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Ne Maquixtia: A Mixed Methods Exploration of Leaders' Dispositions and Their Impact on the Organizational Cultures They Lead

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Abstract

The aim of this field-based research study was to explore and examine the importance of leader dispositions and their impact on organizational culture and sustained success. It focused on answering the following research question: What leadership dispositions, whether in education or in business, transcend organizational boundaries and most likely lead to organizational cultures that sustainably impact results and support continuous improvement?

This study spotlights the urgent need for leaders in all organizational contexts to immerse themselves in a profound and meaningful manner with developing greater awareness of the dispositions related to their leadership and the cultures they directly impact and lead. It suggests that their doing so enables them to exemplify best practices and to optimally support the growth and well-being of the organizations they serve in a leadership role.

A mixed methods Exploratory Case Study methodology was used that involved face-to-face interviews, survey, and document review as a means to better understand the complexities of leader dispositions and their direct operational impact on organizational culture. Findings revealed that the theory of action "if leaders are aware of their dispositions, then they can leverage their influence on organizational culture to impact results and sustainability" is a productive and plausible hypothesis. The study found a direct link between leaders' dispositions and their impact on organizational culture as put forth in the Habits of Sustainability theory. It also identified a theoretical frame of reference that links habits of sustainability to leader dispositions through organizational mantras and commitments. The study also clarifies actionable recommendations for learning communities, communication initiatives, and succession planning for the sustainability of the case study organization.

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Ne Maquixtia: A Mixed Methods Exploration of Leader's Dispositions and Their Impact on The
Organizational Cultures They Lead
(Under the direction of Ellen Miller-Brown)

The aim of this field-based research study was to explore and examine the importance of leader dispositions and their impact on organizational culture and sustained success. It focused on answering the following research question: What leadership dispositions, whether in education or in business, transcend organizational boundaries and most likely lead to organizational cultures that sustainably impact results and support continuous improvement?

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Dedication

Thank you Lord for blessing me with a family of great leaders and helpers.
St. Jude, thank you for being so miraculous, always advocating for me and never leaving me
alone, even if I am alone in my prayers.

This work is dedicated to the three most important and impactful leaders/helpers in my life:

I have faced many adversities and failures/learning experiences in my life and every time I fell, you would say, "Every dog has their day, George." Today is forever our day, Dad. Thank you for always being ALL in with me, showing me what it was to be a feminist and believing I could do anything and deserved my success with no apologies just as much as the next guy or girl. None of this could or would be possible without you or every single experience you have lived or adversity you have faced in life. The best part is that now we face them together as helpers to each other and others.

To my mother, Gloria Guillen García, who has paved the way for me to be an independent and strong woman by leading by example. Thank you for always pushing me to be more in life, to never be satisfied and to ask the uncomfortable questions.

To my brother Gabriel, my true North, you have always taken my hand and led me to some of the greatest adventures and life learnings together. Your innovative and entrepreneurial mind and spirit are what keep me intellectually curious yet always running with a good heart and spirit. Thank you for never allowing me to be scared, always walking right beside me and never letting me back down from the good fight. I am because we are. Always together, never apart, Umoya!

To all my students who allowed me the honor of teaching and leading them and positively impacting their lives in a sustainable manner, which thus lives on in their respective lives today. The foundation for this study would have never been possible without our lived experiences together in achieving what we or others never thought possible in the classroom...and ultimately life.

In Memoriam

This work is also dedicated to the memory of my maternal grandmother, Amparo Esparza Guillen. Not a day goes by that I do not think of you or miss you or work to become everything you expected from me. While we may be separated, you are always with me in my heart and pushing me to achieve. You were visionary in knowing that the future was truly female and prepared my mother with an education and a high standard and stamina for life that she in return gave me to lead confidently and equitably and always socially just.

A special dedication to my paternal grandfather, Lorenzo García, who passed away, at the age of 92, just 5 weeks before this study was completed. Thank you Grandpa for showing me that with an unbendable expectation and goal coupled with hard work and always being a helper anything can be accomplished. I live and work every day to make your dreams and sacrifices of coming to this country worth it.

Acknowledgements

Ne Maquixtia

Photo of a traditional Aztec dancer "Matachin" as **Ehecatl**-**Quetzalcoatl**- God of The Wind

The Aztec god Quetzalcoatl was the last worshiped god before the arrival of Cortez. He was half serpent half bird and could go between both the worlds of spirit and flesh and was the only god who could endure all the elements, air, earth and water. Is said that Quetzalcoatl understood and was aware of the forces that governed the body and the mind of man and the intimate relationship they had with natural and moral laws. Quetzalcoatl, was the god that spoke to the Aztecs and told them to build their city when they saw the apparition of the eagle on a cactus eating a serpent. That revelation came on Lake Texcoco and Tenochtitlán was built, now known as Mexico City. It was Quetzalcoatl that led the Aztecs in not only building a city, but a mindful culture to live freely starting with self. Later, Cortéz arrived to colonize and enslave the thriving Aztec learning community and culture (Deeds, Meyer & Sherman, 2018).

Ne Maquixtia is taken from the Uto-Aztecan language of Nahuatl. Its translation is:

"I, set myself free"

Ne Maquixtia: A Mixed Methods Exploration of Leader's Dispositions and Their Impact on
The Organizational Cultures They Lead

The United States Department of Labor reported in 2015 that the average American

spends 8.8 hours a day at work five days a week (United States Department of Labor, Bureau of

Labor Statistics, 2015). That translates to 44 hours a week and 2,288 hours a year. It was also

reported that in 2015, 52.3% of Americans admitted to being unhappy at work (Adams,

2014). This means that more than half of the population of working Americans spend a quarter

of their entire year unhappy at work. What a terrible way to spend time and invite the stress,

depression and anxiety that come along with unhappiness. According to the Bureau of Labor

Statistics the average American worker will hold at least 10 different jobs before the age of 40

and that number is growing (United States Department of Labor, Bureau of Labor Statistics,

2015).

A 2017 Gallup report focused on *The American Workplace* featured in a March 2017

CBS News report, found that out of 100 million full-time American employees, 51% of them

admitted to not being engaged at work. These employees, rather than working at their optimal

levels have chosen to do the bare minimum, while another 16% claim to be "actively

disengaged," meaning they are constantly complaining, disgruntled and at odds with the

direction of their organizations and leadership (Robaton, 2017). While many people would

argue that perhaps current wages and the fact that Americans have not been given a significant

wage increase in a very long time could be to blame, the Gallup organization asserts in

Robaton's 2017 article, "there is only a slight relationship between microeconomic trends and

employee engagement...if you are unhappy at work your boss[/leadership] may be to

blame." Given this notion, if we really dig, there could be reasons for this disconnect within the

interdependency of ourselves, supervisors, and cultures, even non-tangible, esoteric reasons way

beyond wage stagnation that impact worker productivity and satisfaction.

The decisive point of disconnect is not caused by behavior of a [leader], rather by [a

leader's] disposition; behavior is a symptom of a person's disposition/perceptual construct

(Combs, 1974). Oftentimes we look to behavior and actions as a rationale for understanding, yet

behaviors can only tell us what someone did, not what prompted them to take on the action, a

particular ideology or what they are likely to do situationally in the future (Combs, Richards &

Richards, 1976). If we take a few steps back and look to understand a leader's personal qualities,

their attitudes, beliefs, interests, appreciations, values and modes of adjustment (Wasicsko, 2000)

we would have better insight to further explain and address this interdependent disconnect and

impact on organizational cultures where people spend so much of their time.

Aligning with Gallup's 2017 findings that link an employee's boss/leader to happiness at

work and their overall contribution to the organization and its culture (Robaton, 2017), this

notion has been surfacing in the realm of public schools. Research has shown that principal

leadership has an impact on school improvement and/or student learning (Hallinger & Heck,

1996; Leithwood, Louis, Anderson & Wahlstrom, 2004; Marzano, Waters & McNulty, 2005;

Robinson, Lloyd & Rowe, 2008; Klar & Brewer, 2013) . Principal leadership had been

scrutinized as well as championed as a crucial part of school improvement (Sebastian &

Allensworth, 2012). Former U.S. Secretary of Education Arne Duncan claimed, "There's no

such thing as a high-performing school without a great principal…You simply can't overstate

their importance in driving school achievement…" (Connelly, 2010, p. 34). There is significant

research on the importance of principal leadership (Sebastian & Allensworth, 2012) and how this

position stewards school culture and furthers student achievement, learning and organizational

culture (Hallinger & Heck, 1996; Leithwood, Louis, Anderson & Wahlstrom, 2004; Marzano,

Waters & McNulty, 2005; Robinson, Lloyd & Rowe, 2008; Klar & Brewer, 2013). Furthermore,

this is not a new concept and something we have known and been grappling with for 30 plus

years.   Solidifying this long time conundrum and direct impact that principals have on

organizational culture, the 1970 U.S. Senate Committee Report on Equal Educational

Opportunity stated:

> In many ways the school principal is the most important and influential individual
> in any school. He or she is the person responsible for all activities that occur in
> and around the school building. It is the principal's leadership that sets the tone
> of the school, the climate for teaching, the level of professionalism and morale of
> teachers (U.S. Senate Committee Report, 1970, p. 56).

"Public demands for more effective schools [and equitable student achievement] have

placed growing attention on the influence of school leaders, primarily principals and assistant

principals" (Orr & Orphanos, 2011, p. 19). If principal leadership has a compelling if not direct

impact on student learning and organizational culture in schools (Hallinger & Heck, 1996;

Leithwood, Louis, Anderson & Wahlstrom, 2004; Marzano, Waters & McNulty, 2005;

Robinson, Lloyd & Rowe, 2008; Klar & Brewer, 2013) it also has an impact on inequities within

the organizational culture that affect students' opportunity to learn (Duke & Canady, 1991;

Dwyer, 1986; Murphy & Hallinger, 1989).

If the 2017 Gallup results point to leaders as the stewards responsible for an employee's

experience and quality of overall contribution, there is an undeniable relationship between the

two as asserted by Klar & Brewer (2013) above. Schein (2016) asserts that there is a reciprocal

relationship between organizational culture and leadership in that how we refer to culture is

usually the result of the ideas and what a founder or leader has introduced, enforced and

established. Kouzes and Posner (2012) stress that the leader and the collective leadership

(formal leaders and informal leaders) are stewards in transmitting, molding and giving access to the organization's culture and values to an organization as a whole. This notion further points to the idea that organizational culture is a pattern of shared and learned behavior that is transmitted from leaders and thus from one group to another through patterning and integration within the organization (Schein, 2010; Meng, 2014). The leadership within an organization significantly matters as it influences and sustains the culture and outcomes of the social learning in place (Kouzes and Posner, 2012; Schein, 2016).

Aims and Objectives of the Study

The aim of this study is to explore and examine the importance of leader dispositions and their impact on organizational culture and success with the following objectives:

- Provide a dispositional lens by which to systematically view and assess the dispositions of leaders that most likely lead to cultures that impact results and are sustainable.

- Suggest analogous recommendations to leaders in other fields and preparation programs for school leaders.

- Serve as a boundary extender in the research of dispositions while adding to the literature.

Project and Context Selection

Problem of Practice

The genesis of this study emerged from the researcher's multiple conversations with friends and family about their job dissatisfaction. Subsequently a fascination with organizational cultures and the lived experiences of those who impact them and are impacted by them grew. Currently, there is a lacuna of research addressing the impact of leader dispositions on organizational cultures that improve and are sustained, either in education or in business. More importantly, there is limited if any field/practitioner research in this domain. The urgent need for leaders not only in public education but in all contexts to immerse themselves in a profound and meaningful manner with not only an awareness of selves as it relates to their leadership and the multifariousness of the cultures they directly impact and lead is becoming more and more best practice than a lofty goal in today's world.

Many studies have attempted to examine and explain the way that school leaders impact student academic achievement (Hallinger & Heck, 1996; Leithwood, Louis, Anderson &

Wahlstrom, 2004; Marzano, Waters & McNulty, 2005; Robinson, Lloyd & Rowe, 2008; Klar &

Brewer, 2013). Orr & Orphanos (2011) assert that a leader's impact is mainly imposed on "staff

and organizational [culture] and conditions," in other words, the impact of a leader is most

strongly and closely felt by those they directly lead and interact with, thus shaping their

collective culture. Subsequently, groups of educational leaders and experts, as well as those who

enact policy, look to leadership preparation programs as a vehicle to ensure school improvement

and increased student achievement (Orr & Orphanos, 2011). This creates a missing link between

how leaders lead, the impact of their leadership and the self-awareness that is necessary to lead.

Without this personal awareness, a leader cannot see, adjust or measure in any way their personal

impacts. Dispositional work could possibly provide the link to resolve the disconnect between a

leader's personal contribution to their individual leadership. This work has been significantly

dismissed and left out of school leader preparation programs due to dispositions being not fully

understood and/or considered as having an ambiguous nature as that they could draw upon topics

like religious beliefs, political affiliations, etc. (Allen, Wasicko & Chirichello

2014). Dispositions are what tell us not what a person has done or enacted, but what a person is

likely to do and enact when put in a situation (Combs, 1974), thus when a leaders are aware of

their own dispositionality and coached through a dispositional perspective, they are more capable

of employing behaviors that have a likelihood of positively impacting their organization and not

replicating their habitual leadership reactions. Yet, there still remains a gap in our learning and

insight as to how leaders are most effective at developing effective organizational cultures

(Sebastian & Allensworth, 2012). Extensive research exists regarding the technical, pedagogical

and human impacts of school administration (Reitzug & Reeves, 1992). There is a need for

research that explains and describes how the dispositions of administrators/leaders impact their

organizations and how their dispositions are infused into the cultures they lead (Anderson, 1990; Reitzug & Reeves, 1992). Not taking the dispositions into account in the development of leaders could potentially be a missed opportunity to truly understand organizational effectiveness and ineffectiveness as well as a means of fleshing out organizational culture and how it is created for improvement and sustained.

Partner Selection

With this in mind the researcher set out to find a partner in the field who presently was grappling with this very notion. (For the purposes of this study all names of people and entities have been replaced with pseudonyms.) After many conversations with a number of organizations, none of which were quite in alignment with working with or learning more about their leadership and the relationship with their current cultures, Ne Maquixtia Brewery (NM Brewery) had a different take. NM Brewery is the brainchild of founder leader Adam, who along with his wife Suzi (CEO) and sister Matilda (Culture Maven), also founder leaders built this business from the ground up and have been leading it for the past twenty-five years. After conversations with founder leader and Culture Maven, Matilda, it was revealed that the founder leaders, as a collective were wrestling with the conundrum of as the company experiences growth, understanding how their personal and individual leadership has affected/contributed to the current culture at NM Brewery.

As mentioned, after many conversations, NM Brewery was selected because it is unique in that it has been in business for the past twenty-five years. It is the second oldest craft brewery in the state of Colorado and one of the top 50 craft breweries in the nation. This brewery was founded by three founder leaders in 1989. The founders were a man who was passionate about brewing his own beer, his wife who had an MBA and knew about business and his sister who

supported his dreams. This brewery was awarded Colorado's Best medium-sized company to

work for by Colorado Biz (2016) and has had a yearly growth rate of 15% and a 14% employee

turnover rate. They have expanded to distribution into 14 states while still growing with a

managed growth strategy. In 2015 the founder leader/owners sold the company to employees

through an Employee Stock Option Plan, making them now co-owners.   While these facts and

accomplishments make NM Brewery unique what also makes them unique is the founder

leaders' desire to understand more in depth how their own personalities have contributed and

impacted the culture that they have built and nurtured for the past 25 years; and how to keep the

good parts of it alive once they move on to retirement.

