will determine if the participant meets the requirements of this study. Qualified participants will be selected, specifically, those who have led successful lean program implementations in an organization whose employees were resistant to change. The following information will be used to establish if the needed requirements to participate are met.

1. Participant's title
2. Participant's company
    a. Company contact, email and/or phone number
3. Participant's company location
4. Participant's company product
5. Participant's company number of employees
6. Previous employer (as it applies to lean implementations only)
    a. Company contact, email and/or phone number

7. Sex of participant, male or female
8. Time with current organization in years and months
9. Years of Lean Program implementation experience (ISO 9001, 13949, 13485, HACCP, 5S)
10. Certifications held
    a. Issuing body
11. Degrees held
12. Did you encounter employee resistance within your program implementation?
    a. Were you successful at overcoming the resistance?
13. What kind of program did you implement (ISO 9001, 13949, 13485, HACCP, 5S)?
14. Reflecting on the most recent strategic change program you have led:
    a) Was it a successful lean program? How?
    b) If yes, did it occur after January 1, 2012?
    d) How many lean programs have you implemented?
    c) Briefly in your own words describe the leadership strategies employed to overcome resistance in the program(s) you participated in

Appendix C: Interview Questions

Participation in this interview is completely voluntary. The information that is provided will be audio recorded, but the recording will be done in a manner that is confidential, this interview will not be video recorded.

Questions about leadership strategies:

1. Please tell me what leadership strategies leaders who have successfully implemented lean manufacturing programs and overcame resistance to change have used?
    a. Tell me about a situation where you successfully overcame the most resistance within a group, when implementing a lean manufacturing program/task?

2. Please describe the leadership strategies you have used to overcome resistance with lean manufacturing program implementations.
    a. What do you feel makes employees want to perform at their highest level?
    b. What are the leadership strategies you used to help manage the challenges associated with the resistance to change?
    c. Did you implement a leadership strategy to overcome resistance to change that didn't work?
        i. If so, why didn't it work?

Questions about leadership traits:

3. Which leadership traits facilitate successful lean manufacturing program implementations?

4. Which leadership traits allow a leader, to overcome the resistance to change?

Questions about the lived experience of leaders who overcame resistance to change:

5. Please describe your experience relative to employee resistance within lean program implementations. What specific leadership style and/or traits did you leverage to overcome the resistance?
    a. Tell me about a situation where you successfully overcame significant individual resistance to change when implementing a lean manufacturing program?

6. What is the root cause of employee fear and resistance relative to implementing a lean manufacturing program?

7. What are the main reasons lean manufacturing program implementations have been unsuccessful/successful within the organization or organizations you have worked with? Can you tell me about the experience(s) you faced?

8. Which leadership style makes a lean manufacturing program successful? Why?
    a. Tell me about a memorable situation where you were unable to overcome resistance to implementing a lean manufacturing program?

9. What do the employees feel leaders should do to engage teams within an organization during a lean manufacturing implementation?
    a. What do leaders feel they should do to engage their teams?

10. Please add any additional thoughts related to overcoming resistance to change during lean manufacturing implementation.

Appendix D: Thank You Letter

Dear Study Participant:

Thank you for participating in my study on strategies to overcome resistance to change in lean manufacturing. I recognize how busy you are and truly appreciate your time and effort. The study transcripts have been reviewed; I have enclosed your transcripts for your review.

Please evaluation the enclosed transcription results, if any changes need to be made, please contact me via email or by phone within seven business days. If I do not hear from you, I will proceed with the data as it is currently. I can be contacted by telephone or email.

If you have any additional questions, please do not hesitate to contact me.

Sincerely,

Elizabeth Burmester

Walden University Student

Appendix E: Expert Panel Introduction Cover Letter

Dear Expert Panel Member,

I am a student pursuing a Ph.D. in the College of Management and Technology at Walden University. As part of the fulfillment of requirements for this degree, I will be conducting qualitative research for my doctoral study titled *Qualitative Examination of Strategies to Overcome Resistance to Change in Lean Manufacturing*. I request your participation to serve on an expert panel to validate my interview questions, which is focused on resistance to change. I am requesting that you review my interview questions to ensure they align with the purpose, problem, and research questions.

If you have questions regarding this request, please contact me. You may also contact my Committee Chair, Dr. Robert DeYoung.

Sincerely,

Elizabeth Burmester

Appendix F: Expert Panel Questionnaire Review

Dear Expert Panel Member,

I am, Elizabeth Burmester, a student pursuing a PhD in the College of Management and Technology at Walden University. As part of the fulfillment of the requirements for this degree, I will be conducting research for my doctoral study titled Qualitative Examination of Strategies to Overcome Resistance to Change in Lean Manufacturing. You have agreed to serve on an expert panel to validate my interview questions for my doctoral study titled Qualitative Examination of Strategies to Overcome Resistance to Change in Lean Manufacturing I am very appreciative that had agreed to serve in this important role.

Purpose of the Study

The purpose of this qualitative phenomenological study is to explore leaders lived experiences of overcoming resistance to change and the leadership's strategies used, specifically in the areas of lean manufacturing implementation. The intent of this study is to focus on leadership strategies needed for organizational lean program change.

Problem Statement

The general problem is lean manufacturing programs are ineffectively implemented 98% of the time (Atkinson, 2013). Less than 24% of that 2% of the companies that have implemented lean manufacturing programs do so unsuccessfully and are unable to sustain long-term results (Atkinson, 2013). The specific problem is that managers lack the information to overcome resistance to change when implementing lean manufacturing programs.

Research Question

RQ1: What are the lived experiences of leaders who overcame resistance to change within an organization while implementing lean manufacturing programs?

Interview Questions

1. What are the leadership strategies of leaders who successfully implement lean manufacturing programs, to overcome resistance to change?

2. Please describe your experience with employee resistance within lean program implementations. What leadership styles and or traits did you use to overcome the resistance?

3. What are employees afraid that causes resistance when it comes to lean manufacturing program implementation?

4. What are the perspectives of employees about how leaders could best engage the teams within the organization in lean manufacturing program practices that affect the whole organization? Leaders?

5. What leadership style do you feel makes a lean manufacturing program successful? What causes failure?

6. What traits do leaders need to possess for successful implementation of lean manufacturing programs, to overcome resistance to change?

7. Please describe the leadership strategies you have used to overcome resistance with lean manufacturing program implementations.
    a. What do you feel makes employees want to perform at their highest level?
    b. What are the effective leadership strategies used in managing employee resistance to change challenges?
    c. What did you do if they did not work?

8. What do you think are the main reasons for the failed change in lean manufacturing program implementations within your organization or organizations you have worked with?

9. Anything else in regards to overcoming resistance to change, while implementing lean manufacturing processes that you would like to include?

Please use this sheet to make your comments and changes as you see fit and return to me at XXX@XXXXX. I will revise interview questions based on the feedback that I receive, from the panel of experts. Once the expert panel questions are collected, I will provide the aggregated data to you for a final review. If you have questions regarding this request, please contact me at (XXX) XXX-XXXX or via email at XXX@XXXXX. You may also contact my Committee Chair, Dr. Robert DeYoung at XXXX@XXXXX.

Thank you in advance for your time and input to this research.

Sincerely,

Elizabeth Burmester