Figure 1- Relationship between NM Brewery's problem of practice and the literature

    With a clearly defined problem of practice that overlays the gaps within the literature

regarding leader dispositions and organizational cultures we can create a theory of action for the
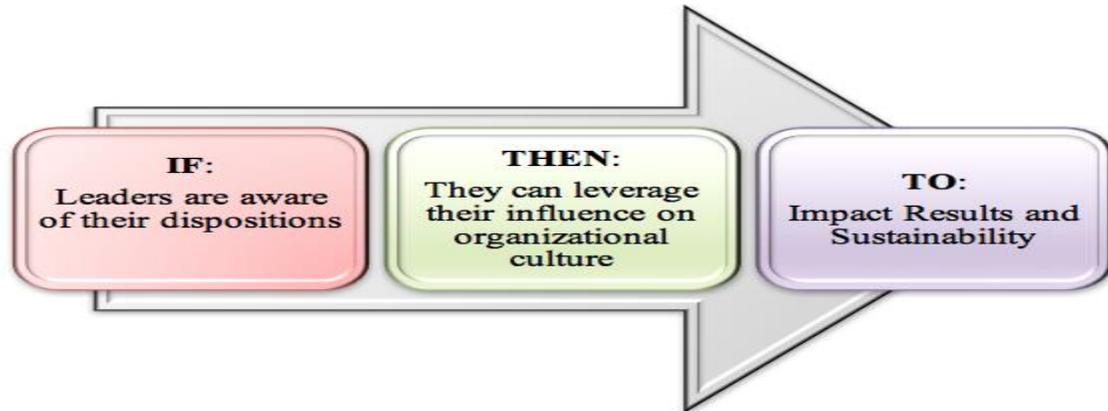
study.

Figure 2- Theory of action for the study

   Aligning with the aims and objectives of this study, the findings will offer implications and

recommendations to NM Brewery that support our partnered and collaborative problem of

practice and attempts to not only explore but answer the study research question using a

dispositional lens.

Conceptual Framework

A conceptual framework is a system of concepts, assumptions and beliefs that are organized in a simple and easy way to remember and apply (Maxwell, 2005). The conceptual framework that was created to support this study is based on Bronfenbrenner's (1979) nested Russian doll concept depicting layers of relationships.

Figure 3- Adapted Bronfenbrenner (1979) nesting of Leader Dispositions and their relationships to Organizational Culture, Results and Sustainability

This representation supported the researcher to investigate and explore the problem of practice through the lens of the perceptual or field psychology work of Arthur W. Combs (Combs & Snygg, 1949) that informed the creation of Wasicsko's (2005) Perceptual Dispositions Model. Aligning with the theory of action, it is evident that a leader's dispositions have a direct impact on the organizational culture and people being led, thus influencing and

being responsible for results the organization delivers and sustainability of the culture created to

produce these results.

Research Question

What are the leadership dispositions that most likely lead to organizational cultures that

impact results and are sustainable?

Literature Review

Design Specification

This study is a qualitative case study design, focused on the dispositions of three founder leaders of a Colorado Brewery that has been rated the "Best Mid-Size Company to Work For" in Colorado, and the culture that they have collaborated to create to understand the key leadership dispositions that most likely lead to organizational cultures that sustainably impact results.
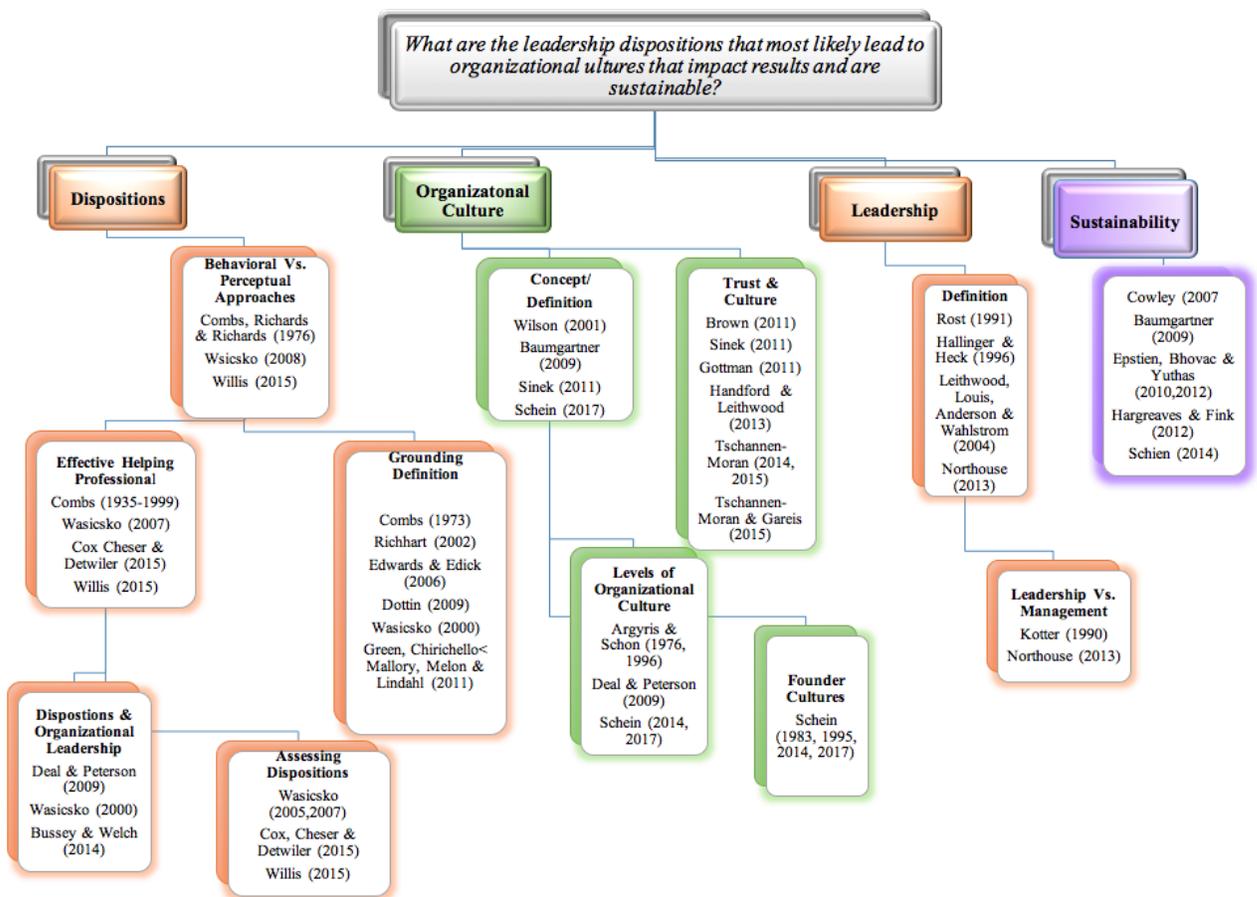
Figure 4- Literature Map

Dispositions

   Behavioral vs. perceptual approaches. A historical way to understand a person's

construct of reality is to look at it through a psychological lens (Combs, Richards & Richards,

1976). Combs and his colleagues (1976), set out to compare two schools of psychological

thought that could be referenced as a lens to study a person's "fact," and how that fact is

constructed; a behavioristic and perceptual lens (Combs, Richards & Richards,

1976). Behavioristic psychology, which is a thought to be an antiquated and traditional school of

psychology is premised on the notion that "problems of behavior and functioning are thought to

be a [direct or indirect] consequence of stimuli" (Combs, Richards & Richards, 1976 p. 367).

Perceptual psychology approached these types of studies in a divergent way. "Behavior is

understood as a function of perception [disposition] and therefore is regarded not as a cause but a

symptom [of an individual's perceptual construct]" (Combs, Richards & Richards, 1976). To

use a perceptual approach to studies regarding leaders would be to look at a person's frame of

reference and perceptual construct that causes and drives the symptom of their behavior,

therefore attempting to understand a person's beliefs in order to understand their actions (Combs,

Richards & Richards, 1976, Wasicsko, 2008, Willis, 2015). "As a consequence, practitioners,

both in and out of psychology, have sought the causes of behavior in people's knowledge,

feelings, attitudes, hopes, fears, beliefs and aspirations-the things that make us human (Combs,

1999, pp. viii)."   This could not be more evident than in the study of leadership.

   The effective "helping" professional. As the American television personality and host

of "Mister Roger's Neighborhood," Fred Rogers would reflect on his mother's words-"Look for

the helpers. You will always find people who are helping.(Neville, "Won't you be my

Neighbor?", 2018)" Helpers or persons with the calling or tendency to help are necessary and

thus, exist in our world. It is that moment where we think to ourselves when we see another in need, "should I help?" or "I am compelled to help," (Noddings, 2005) that contributes to a dispositional attribute.   Arthur Combs (1935-1999), a psychologist and educator advocated for defining dispositions as perceptions and focused on those characteristics of effective helping professionals (Cox, Cheser, & Detwiler, 2015).   Combs also used the terms dispositions and perceptions interchangeably throughout his work in assessing effective helping professionals (Wasicsko, 2007; Cox, Cheser & Detwiler, 2015; Willis, 2015); the interchangeability of these terms is found in one third of the fourteen definitions posed throughout the literature (Bussey & Welch, 2014).

    Effective helping professionals are people who are able to significantly and positively affect the lives of others, such as teachers (Tillman & Richards, 2010), coaches and university policemen (Willis, 2015) and now with this study leaders of organizations. Combs espoused the view that effective helping professionals share specific dispositions having to do with how they view themselves, others, and their purpose within their professions, all qualities that can distinguish them as being effective in their positions (Cox, Cheser & Detwiler, 2015). Thus, anyone in a position of having the direct ability to significantly and positively affect the life of another or others through their position is considered a helping professional and can be evaluated as being effective or ineffective through the lens of specific dispositions/perceptions.

    Grounding definition. The concept of dispositions and the makeup of dispositions has been defined in a variety of ways. In a cross–disciplinary review of literature performed by Bussy and Welch (2014) that focused on the dispositions that most aligned with organizational effectiveness and school and student success, 14 definitions of the term [disposition], which differed in terms of their specificity, particularly around the relationship between belief and

"action" were identified (Bussey & Welch, 2014, p.25). It was discovered that some authors

posited that dispositions were used as a means to explain gaps between a person's abilities and

their actions (Dottin, 2009; Richhart, 2002), and other authors such as Edwards & Edick, (2006)

used them more as a characterization of a person's individuality. Green, Chirichello, Mallory,

Melton & Lindahl (2011) are advocates of a broader view of dispositions and position them as an

"affective" quality.

     For the purposes of this study the grounding definition that will be used is one that was

proposed by Combs (1973) and later expanded upon by Wasicsko (2000).

> "Dispositions are the personal qualities or characteristics that are possessed by
> individuals, including attitudes, beliefs, interests, appreciations, values and
> modes of adjustment (Wasicsko, 2000, pg. 2)"

The most compelling reason to use this definition is that is the only definition that includes

"modes of adjustment" as a part of the whole. The ability to adjust is a part of an awareness that

is crucial. Awareness is an attribute that allows for a person/leader to adapt and be receptive to

the various environments they engage in (Greenleaf, 2008; Northouse, 2013, 2016). This allows

the leader to be able to look at situations and themselves from the outside for a broader view of

situations (Greenleaf, 2008, Northouse, 2016).   Such is the case of being able to access a

balcony view or the ability to see the *bigger picture* of an organization as a mode of adjustment

that leaders are continuously striving to achieve as it is difficult and essential with the constant

demands of their leadership (Heifetz & Laurie 2001; Heifetz & Linsky, 2002; Marzano, Walters

& McNulty 2005, 2006; Wasicsko, 2000).

     Dispositions and organizational leadership. A leader and their action or inaction has

the potential of affecting many people. The foundation of a leader's leadership is found in their

dispositions (Wasicsko, 2014). It is through these dispositions that their leadership skills and

abilities are displayed and assessed (Wasicsko, 2014).

Deal & Peterson (2009) advocated that schools could run like businesses in that every

successful CEO always cited "culture" as critical to their success (Deal & Peterson,

2009). Seeing that teachers and administrators are directly responsible for the culture of their

respective organizations whether they be a classroom of students, a school of teachers, staff and

students, CEO's and leaders of organizations share the same common responsibility. With this

being said, Deal & Peterson's acknowledgement of culture being a critical factor to success can

also be a critical factor of the inverse of an organization's struggle and failure.

Aligning with Wasicsko's (2000) definition of dispositions, a framework can be utilized in

further understanding and operationalizing necessary leadership dispositions. Dispositions are

everything about a person that are not skills-or tangible (Wasicsko, 2000); thus, there must be *a

priori* conditions for successful leadership of organizational communities.

> Necessary leadership dispositions include: believing in oneself and one's ability
> to positively impact others, valuing the people you lead-knowing that
> reasonable colleagues provided with reasonable information and flexibility will
> make reasonable decisions; a keen predilection for listening to diverse
> viewpoints, finding common ground on most issues, and seeing the big
> picture; [sic] and the understanding that relationships, effective teams, and
> sharing responsibilities and rewards are the pathways to important
> accomplishments (Wasicsko, 2014, pg. 21).

While many argue that preparation in the "traditional curricula" (Schulte & Kowal, 2005) is

crucial and that good and great leadership is based on caring and the ability to inspire (Sinek,

2009, 2014), dispositions are not only crucial to a leader and their ability to successfully lead;

they are as Wasicsko (2014) stresses, the foundations to leadership.

Assessing dispositions. "Dispositions are, by their very nature-difficult to measure-whereas

mastery of a skill, competency, or knowledge acquisition is infinitely easier to assess (Bussey &

Welch, 2014, pg. 23)." Wasicsko (2005) created and refined a valid assessment model for the measurement of dispositions called the Perceptual Dispositions Model also known as the Human Incident Report (HIR). This tool evaluates and determines levels of dispositional attributes encompassing four foci- perceptions of self, perceptions of others, frame of reference and perception of one's purpose (Wasicsko, 2007; Cox, Cheser & Detwiler, 2015; Willis, 2015). The assessment originated by Wasicsko was for use in assessing teacher candidates and their levels of dispositions in relation to the teaching profession in the areas of hiring and effectiveness.

This assessment was most recently used in exploratory studies such as the assessing of dispositions of effective university police officers (Willis, 2015), as well as in a triptych study of the impact of teacher dispositions on hiring and outcomes, growth mindsets and perceptions of relationships (Cox, Cheser & Detwiler, 2015). This assessment has not only filled the paucity of literature surrounding dispositional work, it also has created a replicable path for illuminating dispositional makeup and fit. However, it does not go without caution for some cases as Wasicsko, Callahan & Wirtz (2004) point out (Cox, Cheser & Detwiler, 2015):

> Many institutions rely on self-reflections to assess dispositions and their change over time. Behavioral checklists, observation reflections, journaling, and rating scale rubrics provide opportunities for self-assessment. However, self-report instruments may not work well with individuals who cannot demonstrate the desired dispositions. Candidates who appear to be 'dispositional misfits' seem to be the most resistant to making accurate self-reflections that would lead to self-selecting out of programs, or to realistically see themselves as others perceive them. Combining student self-assessment with professional faculty judgement significantly increases the probability of obtaining valid data (Wasicsko, Callahan & Wirtz, 2004, p.5)

Adhering to this caution posed by Wasicsko, Callahan & Witz (2004), it is imperative that this assessment be scored by certified professional scorers. This ensures that results are as objective and valid as possible to get to the crux of the assessment's purpose of being able to

provide a deeper view of a leader's perceptions/dispositions that will give possible insight to

their actions and overall leadership.

Organizational Culture

      Concept of organizational culture. The concept of *culture*, has a long and varied

history in that it has been used to explain urbanity or refinement of a group of people;

many times used by anthropologists (Schein, 2016).   Culture can be considered the

foundation of a social order in which a group lives and which has boundaries of rules and

norms (Schein, 2016).   This idea points to a sense of collective community, a group of

people and or/ organization. Hence, why culture and organizational culture are many

times used interchangeably.

      Definitions of culture. So many people have tried to define and to get to the heart

of the meaning of culture and its tenets, from anthropologists, psychologists, sociologists,

to the everyday CEO. It has proven to be an elusive and esoteric concept, therefore

making it very difficult to define and the subject of many proposed definitions. Cultures

are groups of people who collectively gravitate and come together around a shared set of

values and beliefs that in turn create a bond called trust as defined by Sinek (2011). Still

concepts and culture as a whole are always evolving. "The field of culture provides

many opportunities for the development of new concepts because it has not yet been

studied enough...to have spawned new theory" (Schein, 2010, p. 2). This observation by

Schein proves the ambiguity of the concept of culture as one always changing and

evolving and therefore creating a variety of definitions. Yet, there are a number of

similarities between all of these definitions. In other words, these definitions all point to

key elements regarding culture vs, a singular definition.   Schein's (2017) espousing of

cultures being based and stabilized on shared ideas and practices that contribute to a

shared 'phenomena,'(Wilson, 2001) that create an unconscious more ambiguous 'depth'

giving way to different levels of functioning within cultures that are pervasive through a

repetitive patterning/integration cohesively summarizes all definitions here for the

exception of one concept...trust.

Trust and culture. "As with any complex system, members in the system are both actors

and acted upon by the system; stated differently, individuals and groups within [organizations]

are dependent in large part upon others within..the [organizational] system" (Tschannen-Moran

& Gareis, 2015). The feeling of trust is an important factor in organizational culture/system as

Sinek (2011) points out. The culture of any given organization plays a significant role in

supporting and bolstering trust throughout the organization (Tschannen-Moran,

2014). Interdependence within a culture creates and nurtures a constant synergy and

communication where trust needs to be present in order for these to authentically occur

(Tschannen-Moran & Gareis, 2015).

Tschannen-Moran and Gareis (2015) articulate the feeling of trust as: "A willingness to make

oneself vulnerable to someone else in the belief that your interests or something you care about

will not be harmed" (Tschannen-Moran, 2014a). One could ask, "Why are trust and

vulnerability so important to an organization?" "Vulnerability is the birthplace of innovation,

creativity and change...it is also the birthplace of love, belonging, joy, courage, empathy,

accountability and authenticity" (Brown, 2011). These are all things that are aspirational to us as

humans and to organizations as a whole. Creating and nurturing a culture of trust in any

organization takes time, effort and leadership (Tschannen-Moran, 2014) and trust is built in very

small everyday moments (Brown, 2015) and the payoff to this investment is substantial. When

we trust our colleagues the accomplishment of our mission is stronger and more fruitful; where

trust is higher among colleagues they are more likely to have perceptions of professionalism,

competency and a strong commitment to their job (Tschannen-Moran, 2014).

Gottman (2011) calls these moments, 'sliding door moments.' Such moments are the

everyday moments that we experience with others; when one party directly or indirectly requests

the consideration of another, these are the moments where trust is either bonded or fractured

(Gottman, 2011). Leading an organization is made up of these moments, such as when a leader

is willing to act as a buffer for employees and navigate precarious situations (Handford &

Leithwood, 2013; Tschannen-Moran, 2014), when dealing with issues of integrity and setting

expectations, coaching employees, to offering condolences when a member of the organization

has suffered a loss (Brown, 2015). Trust matters (Tschannen-Moran, 2014), and these leadership

and human moments impact people and ultimately cultures as a whole.

Levels of organizational culture. As said previously, there has been much

confusion regarding the definition of culture stemming from the nebulous nature of

identifying and distinguishing between Schein's (2016) levels of how culture and its

tenets reveal themselves. Schein (2016) advocates for three levels of an organizational

culture, artifacts, beliefs and values and basic assumptions.

Artifacts shape your first impressions and inform sense making as you see, hear and feel

when entering into a new culture or place. Everything that is visible, such as architecture, logos,

framed honors or awards, the technical and/or academic language that is spoken, published

mission statement, values, the rituals, ceremonies and activities they engage in can be considered

artifacts. Schein's (2016) take on the idea of climate is that it should be seen as the product of

the non-obvious assumptions, values or ideals of the organization and therefore a manifestation

of the culture and not to be dismissed or left out.   This mix of artifacts that manifest the culture

through climate makes organizations either meaningful sanctuaries for the people who engage

within them or dead, empty, contrived spaces of control (Deal & Peterson, 2009).

When a group first comes together, one of the first orders of business for the founders is to

facilitate and establish a set of strategies and procedures-for how problems, new tasks, or new

solutions will be unearthed and dealt with. This is not an arbitrary process and is in direct

alignment with some of the founders' individual assumptions, values and perceptions (Schein,

2016). It is these beliefs and values that set the tone for the organization, and provide meaning,

stability and comfort to the group. In many organizations espoused values reflect the desired

behavior but are not reflected in observed behavior (Argyris and Schon, 1976, 1996). This non-

alignment creates a clear disconnect and has an impact on the culture as a whole.

> Analyzing espoused beliefs you must discriminate carefully among those that are
> congruent with the underlying assumptions that guide performance, those that are
> part of the ideology or philosophy of the organization and those that are
> rationalizations or only aspirations for the future (Schein, 2014, p. 27).

Founder cultures. In this day and age, it is not uncommon and actually mainstream for

entrepreneurial enterprise and many cultures be created by the founders themselves. As Schein

(1983, 1995) laid out the blueprint for the boom of entrepreneurial founder cultures, the

foundations of his findings still ring true today and are something to be noted.   It is in these

types of organizations that "culture begins life in the head of its founder-springing from the

founder's ideas about truth, reality and the way the world works" (Schein, 1983, p.

13). Founders many times set out with their own proposition and idea of how to succeed in the

industry they are working within, in other words they have their own cultural paradigm based on

their perceptions as a result of their own experience in the culture in which they were reared and

educated (Schein, 1983, 1995; Wasicsko, 2014). The paradigm also arises from the manner in

which a founding group grapples to form alliance and concurrency together (Schein, 1983,

1995). Schein (1983, 1995, 2014) advocates that the pinnacle of an organization's culture will

continuously manifest the intricate interplay amidst the founder's perceptions and theories and

the learning of the group from its own experiences.

   Founders set out to create and build organizations around a vision of how a collaborative

endeavor could bring a new product or service to the consumer and as a result there are

distinctive biases within the founder's assumptions (Schein, 1983, 1995). These innate biases

give the organization its original character and therefore are highly regarded as they are

associated with the initial success of the organization and are linked to high investment (Schein,

1983, 1995) mostly in a company of employee owners. Founder leaders also have unique

functions that serve as beacons throughout their culture by virtue of their positions and

personalities. Such is the case in these four unique functions outlined by Schein (1983, 1995,

2014): containing and absorbing anxiety and risk playing a distinct role in providing reassurance

to the organization in times of stress and uneasiness; embedding non-economic assumptions and

values in that they may do things that are not necessarily efficient or cost effective as a result of

their own perceptions and reality vs. good business; stimulating innovation due to their own

privilege and power within the organization they are able to take on innovative and risky

endeavors; originating evolution through hybridization where the founder is able to impose their

own ideas and values on first generation employees and as the employees grow within the

organization their ideas will change as they become more experienced and begin to create new

ideas and new leadership.

Leadership

Northouse (2013) mentions that people ostensibly know what others mean when using the word leadership, however, this concept could and does have contrasting meaning to diverse people.

  Definition. Leadership and its elusive definition has been on the radar for years. Just when one scholar has pinned down a working definition another one adds to it with a new concept or nuance. Rost (1991) attempted to bring together the various concepts and definitions of leadership in the last century as a means to depict this constant evolution. No matter how many definitions have been put forth or how the word leadership has been conceptualized, the concepts that seem to continuously emerge are that leadership integrates 1) process, 2) influence, 3) common goals, and 4) groups (Northouse, 2013). While there has been much attention paid to attribute leadership, it is important that we stick to the organic concept of leadership (Hallinger & Heck, 1996; Leithwood, Louis, Anderson & Wahlstrom, 2004).

  "Leadership is a process whereby an individual influences a group of individuals

  to achieve a common goal" (Northouse, 2013, p. 5).

For the purposes of this literature review the above definition will be used. This definition acutely makes a case for leadership to be a process/action that is not a personal trait of the person engaging in the process, in other words it is transactional and an interactional contract, thus making it accessible to everyone and reciprocal between the leader and his or her followers (Northouse, 2013). It is worth reminding, that any process/ action emerges from and individual's dispositions.   The definition also highlights influence as it impacts its followers, Northouse (2013) says, "without influence, leadership does not exist" (Northouse, 2013, p. 5). The context

of leadership occurs in groups, mainly groups of individuals who are coming together for a common goal.

Leadership vs. management. As the colloquial saying goes, "Every leader is a manager, but not every manager is a leader." The purpose of this colloquial statement is to clarify that there is in fact a grave difference in the two roles and such distinction can be made in looking at the activities and the precise words used to describe them. Nevertheless, the functions of management are more task oriented whereas the functions of leadership are skill oriented.
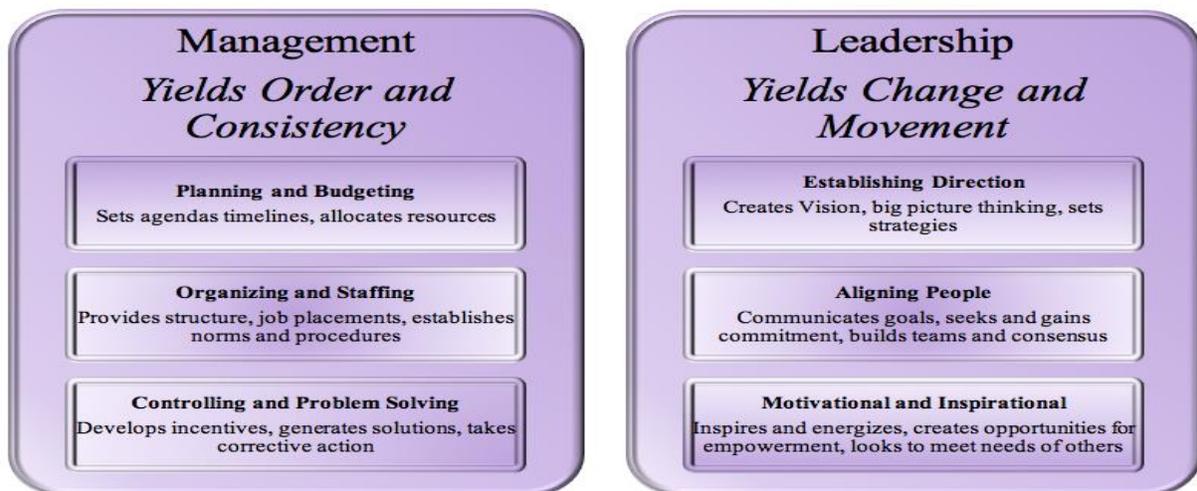
Figure 5- Functions of Management and Leadership-Adapted from *A Force for Change: How Leadership Differs from Management* (Kotter, 1990, p. 3-8; Northouse, 2013, p. 12)

The above figure outlines the how the activities of management are carried out dissimilarly to those of leadership. Albeit they are different in gamut, they are both integral and necessary within a thriving organization (Northouse, 2013). "To be effective, organizations need to nourish both competent management and skilled leadership" (Northouse, 2013, p. 13). It is an inherent and assumed notion that all organizations aspire to thrive, but some get there and others may struggle to achieve.

Sustainability

Sustainability is not only a metaphor from environmental science carried over to leadership and organizational culture. It is a foundational doctrine for cultivating and perpetuating the interdependence of everything and evolution and learning that exists at the crux of first rate organizations (Hargreaves & Fink, 2012).

An important concept for organization leaders who are willing to be more sustainable is developing awareness of their organizational culture in ways that bridge the gap between culture and sustainability activities (Baumgartner, 2009). Baumgartner (2009) advocates that corporate sustainability activities and strategies need to be embedded and woven into the culture for them to be productive and fruitful. To such a degree that the conditions of sustainability and its development are part of the ethos of leaders and followers within the organization (Baumgartner, 2009). With this notion, comes leadership responsibility.

Leaders have a responsibility to sustainability within their organizations (Hargreaves & Fink, 2012; Epstein, Buhovac & Yuthas, 2010). Epstein, Buhovac & Yuthas (2012) support Cowley (2007) in that leadership engagement is paramount. Leadership engagement and guidance to employees as to sustainable decision-making promotes sharing and collaboration. Employees learn, understand what goes into decisions and take away much more when they are part of the decision-making process that will consequently open the door to creativity and innovation (Epstein, Buhovac & Yuthas, 2012). The role of the leader in the endeavor of sustainability, its practices and actively promoting sustainability, is the most important (Cowley, 2007; Epstein, Buhovac & Yuthas, 2012).

While much of the heavy lifting of sustainability is put on the leader the organizational culture also has a role. As Schein (2014) points out, cultures are created by actions and routines.

An organization strengthens and passes on its culture and sustainability by maintaining

transparency and clear and accessible communications (Epstein, Buhovac & Yuthas,

2012). Some of the practices that nurture sustainability are embedded and woven into the culture

and its everyday practices. Taking ideas and doing things from the field of the organization and

also by community consensus keep organizations looking at all options and doing "the right

thing" no matter what comes along; promoting employees from within the organization and/or

making employees owners of the business, builds on tenure and history of the organization by

making it strong via investment and ownership; sharing ideas from all parts of the business gives

everyone an equal voice; making the environment and community a part of the organization's

social responsibility as far as reach and impact are concerned (Epstein, Buhovac & Yuthas,

2012).

   Many organizations have a formal sustainability strategy or structure in place, nonetheless it

appears that the internal background is what most impacts behavior, therefore strong leadership

engagement in educational and collaborative sustainability efforts is crucial, as there needs to be

a champion for the why of these efforts (Epstein, Buhovac & Yuthas, 2012). While, many will

see these efforts as "the right things to do" measuring them is challenging. If and when they are

measured, it is important to determine the following: what is the metric to be used and will the

community see them as added job requirements that are imposed rather than personal

accountable commitments to the organization (Epstein, Buhovac & Yuthas, 2012)? When the

leaders and culture actively support and champion sustainability decisions and endeavors, the

community can be inspired and activated to take on sustainability commitments seriously not

only within the organization but within themselves and their everyday lives (Epstein, Buhovac &

Yuthas, 2012).

Theoretical Framework

A theoretical framework outlines concepts and their respective definitions taken from scholarly literature with the goal of connecting existing knowledge and key variables that facilitate the design of a study (http://libguides.usc.edu/, 2018).
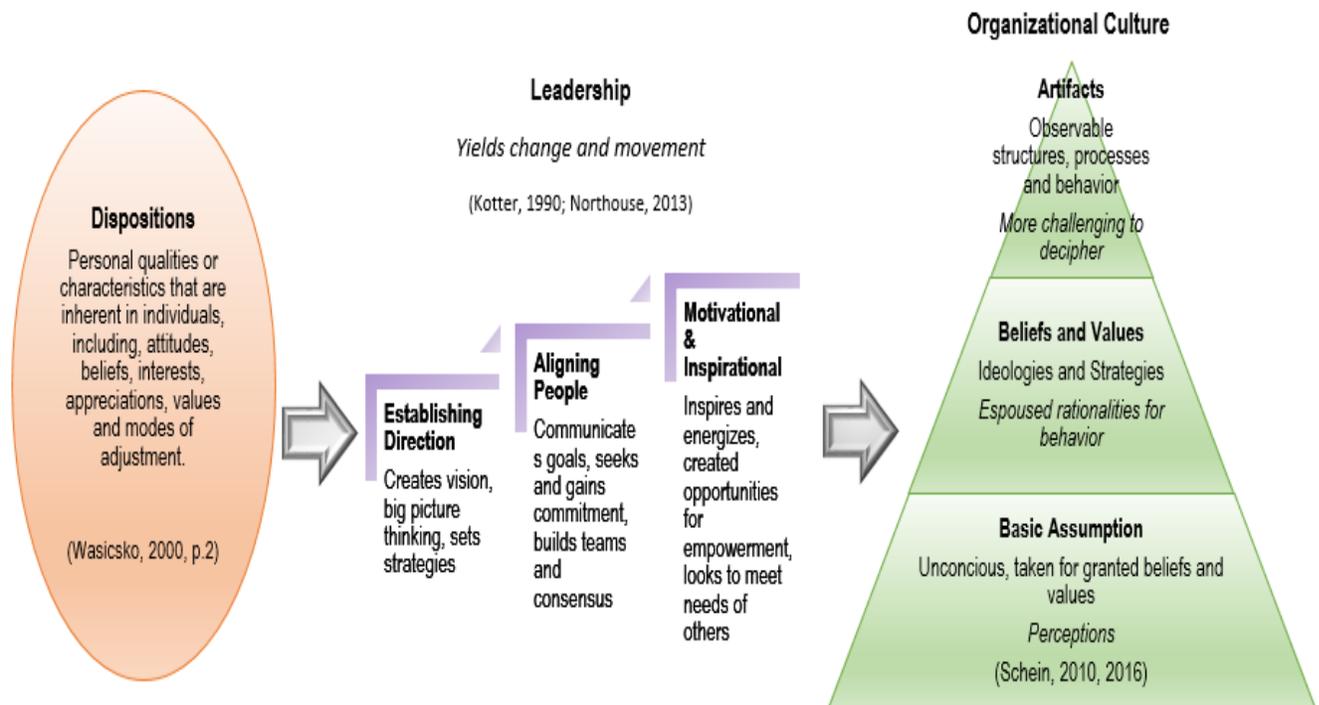
Figure 6- Theoretical Framework based in the work of Schein (2010, 2017), Wasicsko (2000), Kotter (1990) and Northouse (2013)

The above figure gives a simple framework depicting the relationships between Wasicsko's (2000) Dispositions work, the collective work on Leadership of Kotter (1990) and Northouse (2013) and Schein's (2010, 2017) work on Organizational Culture. These works are what inform and support this study and are used as a guide to respond to the research question.

Individual Specifications

Carnegie Project For the Education Doctorate (CPED) Guiding Principles

This study is ***framed around questions of, ethics, and social justice*** in that it directly proposes the study of dispositions through a perceptual construct lens that gets to the crux of perceptions around equity, ethics and social justice on an individual and organizational level that could ***inform and bring about solutions to complex problems of practice*** such as organizational culture and sustainability. When a leader understands and is aware of their own dispositionality, they can ***intentionally apply this knowledge to make positive impacts and differences in the lives of individuals, families, organizations and communities*** through their collaborative work and leadership.   Working with a local Colorado Brewery not only provides for the researcher the ability to ***develop and demonstrate collaboration and communication skills to work and build partnerships with diverse communities*** outside the realm of education, but also the opportunity to be a boundary spanner and add to the literature surrounding dispositional work.

This unique opportunity of working with a brewery and being able to study the founders' dispositional makeup as well as their culture ***provides a field based opportunity to analyze the significance of*** dispositions on leadership and ultimately organizational culture ***while using multiple frames*** of literature, theory, and practical data and observation ***to develop meaningful*** and impactful ***solutions*** and recommendations ***to inform many fields***. This timely and necessary study, is ***grounded in and will develop and contribute to a professional knowledge base integrating both the practical knowledge*** derived from the study, ***along with the research knowledge*** of an in-depth review of the literature ***that links*** the ***theory*** behind the dispositional framework of Wasicsko (2014) along with the Organizational Culture model of Schein (2017) ***with the systematic and systemic inquiry*** of the research question. In this fashion, this study

emphasizes and ***promotes the generation and*** subsequent ***transformation of a professional***

knowledge and practice while breaking through to fields other than education to be able to

inform many fields.

Design of the Study

The literature implies that leaders in the broad sense can be considered helping professionals (Combs & Gonzales, 1994; Wasicsko, 2014) and therefore this study can utilize perceptual psychology theory and the helping professionals research (Willis, 2015) to explore the impact of a leader's dispositions on the cultures in which they lead.

Quite often, people are hired into or are promoted into leadership positions who do not bring with them the dispositions to impact the organization's culture positively, with results and sustainability. Wasicsko (2014) provided four a priori conditions to being an effective leader:

- believing in oneself to positively impact others
- valuing the people that the leader leads
- sharp ability to listen to various viewpoints
- seeing the big picture where relationships are crucial

That being said, this study probes the leadership dispositions of three founding leaders of a local Colorado brewery that may contribute to impacting the culture, results and sustainability.

Exploratory Case Study Rationale

"The distinctive need for case study research arises out of the desire to understand [a] complex social phenomena" (Yin, 2014, pg.4). Leader "dispositions are, by their very nature, difficult to measure" (Bussey & Welch, 2014, pg.23). They are seen as the complex "soul of intelligence" (Perkins, 1995), and require a sense of understanding (Bussey & Welch, 2014). Exploratory Case Study methodology is the qualitative research strategy that will be used for this study. Exploratory Case Study research is said to "involve the study of an issue through one or more cases within a bounded system" (Creswell, 2007, p.73). This research study's boundaries are delineated by the Colorado Brewery as the study examines the dispositions of the three founder leaders and their impact on the culture of the brewery.

Using an Exploratory case study method in this study will:

- contribute to and deepen our knowledge (Yin, 2014) surrounding leader dispositions and their influence on organizational culture
- offer favorable circumstances to explore and interpret leader dispositions that are effective and impact organizational culture, results and sustainability
- allow the investigator to focus on a "case," in that an individual organizational process can be studied and analyzed (Yin, 2014), ensuring the impact that a select group of leaders has had on their organization and enabling the researcher to focus inward.

The Exploratory Case Study is a strong method for use in this research question as it attempts to answer "how" leadership dispositions influence an organization's culture and does not have a requirement or need of controlling any behavioral events. Instead it focuses on contemporary issues (Yin, 2014) such as leader dispositions. All of the aforementioned criteria directly point to this niche of case study research and analysis (Yin, 2014). This single case study will also have an embedded unit of analysis, as there will be different data being collected throughout the study as a means to analyze and triangulate contextual conditions of the case (Yin, 2014). The foundational resolute of qualitative research is to not only apprise practice and develop further learning through a fact-finding journey of a situation or circumstance (Creswell, 2007; Merriam, 2009) but to open a path to explore current phenomena through the lens of lived experience or a real-life situation (Yin, 2014). Lived experiences are crucial to this study and are a cornerstone to this proposed methodological procedure. While generalization to other similar situations and leaders may not be possible; the *transferability* of qualitative research is the burden of the researcher as it is they who will choose how it is they would like to inform or apply the knowledge outside the original study (Merriam, 2009). The data collected through this study included diverse lived experiences and stories as told by the founder leaders, along with the perspectives of employees regarding leaderships dispositions that impact organizational culture, results and sustainability of NM Brewery (short for *Ne Maquixtia* Brewery).

Design of Data Sources

The study was set up in a 4 tier mixed methods design, that included both quantitative and

qualitative data. This design was aligned and taken from the initial conceptual framework.
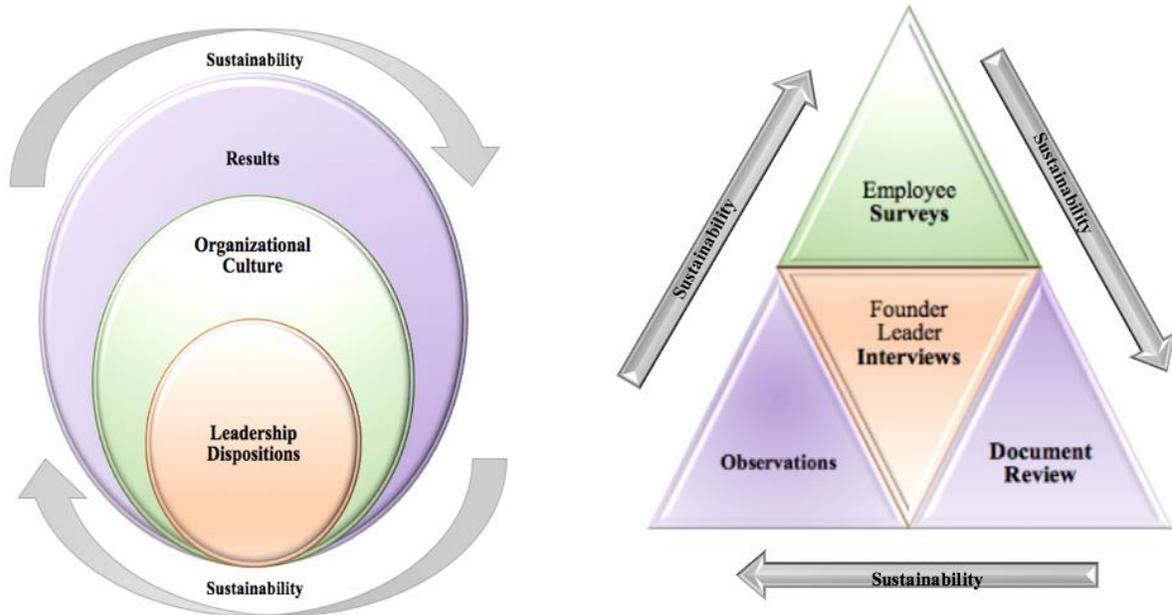
Figure 7- Alignment of Conceptual Framework and 4 Tier Mixed Methods Design

The design initially included Founder Leader Dispositional Human Incident Report prompt and

face to face interviews, Co-Owner Perception Survey, Document Review and Observations.

Observations were dropped early on from the design as the data they were providing was not

relevant or rich enough to support the research question in comparison to the other sources of

data. The result was a three pronged design.
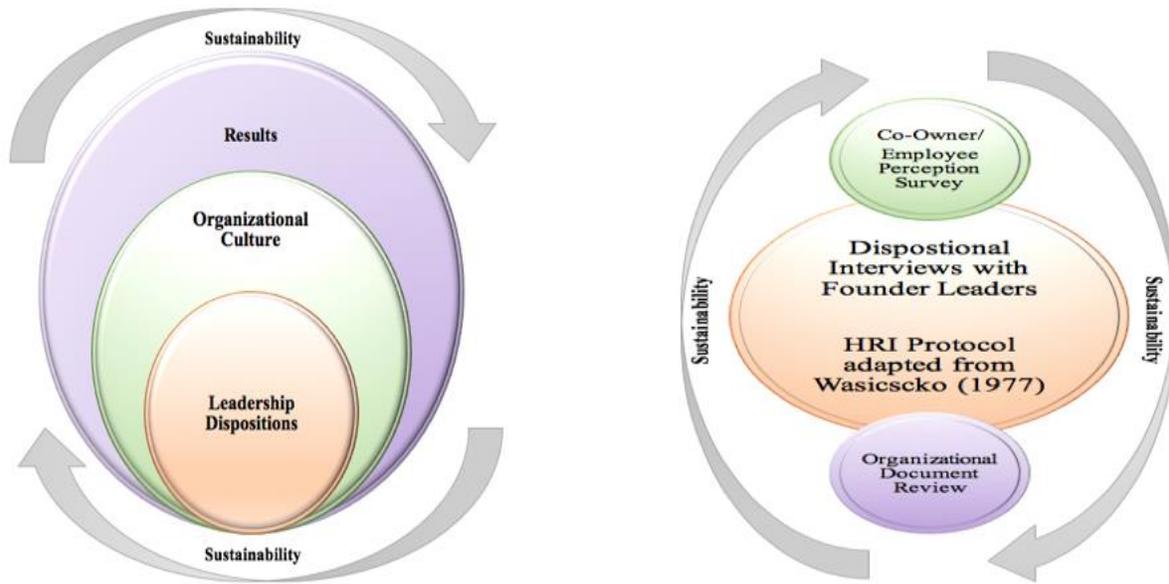
Figure 8-Updated Alignment of Conceptual Framework and 3 Pronged Mixed Methods Design

The comparison of Figures 6 and 7 clearly show the relationships and alignment between the conceptual framework and the proposed vs. actual data collection design. They also depict the change between the original 4 tier mixed methods design that was ultimately amended to a 3 pronged mixed method approach as it made better sense and would allow for the overall data to work in concert with each other. As mentioned previously the 4th tier of observations was more of a distraction to the study site than a strategy of value because of the limited data it offered.

Data Sources and Collection
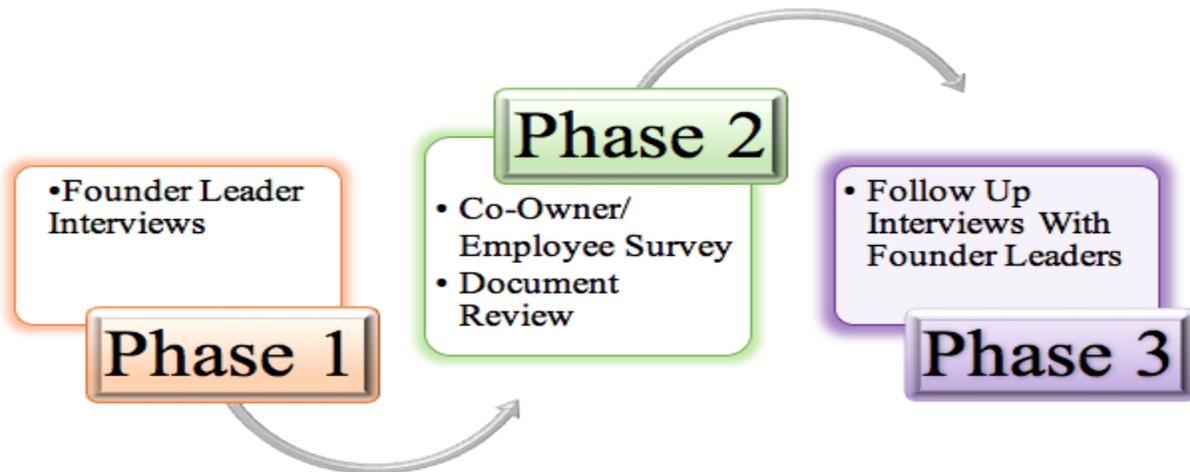
Figure 9- Data Collection Plan

The research design for this study included a three phase data collection process compiled from interviews with the three founder leaders, a survey with NM Brewery employees and a document review of brewery norms and policies. An already existing interview protocol, the Perceptual Dispositions Model also known as the Human Incident Report, was used with structured questions to assess initial founder/leader dispositions, and was also used as a frame/lens to review documents and/or decisions in follow-up interviews.

Phase 1. The first phase of data collection involved face-to-face qualitative interviews with the three founder leaders. At the beginning of the interview each founder leader was asked to choose a pseudonym as to how they wanted to be identified. The interview questions (Appendix A) included 6 sections of questions.

Figure 10- Sections of Founder Interview Questions

The interviews with each founder leader took an hour and were scheduled one on one with each founder leader during a single afternoon. Both the adapted questions from Wasicsko's (2004) "Twenty Minute Hiring Assessment," and the Human Incident Report (HRI) prompt (Wasicsko 1977; Willis, 2015) were used with written consent from the original researcher and author (Appendix B).

Phase 2. The second phase of data collection relied on a quantitative and qualitative Employee/Co-Owner Perception Survey (Appendix C). The survey was sent out to the entire NM brewery of 127 Co-Owners on and off site on the Qualtrics research survey software. There were 66 respondents to the survey, resulting in a 52% overall response rate over a two week response window. Respondents were asked to select a name other than their own for identification purposes, the questions were also adapted from the Wasicsko's (1977, 2005) HRI, Hargreaves and Fink's (2012) "Seven Principles of Sustainable Leadership and the Results portion was taken from conversations with the Founder Leaders and basic business concepts.
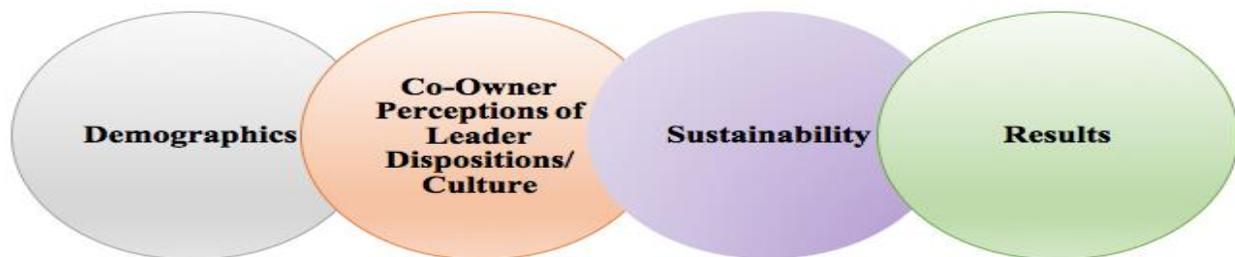
Figure 11- Sections of Employee/Co-Owner Survey Questions

A second part to phase 2 data collection was the document review. Document review serves as a balance in the triangulation of data sources. Stake (2009) asserts that compiling data by examining documents ensues the logical process that goes into observations and interviews. Since NM Brewery is not a public company and is committed to remaining private

as they have engaged their Co-Owners in an Employee Stock Option Plan (ESOP), only three

documents and promotional social media clips were made available for this study.
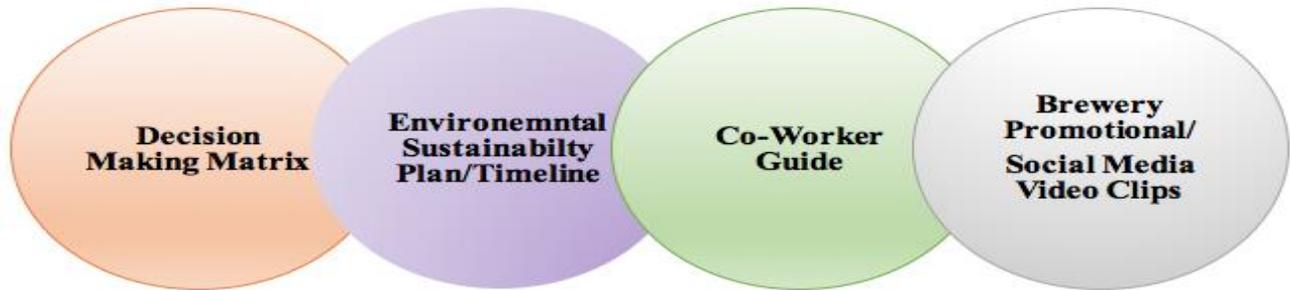
Figure 12-Documents made available for review

Phase 3. The third phase and final phase of data collection was the follow up face-to-face

interviews with the Founder Leaders. This interview was conducted with all three of the

Founder Leaders present. The purpose of the interview was to ask questions informed by the

already retrieved data from Phases 1 and 2 (Appendix D).

Participants

The focus of this research is on the dispositions of the three Founder Leaders of NM Brewery

and their impact on the organizational culture they lead of 127 brewery Co-Owners. All three

Founder Leaders participated and 66 of the 127 Co-Owners participated resulting in a 52%

response rate for co-owners.

Demographics.

Age. NM Brewery's Co-Owners range in ages from 19-65 years of age, below is the age

ranges of the Co-Owners who participated in the study.
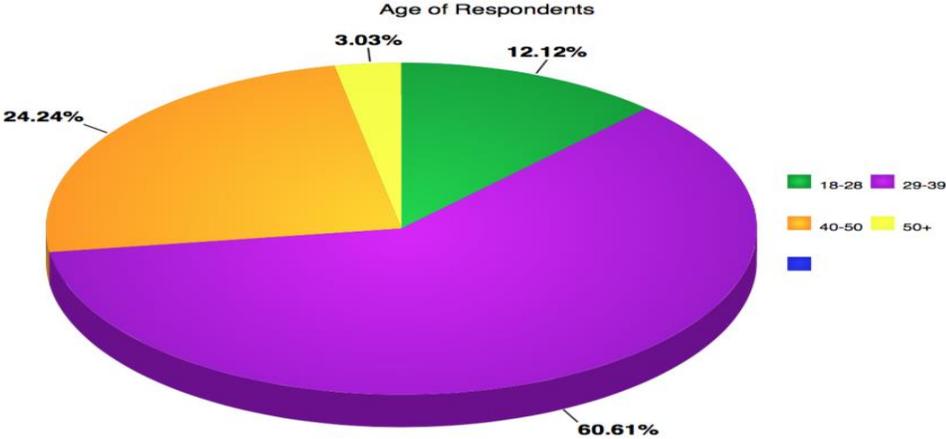
Figure 13- Age of Respondents

The majority of the respondents fell in between the ages of 29-50 years old and the smallest

group of respondents were in the 50+ age bracket.

Racial identification.
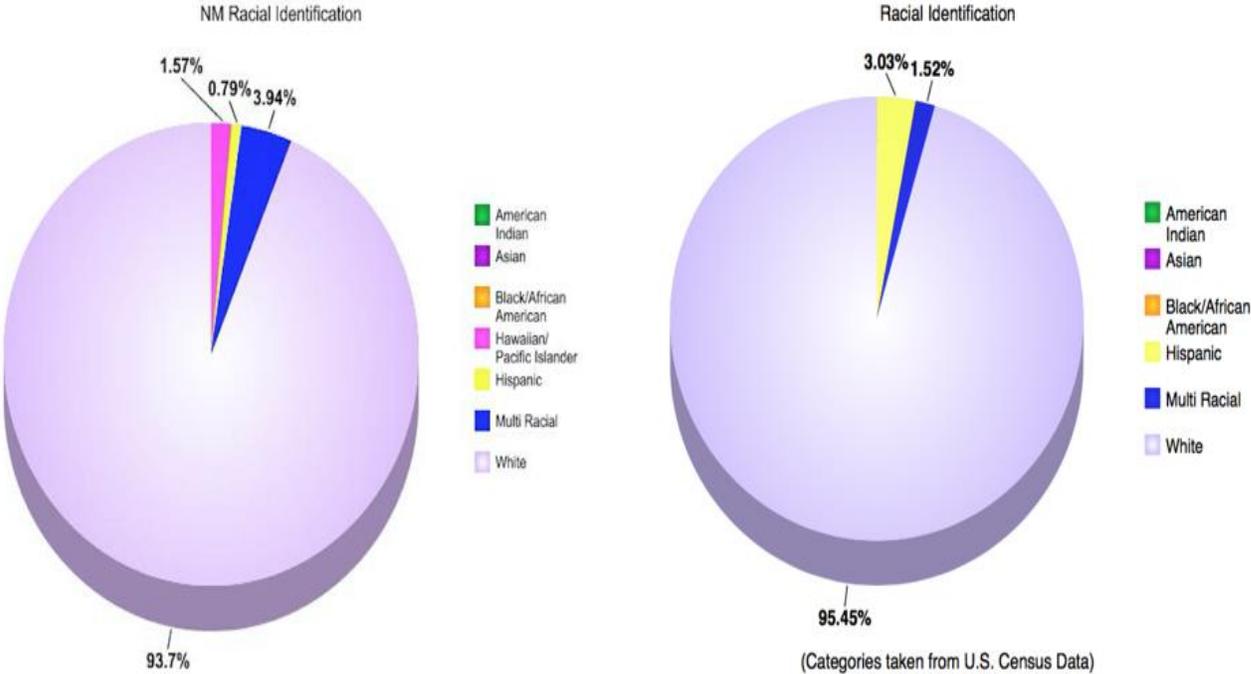
Figure 14- Comparison of Racial Identification between NM Brewery as a whole and co-owner participants

Of the respondents, the majority identified as White with only a very slim representation of

persons identifying as Hispanic or Multiracial.

   Gender identification.
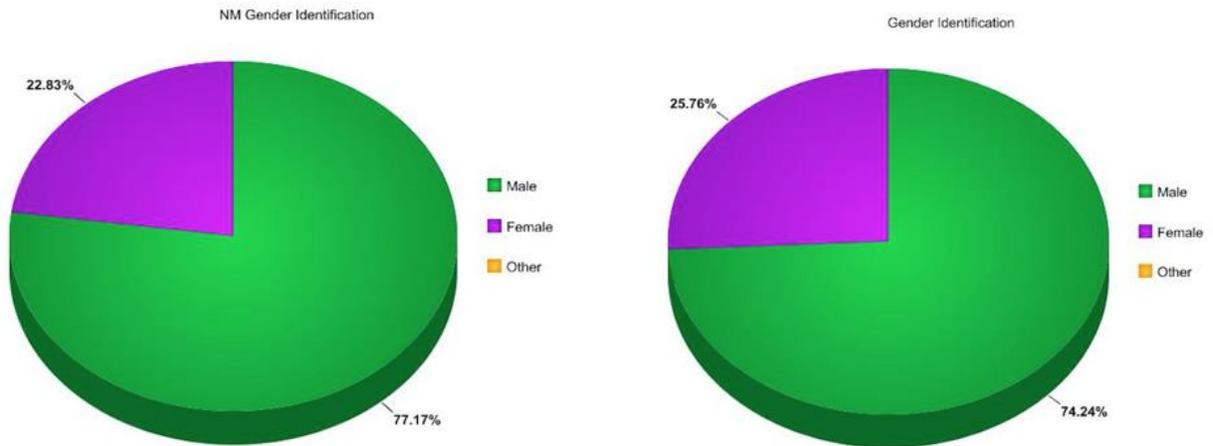
Figure 15- Comparison of Gender Identification between NM Brewery as a whole and co-owner participants

   The gender identification from NM Brewery as a whole has only a slight difference between

the gender identification of Co-Owner participants.

Tenure. NM brewery reported that the average tenure of their co-owners is 4.8

years. The following graph depicts the tenure of the Co-Owners who participated in the study.
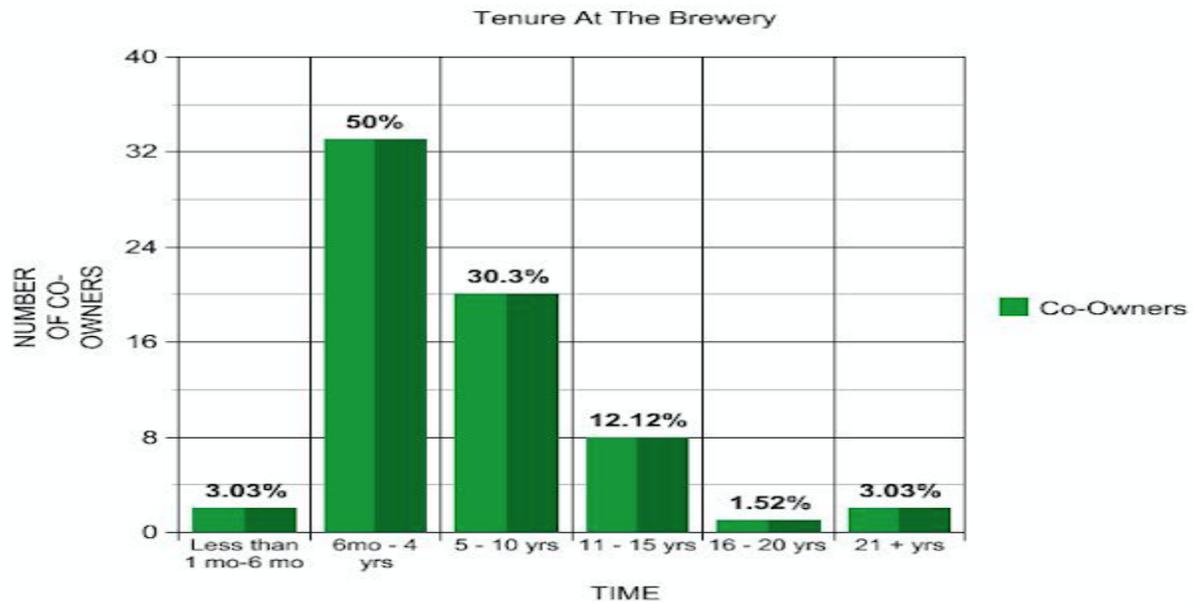
Figure 16- Graph of Co-Owner Respondent's Tenure at the Brewery

NM Brewery has a 14% turnover rate. This is representative in the tenure of the

respondents. Respondents show a tenure at the brewery for the most part between 6 months to

10 years, showing a relatively long term commitment to the organization.

Methods of Analysis

The data was separated into three groups, interview, survey and document review. All three of the data from these groups was analyzed differently.

Founder Leader Interview and Follow up Interview

The analyzation of this data started with the voice recorded interviews being transcribed by a third party transcriber. Once transcribed the researcher hand coded responses through an open coding method to summarize the three interviewees responses. Embedded in the interview was the HRI adapted prompt and it was scored on Wasicsko's (1977, 2002) HRI scorecard featured below.

Table 1- Wasicsko's (1977, 2002) HRI Perceptual Rating Scale/ Score Card

PERCEPTUAL RATING SCALE

PERCEPTIONS OF SELF:

IDENTIFIED
The teacher feels an oneness with all people. S/He perceives him/herself as deeply and meaningfully related to persons of every description.

UNIDENTIFIED
The teacher feels generally apart from others. His/her feelings of oneness are restricted to those of similar beliefs.

7   6   5   4   3   2   1

PERCEPTIONS OF OTHERS:

ABLE
The teacher sees others as having capacities to deal with their problems. S/He believes others are basically able to find adequate solutions to events in their own lives.

UNABLE
The teacher sees others as lacking the necessary capacities to deal effectively with their problems. S/He doubts their ability to make their own decisions and run their own lives.

7   6   5   4   3   2   1

PERCEPTIONS OF PURPOSE:

LARGER
The teacher views events in a broad perspective. His/her goals extend beyond the immediate to larger implications and contexts.

SMALLER
The teacher views events in a narrow perspective. His/her purposes focus on immediate and specific goals.

7   6   5   4   3   2   1

FRAME OF REFERENCE:

PEOPLE
The teacher is concerned with the human aspects of affairs. The attitudes, feelings, beliefs, and welfare of persons are prime considerations in his/her thinking.

THINGS
The teacher is concerned with the impersonal aspects of affairs. Questions of order, management, mechanics, and details of things and events are prime considerations in his/her thinking.

7   6   5   4   3   2   1

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Co-Owner Perception Survey

As mentioned previously the survey was sent out via Qualtrics survey research software. Qualtrics was able to capture and compile the quantitative data from participants' responses. For all qualitative open-ended questions, the researcher first used open coding to create labels for the participant's words and the properties of these words. Then axial coding was used to identify relationships within the open codes, followed by dispositional coding that was based on the characteristics and "look for's" on the Perceptual Scoring Rubric below.

Coding. Both selected questions from the founder leader interviews and responses from the Co-Owner survey were re-coded for analysis. Keeping in tandem with the idea that the gathered "data is never coded, however re-coded (Saldaňa, 2016, p.68)" at the time of analysis. The re-coding process for this grounded theory started out with an initial open coding method that allowed for general concepts to be separated (positive responses vs, negative responses). The next coding phase was an axial coding in order to be able to focus the data for categorization influenced by Wasicsko's dispositional scoring that was also adapted into a rubric for this study as well as informed the classifications/categories (Social Capital/Connection, Value, Purpose and Vision) and lastly the data was further segmented into behaviors (Habits).

Figure 17- Grounded Theory Coding Process

Document Review

The documents and video clips were all scored on the rubric below created in alignment to

Wasicsko's (1977, 2005) HRI prompt scorecard for this study.

Table 2-Perceptual Indicator Rubric (Created for study and adapted from Wasicsko, 2002)

Perceptual Indicators Rubric for Observation & Document Review
Adapted from: Assessing Educator Dispositions: A Perceptual Psychological Approach, Wasicsko, 2002

Category	Descriptive Phrase	Definition			Indicators				Evidence	
Perceptions of Self	Oneness with ALL people	Depicts an inclusivity and understanding to people of every description, independent of race, creed or national origin. Fosters meaningful relationships between people. **The feeling of oneness or identification to such an extent that all humankind has been included.**			• Attempts to resolve issues collaboratively. • Gives a sense of dignity and integrity. • Invested in helping individuals to be competent and successful. • Vision for long term positive changes. • Fosters good citizenship. • Capacity to understand and feel empathy and a compassion for all people. • Feeling of identification or relatability, regardless of beliefs and background. • Shows a high regard for people's feelings. • "We" is more the focus than "I."					
Identified	**7**	**6**		**5**	**4**	**3**		**2**	**1**	**Unidentified**
Perceptions of Others	People as realistic and positive agents.	Sees others as having the capacities to deal with their problems; believing others are able to find adequate solutions to the events in their own lives. **Perceiving others as dependable, able and worthy.**			• Offers opportunities for others to be empowered themselves. • Shows trust in others. • Sees issues and challenges as learning opportunities. • Believing in others. • Supports/opportunities for collaboration. • Open communication channels. • Seeking help seen as a strength. • Accessibility of information/support.					
Able	**7**	**6**		**5**	**4**	**3**		**2**	**1**	**Not Able**

Perceptual Indicators Rubric for Observation & Document Review
Adapted from: Assessing Educator Dispositions: A Perceptual Psychological Approach, Wasicsko, 2002

Category	Descriptive Phrase	Definition		Indicators					
Perception of Purpose	Goals & Perspectives	Views events in a broad perspective. Goals extend beyond the immediate to larger implications and contexts. **Having a consideration of the implications and impacts on the future of the employees and organization.**		• Long range thinking • Long range learning opportunities • Social considerations • Balancing the immediate with the long term impacts and implications. • Broad perspective thinking • Helping employees and the organization long term.					
Larger	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**Smaller**	
Frame of Reference	People vs. Things	Having a concern with the human aspects of affairs; the attitudes, feelings, beliefs, and welfare of persons are prime considerations. **Realizing that significant learning and sustainability takes place through experiences that are personally meaningful.**		• Being concerned with individual employees and the unique situations that arise and require solutions. • Reciprocal relationships that build trust. • Having a purpose to benefit people. • Knowing the purpose is to assist people. • Concern for employees and their rights. • Having a strong people orientation. • Taking employees feelings and attitudes into account. • Human focused.					
People	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**Things**	

The above score card provided alignment in analyzing the data. It served as a rubric in that it had benchmarks to be met in order to be able to be scored in the same manner that interviews were scored with the end of being able to see the documents that were used for document review and the videos through a dispositional lens.

Limitations

There was a concerted effort to carefully and meticulously follow the standards put forth by Yin (2013) and Creswell (2007) when conducting case study research design. The practical limitations being that case study is not generalizable, the results are limited to the metrics and protocols used as well as the data collection procedures. The data was collected by a voluntary participation method as well as by the researcher. The forms of data collection were interviews, surveys and a document review that significantly lessened limitations. Some parts of the data collected from the Human Incident Report were scored by the researcher (document/video review, dispositional coding) and outside experts at the University of Northern Kentucky (founder leader interviews and HRI prompt) that could have posed a limit of scorer variance. Measures were taken to make sure that scorers were calibrated to the extent they could be and a protocol existed and was used if and when scorers needed a tie-breaker. In the event that two scorers were not aligned in scoring, there would be a "tie breaking" scorer brought in. In the case of this study there was not a need for a tie breaker scorer.

A potential personal bias could be a limitation due to my personal experiences and I acknowledged my responsibility to objectively conduct this study to the extent possible. I understood that my level of experience and skill in conducting research and the use of the protocols could have posed a limitation and impact on the findings of the study. It was my priority to ensure that all precautions were taken to provide for objective and relevant findings. I also recognized that my own dispositional makeup could have created a bias and limit upon this study.

Findings

The foundation of this study are the individual dispositions of the three Founder Leaders, Adam, Suzi and Matilda and how they have influenced the organizational culture of NM Brewery for results and sustainability. The findings of the face-to-face founder leader interviews, Co-Owner perception survey and document review will be interwoven throughout the findings as a means to support the data and draw a clearer picture.

Founder Leader Dispositional Scoring

Each Founder Leader was interviewed with the adapted Human Incident Report (HRI) prompt that is scored on the Perceptual Rating Scale taken from Assessing Educator Dispositions: A Perceptual Psychological Approach (Wasicsko, 2002).

> *Think about a significant past situation or event that you were involved in as a person in a helping role here at the brewery with one or more persons. Please explain the situation or event to me with the following prompts:*
> * *First, describe the situation as it occurred at the time.*
> * *Second, what did you do in that particular situation?*
> * *Third, how did you feel about the situation while you were experiencing it?*
> * *Fourth, how do you feel about the situation looking back today? Would you change any part of it if you could?*
>
> <div align="right">*(Adapted from the HRI, Wasicsko, 1977;Willis, 2015)*</div>

The HRI was scored by two certified, independent scorers so as to provide accuracy and validity. Each score could not be more than one point away on the scale; if it differed by more than one point between scorers, a third scorer would need to be a tie breaker. The following graph offers an average scoring for the three founder leaders based on their individual scoring results.
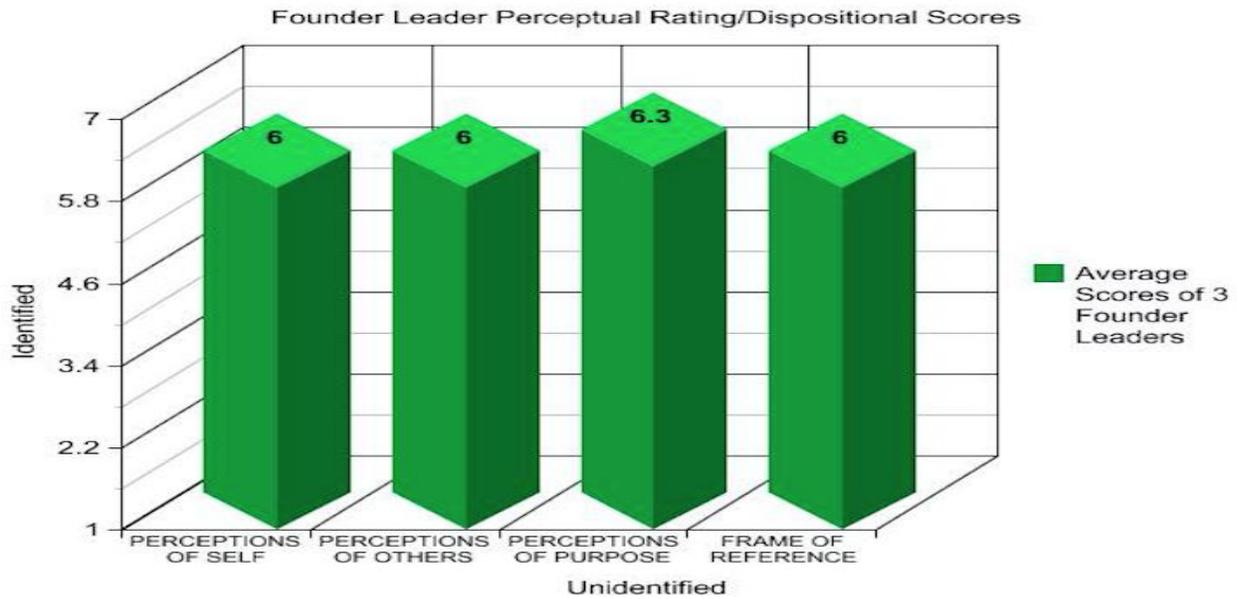
Figure 18- Average Perceptual Rating/Dispositional scores for 3 founder leaders

   The four domains that the HRI (Perceptual Rating/Dispositional Scoring) tackles are the

perception of self, others, purpose and frame of reference and they are scored on a scale of 1

being Unidentified to 7 being Highly Identified. These domains were adapted into questions for

a co-owner survey, a rubric for coding and document review. The findings will also be

summarized in these four domains as well.

The three Founder Leaders together had a very high identification score (6) of feeling a oneness

with other, indicating they sense/perceive themselves in relation to others in a deep and

meaningful way no matter who they are or what walk of life they come from. Their collective

scoring of perceptions of others (6) is one of them seeing others as being able human beings with

the capacity to deal with and solve their own problems. The Founder Leaders together have a

larger perception of their purpose in that they view things and events in a big picture manner and

their goals and context go beyond the here and now as their collective scoring (6.3) shows. The

Founder Leaders' frame of reference is vastly people-centered over things as they look towards

the human aspect and welfare as focus considerations as their collective scores (6) reveal.

Perceptual/Dispositional Domains

    Perceptions of self. Perceptions of Self are defined as, having a feeling of being one with

others and/or being to act and behave to an extent where all humankind has been considered and

included (Wasicsko, 2002). It is not only inviting others to the party but also providing them a

sense of belonging while there. The two statements that were presented to Co-Owners in the

perception survey to rate in this domain were:

1. The founding leaders care about me as a person.
2. I can relate to the founding leaders and they can relate to me

These two statements were followed up with open ended questions that asked co-owners, what

are ways they knew or felt that supported their chosen ratings of the above statements.
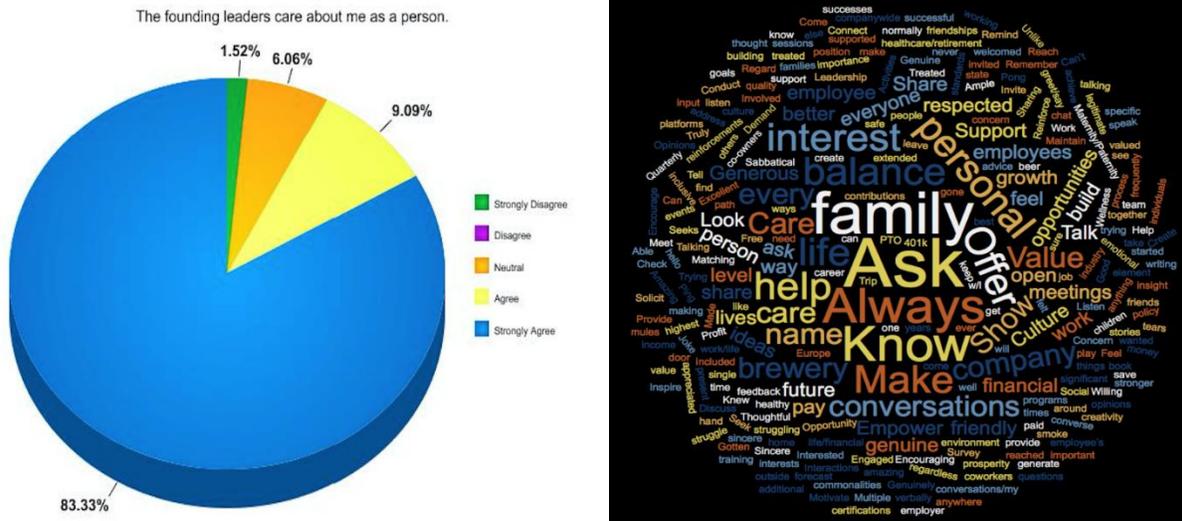
Figure 19- Survey responses to co-owner perceptions of founder leaders caring about co-owners alongside most common words used in responses (before coding)

    In the above graph that depicts the Co-Owner responses to this statement, 92% of

respondents either agreed or strongly agreed that they felt/sensed that the founding leaders cared

about them as a person vs. just as an extension of the organization. However, 6% sensed a

neutral feeling to this statement and almost 2% strongly disagreed that the founder leaders cared

about them as a person. The three top words used to say how the co-workers knew they were

cared about by the founder leaders were "always, family, interest and conversations," these are

the ways Co-Owners know the founding leaders care about them as a person. They feel the

sense of family, they see the interest and can hear it through conversations. One Co-Owner

shared, "They always ask me about my family and specifics about my life."
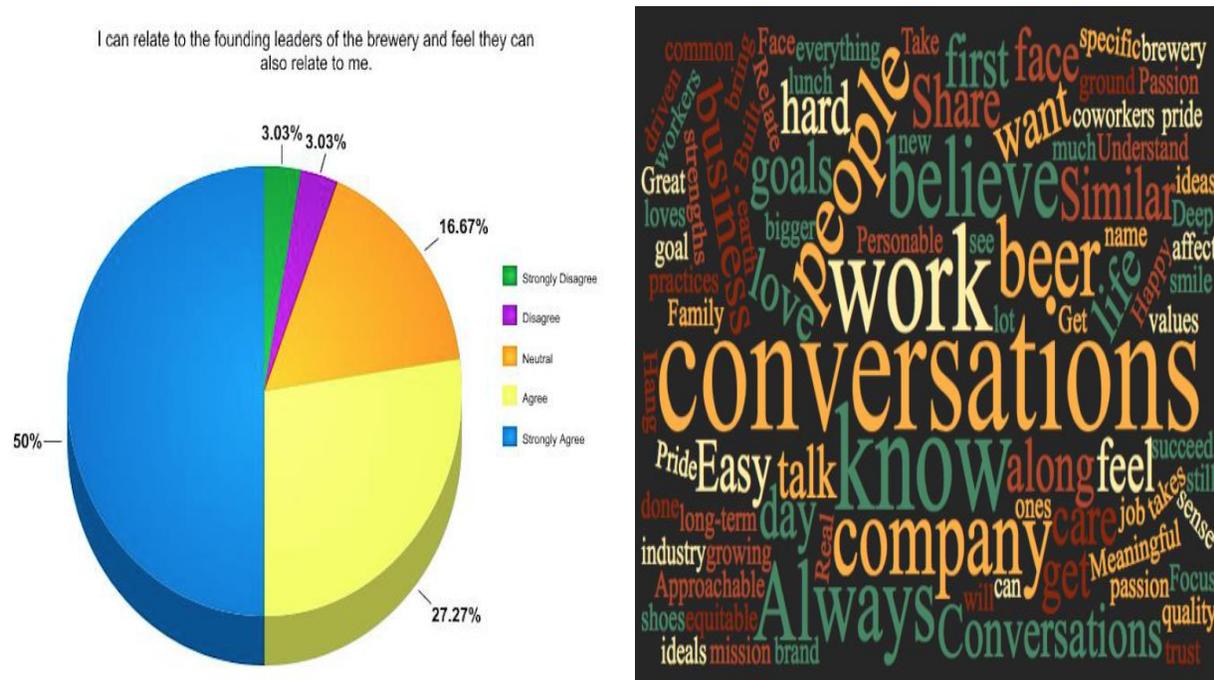
Figure 20- Survey responses to co-owner perceptions of founder leaders and co-owner reciprocal relatability alongside most common words used in responses

The majority as in 77% of respondents either agreed or strongly agreed that they can relate

with the Founder Leaders and it is a reciprocal feeling. Almost 17% of the pool of respondents

shared a neutral feeling to this relationship and 6% disagreed or strongly disagreed with this

sentiment/statement. The most common words used in describing how Co-Owners felt or knew

there was reciprocal relatability were, "conversations, believe in people, easy to talk to." Co-

owners felt that they related to Founder Leaders through conversations because they were easy to

talk to and believed in people. As one Co-Owner put it, "we share a passion for the beer, family

and this brewery." One place where this was evident was in the document review of NM

Breweries social media promotional videos. Most poignantly the video told the story of a

neighboring milk farmer who had lost his day job and turned to milk farming and how NM

Brewery had partnered with him to feed his cows with the used hops to produce the "best tasting

milk," and together run successful businesses side by side. This also inspired a delicious

chocolate stout to commemorate the partnership.

Once the open ended responses were coded they were given a dispositional score based on the

rubric, just as the Founder Leaders and the document review. Below is a triangulation of all

three scores in comparison.
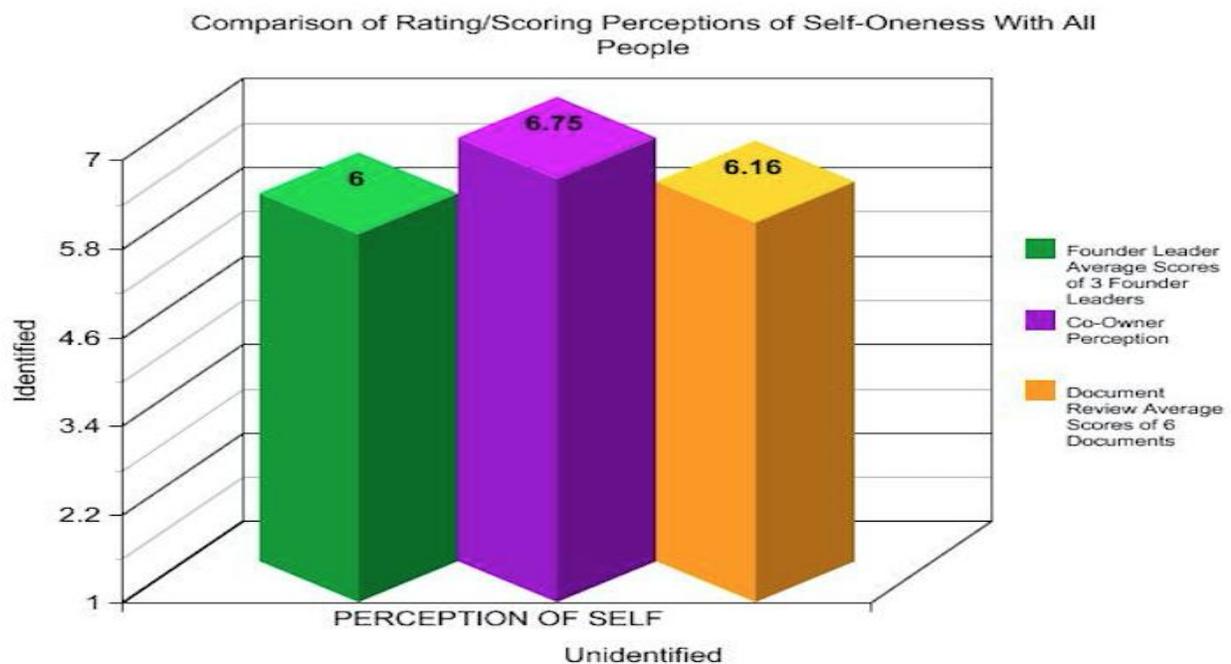
Figure 21- Triangulation of Data Sources-Perception of Self

It is evident that all three data sources scores were in alignment and that the Founder Leader's

sense of oneness with other is reflected back through Co-Owner perceptions being higher in

score, internal documents and social media sharings.

Perceptions of others. Perceptions of Others is "ideally" seeing people as realistic and

positive agents, having the capacities to deal with their own problems and situations (Wasicsko,

2002). This is offering others opportunities to seek help if needed and offering opportunities for

them to empower themselves. The two statements that were presented to co-owners in the

perception survey to rate in this domain were:

1. There are opportunities for me to take the initiative and or flexibility for me to perform my job and responsibilities.
2. When I have a problem my supervisor supports me in figuring it out and/or finding solutions.

These two statements were followed up with open ended questions that asked Co-Owners, what

are ways they knew or felt that supported their chosen ratings of the above statements.

Figure 22- Survey responses to co-owner perceptions of ability to take initiative and have flexibility in doing their jobs alongside most common words used in responses

The majority, as in 88% of the respondents, either agreed or strongly agreed that they did in

fact have opportunities to take initiative with their performance and within their jobs and

responsibilities. Yet, there was a segment of almost 10% of respondents, having a neutral feeling

to this statement, and 3% either disagreeing or strongly disagreeing.

When asked what has allowed Co-Owners or given them the feeling that they can "take the

initiative" or have flexibility in doing their work the top three words were, "encouraged, allowed,

take initiative." The Co-Owners feel encouraged, they hear that they are allowed and able to do

their jobs and above all they live one of the brewery's mantras: "take initiative." This was also

evident in NM Brewery's social media promotional video regarding the creation of a particular

tomatillo sour beer. A co-owner was able to take initiative and work through the tap room pilot

program that is open to all co-owners to create a beer that was all his own and has since become

a successful seller for the brewery. "The Founder Leaders trust us and that is not common in

many places," shared one Co-Owner. The Co-Owners who responded that they did not feel that

they could take the initiative or have flexibility in doing their work cited challenges with

leadership boundaries and having too much flexibility was a hindrance.

Figure 23- Survey responses to co-owner perceptions of feeling that their supervisor supports them in figuring out problems or finding solutions alongside most common words used in responses

Co-owners for the most part, 77%, agreed or strongly agreed with this statement/sentiment,

while 15% had a neutral response and almost 8% of respondents disagreed or strongly disagreed

with the sentiment/statement. The most common words used to describe how co-owners knew or

felt that their supervisor supported them in figuring out a problem or finding solutions were,

"together, always can support, offers help." This was also evident in the document review of the Decision Making Matrix. Co-owners felt that they were always offered help and that their supervisors always can support and do it together. "Everyone is helpful here," assured one Co-Owner in their response. Respondents who disagreed with this statement cited instances of not being heard or blame being a factor that hindered support and that more training could help as well.
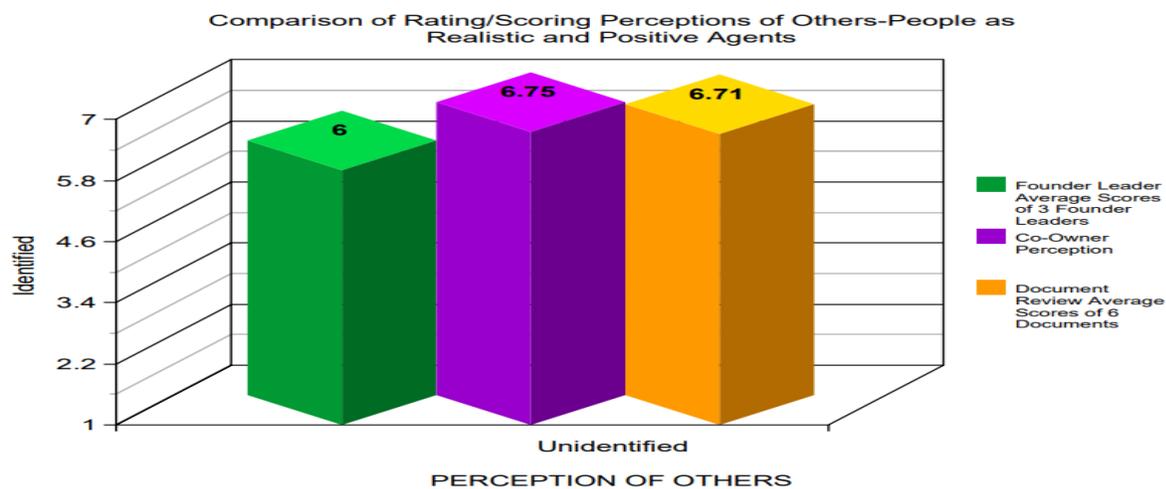
Figure 24- Triangulation of Data Sources-Perception of Others

This comparison shows the triangulations of the Founder Leaders' scoring in the domain of Perception of Others and in the scores for Co-Owners perceptions and document review. This could suggests a couple of things, 1) Co-Owners all share this mindset and socialize it within themselves and/or 2) middle leadership has adopted this mindset and is actively socializing it within their teams as the company has grown and the Founder Leaders have become more and more removed with growth.

Perception of purpose. Perception of Purpose is associated with goals and perspectives in that there is a consideration for the implications and impacts on the future of the employees and the organization in action and decision-making (Wasicsko, 2002). In other words, what is it

that we are doing and why are we doing it? The statement that was presented to Co-Owners in

the perception survey to rate in this domain was:

1. I understand the mission of our company and why we are doing what we do.

 This two statement was followed up with two open ended questions that asked Co-Owners:

1. What is the mission statement of NM Brewery?
2. How is this mission statement communicated?
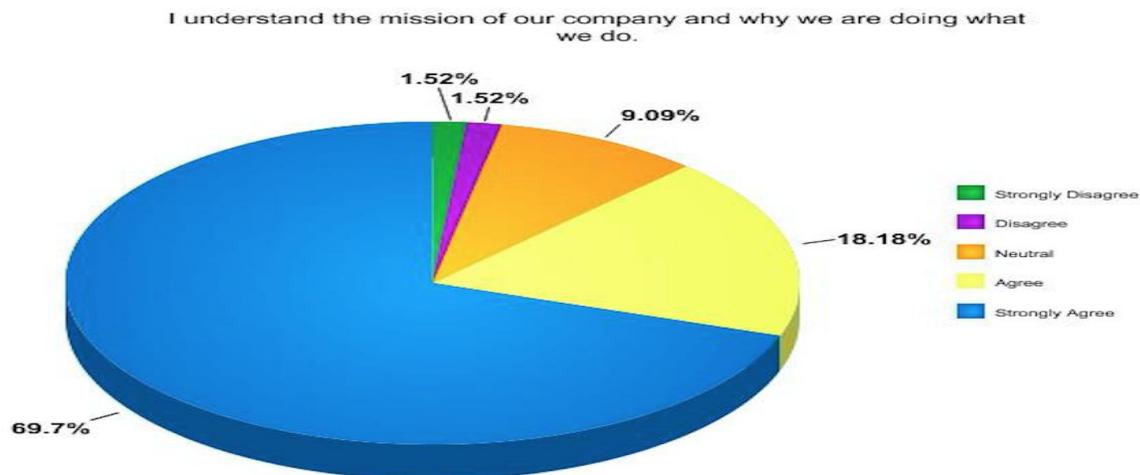
Figure 25- Survey responses to mission statement and purpose

The majority, as in 88%, of respondents agreed or strongly agreed that they understood the

mission of the company and why they are doing what they do within the organization, while 9%

shared a neutral understanding of the mission and why they were doing what they do within the

organization, along with 3% of respondents disagree or strongly disagreeing to having an

understanding. The mission statement was quickly and clearly found during document review in

NM Brewery's Co-Worker handbook. The disagreement cited was focused less on disagreement

itself and more on suggestions as to how Co-Owners could be provided with an outline of

actionable steps to meeting the tenets of the mission.

NM Brewery's mission statement is-

> As a regional, independent craft brewery, we are a leader in beer quality and innovation,
> imagery and profitability, and we provide exceptional service to our customers and

positive contributions to our co-workers and community. (NM Brewery Co-Worker Handbook, 2018)

When asked what is the mission of the brewery the following were the most stated responses: "best beer, community, coworkers and families." The most stated words when asked how the mission was communicated to the Co-Owners were: "meetings, open financials, clear and understand."
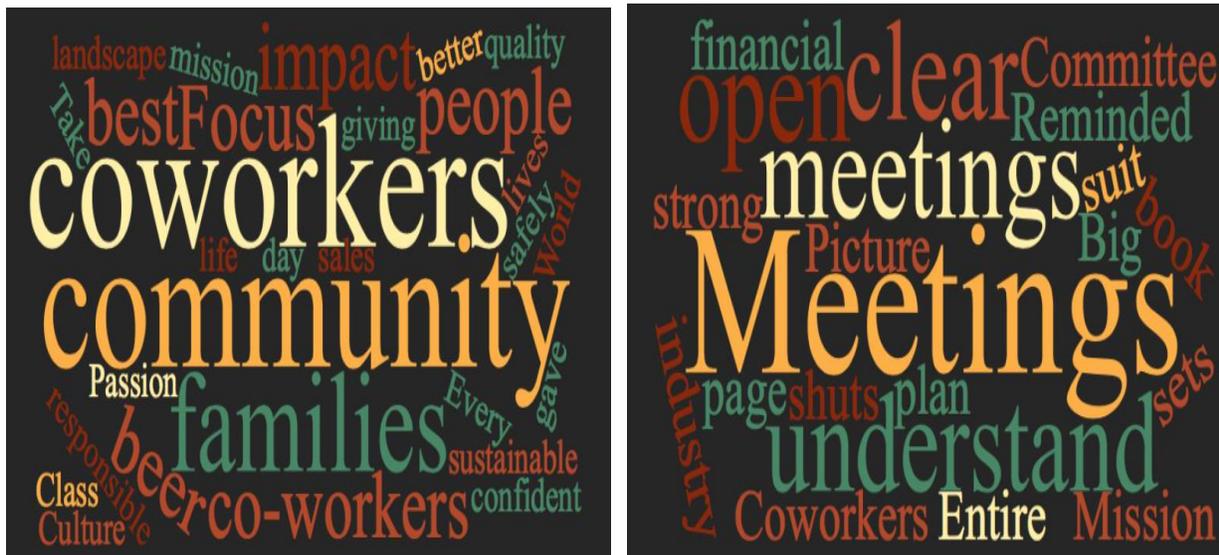
Figure 26- Side by side most common words used in responses to what is the mission statement and how is the mission statement communicated to you

Co-Owners appear to know the foundations of the mission statement and are hearing the message loud and clear in Big Picture and daily meetings as well as understanding that profitability is important through open financials that are accessible in a way that is clear and understandable.
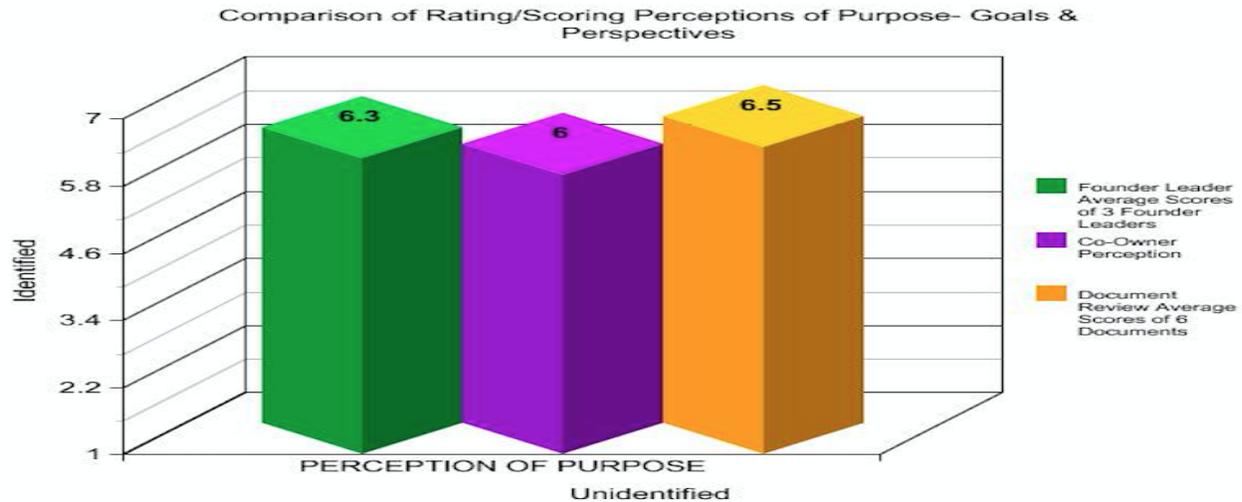
Figure 27- Triangulation of Data Sources-Perception of Purpose

This comparison of scores shows a direct alignment between the Founder Leader scores and co-owner perceptions with a slightly higher score for document review and social media publications. Founder Leaders and company documents should lead in scores as they set the pace and the structures for the mission, goals and purpose of the organization. The alignment in Co-Owner perception spotlights that these three benchmarks are being heard, seen and felt.

Frame of reference. Frame of Reference is ideally vested in seeing people vs. things in having concern with the human aspects of affairs and that the welfare of people is given prime consideration (Wasicsko, 2002) and realizing that significant learning and sustainability take place through experiences that are personally meaningful and extend to social and community considerations. The statements that were presented to Co-Owners in the perception survey to rate in this domain were:

1. Our company is engaged in environmental and/or community issues.
2. When I have a problem and need help, I feel comfortable reaching out for help and knowing that I will receive the help I need.

These two statements were followed up with open ended questions that asked Co-Owners, what are ways they knew or felt that supported their chosen ratings of the above statements.

Figure 28- Survey responses to Co-Owner perceptions of knowing that their company is engaged in environmental and/or community issues alongside most common words used in responses

A majority of 92% of respondents agreed or strongly agreed that the company/organization is engaged in environmental and/or community issues. Only 6% of respondents shared a neutral opinion towards this statement and 2% strongly disagreed. The most common words used in responses to how or in what ways did Co-Owners see or know that their company was engaged in environmental or community issues were, "Dedicated full time position, community projects, green, communicated and commitment." Co-Owners hear the commitment to the environment and community through communications and engage in community projects that are supported through dedicated full time staff who specialize in environmental and philanthropic efforts. This is also an intentional part of NM Brewery's culture and business as was seen in the document review of their ecological/green strategy/timeline with various benchmarks focusing on becoming zero landfill by 2020. A number of Co-Owners shared that NM Brewery engages them in monthly team-building efforts surrounding green and philanthropic community efforts.

Figure 29- Survey responses to perceptions of feeling comfortable in reaching out for help and knowing they will receive the help they need alongside most common words used in responses

A large portion of respondents, 77%, either agreed or strongly agreed that when they had a problem and needed help they did feel comfortable reaching out for help and knowing that they would receive the help they needed at the brewery. Almost 20% of respondents had a neutral feeling to this statement and a slim 3% shared that they either disagreed or strongly disagreed with the statement. The most common words used by Co-Owners when describing ways that they felt comfortable reaching out for help and knowing they will receive the help they need were, "kind vibe, open, everyone helps and never no." Co-Owners feel that their individual needs and unique situations will be treated with a kind vibe, in an open manner where everyone helps and "no" is never an answer. They know that part of their purpose at the brewery is to assist each other. Respondents who disagreed cited staffing constraints, or Co-Owners not always openly airing their particular grievances to receive help.
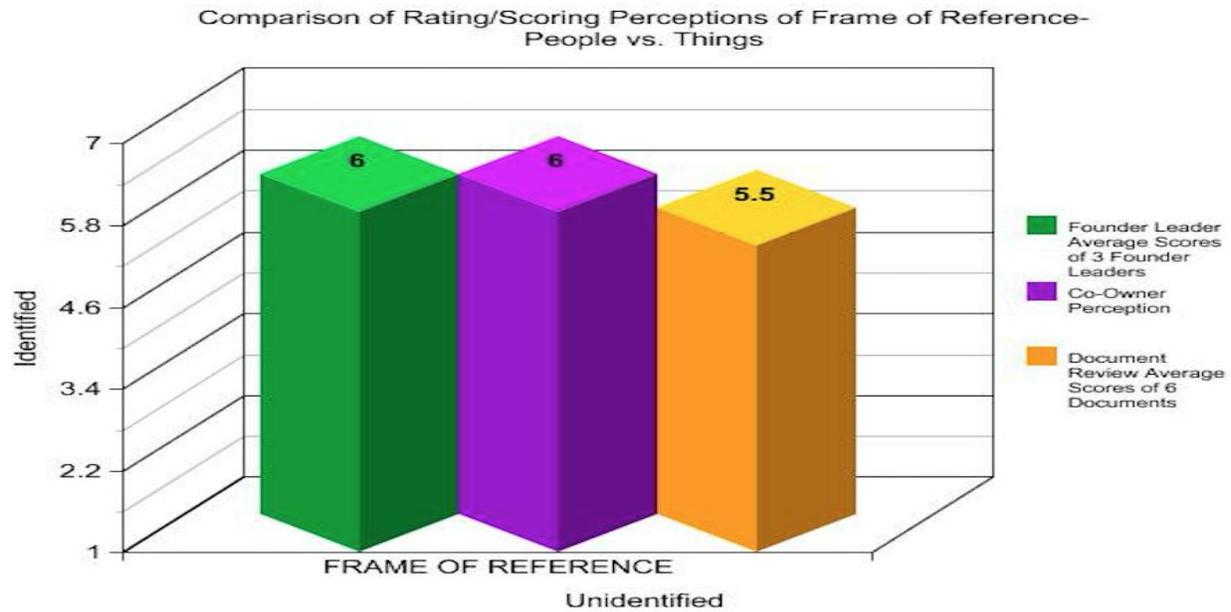
Figure 30- Triangulation of Data Sources-Frame of Reference

The above comparison shows a direct alignment in the Founder Leaders' frame of reference

scoring and that of the Co-Owner perceptions mirroring it. There is a slight drop in the

document scoring as perhaps not all documents or social media publications demonstrated this as

well as the others in the group average. Co-Owners feel and have socialized the idea that people

come before things in their interactions and business just as the Founder Leaders have

demonstrated through their actions and their philosophies.

Sustainability

This portion of the survey aimed to uncover benchmarks as well as Co-Owner perceptions to

these benchmarks of sustainability of the leadership within the organization. The statements are

directly aligned to Hargreaves and Fink's (2003), Seven Principles of Sustainable Leadership.

These seven principles ensure sustainable leadership:

1. Creates and preserves sustaining learning.
2. Secures success over time.
3. Sustains the leadership of others.
4. Addresses issues of social justice.

5. Develops rather than depletes human and material resources.
6. Develops environmental diversity and capacity.
7. Undertakes activist engagement with the environment.

Co-owners were given a set of statements that aligned with these seven principles and were

asked to check all that applied to their feelings about the organization and its leaders. The

following graph visually represents the results:
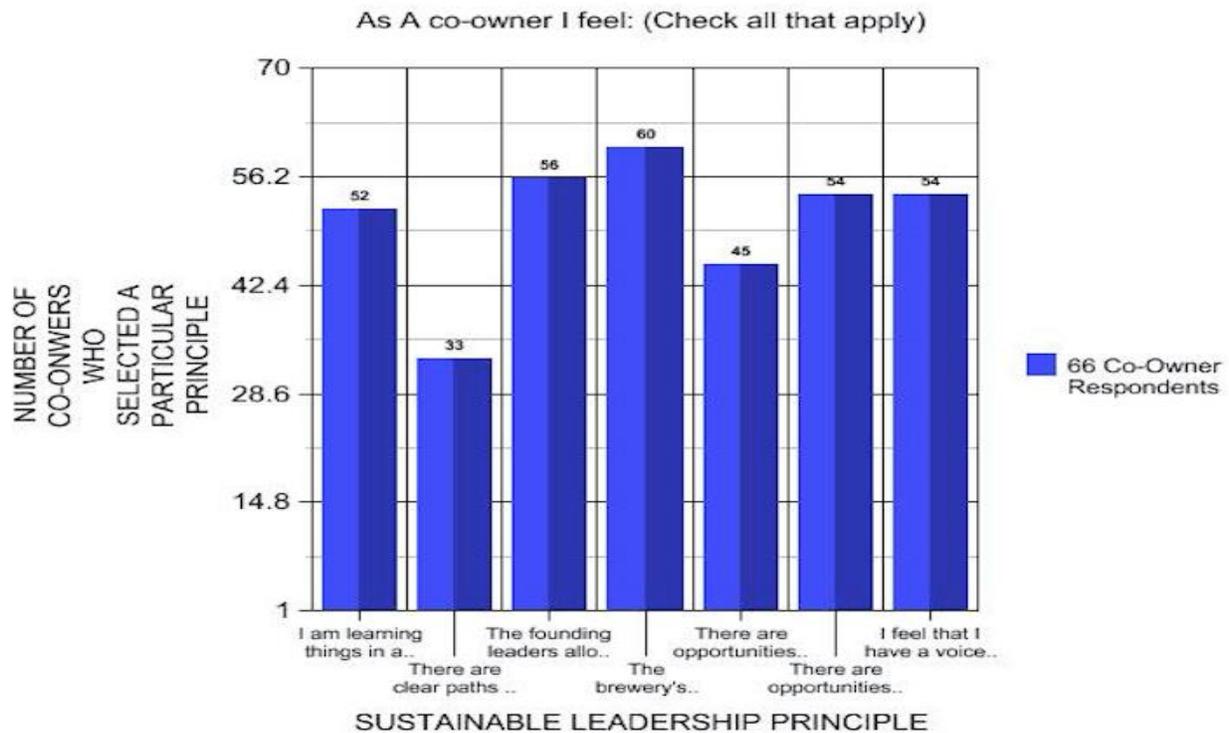
Figure 31- Co-Owner perceptions of sustainable leadership principles

The seven sustainable leadership statements that Co-Owners responded to were:

1. I am learning things in a way that engages me emotionally, intellectually and socially.
2. There are clear paths or a plan for me to grow professionally within this organization.
3. The founding leaders allow co-owners other than themselves or a select few to make important decisions or run projects at times.
4. The brewery's success and daily workings benefit all employees not just a select few.
5. There are opportunities for me to develop my skills and/or new skills and be developed for other positions in the brewery.
6. There are opportunities and encouragement from others at the brewery to learn from me and I from them.
7. I feel that I have a voice at the brewery and am encouraged to speak up when I have an idea or concern to impact our community.

Of the seven statements, the 66 Co-Owner respondents shared that the top feeling was that, "The brewery's success and daily workings benefit all employees not just a select few." This speaks to social justice and the connectedness that is felt between the organization, its Founder Leaders and all Co-Owners. The next statement that garnered a significant collective response, "The Founding Leaders allow Co-Owners other than themselves or a select few to make important decisions or run projects at times," aligns with sustainable leadership not only in others but it also is continuously promoting and making way for it within the brewery. When Co-Owners not only see but have a platform for leadership within the brewery, they start to create even more opportunities for themselves and others to empower themselves within the organization. Two statements that received equal consideration by Co-Owners were, "There are opportunities and encouragement from others at the brewery to learn from me and I from them," and "I feel that I have a voice at the brewery and am encouraged to speak up when I have an idea or concern to impact our community." Both of these statements go hand in hand as they exhibit that leadership and the organization not only develop and encourage diversity and capacity within but also are open and champion a sense of advocacy and voice within the Co-Owners. These tenets were clear throughout the document review of all six sources ranging from the Co-worker handbook, to social media promotional videos.

The statements that received more of a middle of the road response were, "I am learning things in a way that engages me emotionally, intellectually and socially" and, "There are opportunities for me to develop my skills and/or new skills and be developed for other positions within the brewery." The response to these statements are counter intuitive to the prior statements that said the organization provides Co-Owners opportunity and encouragement to learn from each other, however, perhaps the learning is not meeting Co-Owners in a way that is

fully engaging them or serving them in their potential for professional growth within the organization? More follow-up to understand the contrast between these statements would be useful to the organization.   The statement that received the lowest response was, "There are clear paths for me to grow professionally within this organization." This highlights the development or perceived lack of the development of not only diversity and capacity but also securing future success of the organization and its Co-Owners. In initial interviews with the three founder leaders, Adam, Suzi and Matilda, it was revealed that they did see paths for growth as a surfacing challenge for them and were looking into different options to try and outline clear succession plans for their co-owners. This mirrored with stated Co-Owner sentiments of, "I want to advance," "I want to know what my next job/role could be." Another Co-Owner responded: "There is opportunity at NM Brewery and that is why I work hard."

   Also, in a follow up interview with the three, there was some more insight given to this disconnect or perceived disconnect. "It all depends on what department you work in; some departments have lots of mobility and fluidity and in others people do not leave" (Matilda, 2018).
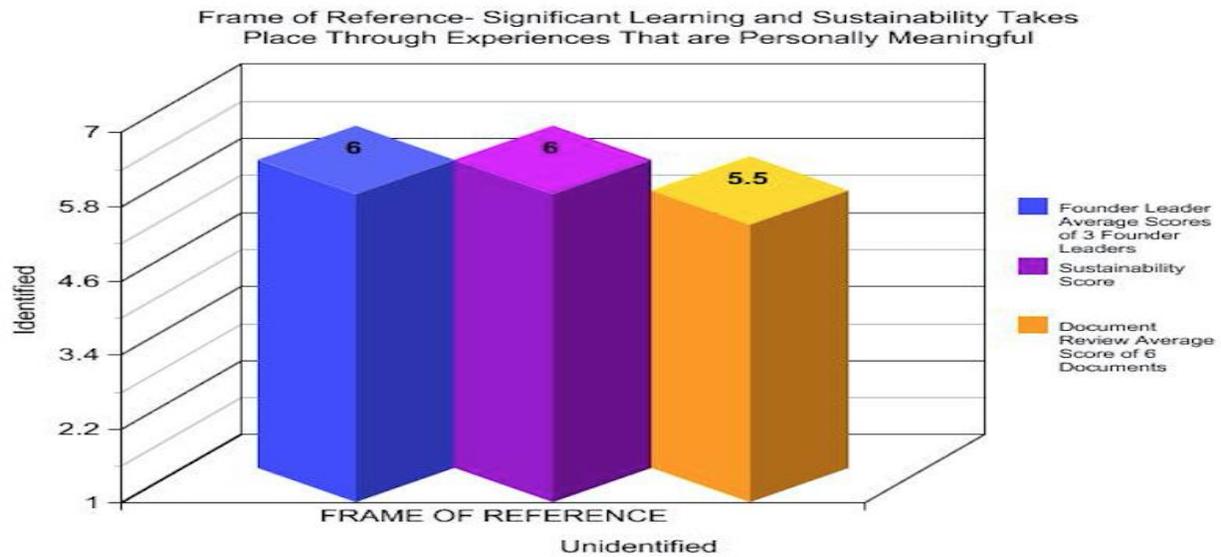
Figure 32- Triangulation of Sustainability and Frame of Reference Perceptual/Dispositional Domain

As is shown in Figure 32 above, a Frame of Reference score was given to the Co-Owner perceptual responses for the seven sustainable practices on the basis that they met the criteria on the rubric. The scores mirror the dispositional average scores of the founder leaders and slightly exceed the scores of the document review.

Results

   The Co-Owner perception survey also asked questions regarding Co-Owners perceptions

regarding the results that the brewery delivers as a whole. The suggested results within the

questions were taken from conversations with founder leaders, behaviors and benchmarks for

organizational cultures and leadership (Schein, 2016) and leadership and trusting relationships

(Tchannen-Moran, 2015) and are also in alignment with the Perceptual Indicators Rubric adapted

from Assessing Educator Dispositions: A Perceptual Psychological Approach (Wasicsko,

2002). Respondents to the Co-Owner perception survey were asked to check all that applied for

the behaviors they perceived the Founder Leaders engaging in and that led to specific results.

They were also asked to select behaviors that they perceived that the organization as a whole

excelled at that were tied to the suggested results. The results that were offered for Co-Owners

to select from were the following:

       Customer Satisfaction
       Profit Increases
       Employee Satisfaction
       Increased Distribution
       Innovative Practices
       Community Reputation
       Distributor Satisfaction
       Overall Brewery Environment
       Trusting Relationships
       Brand Awareness
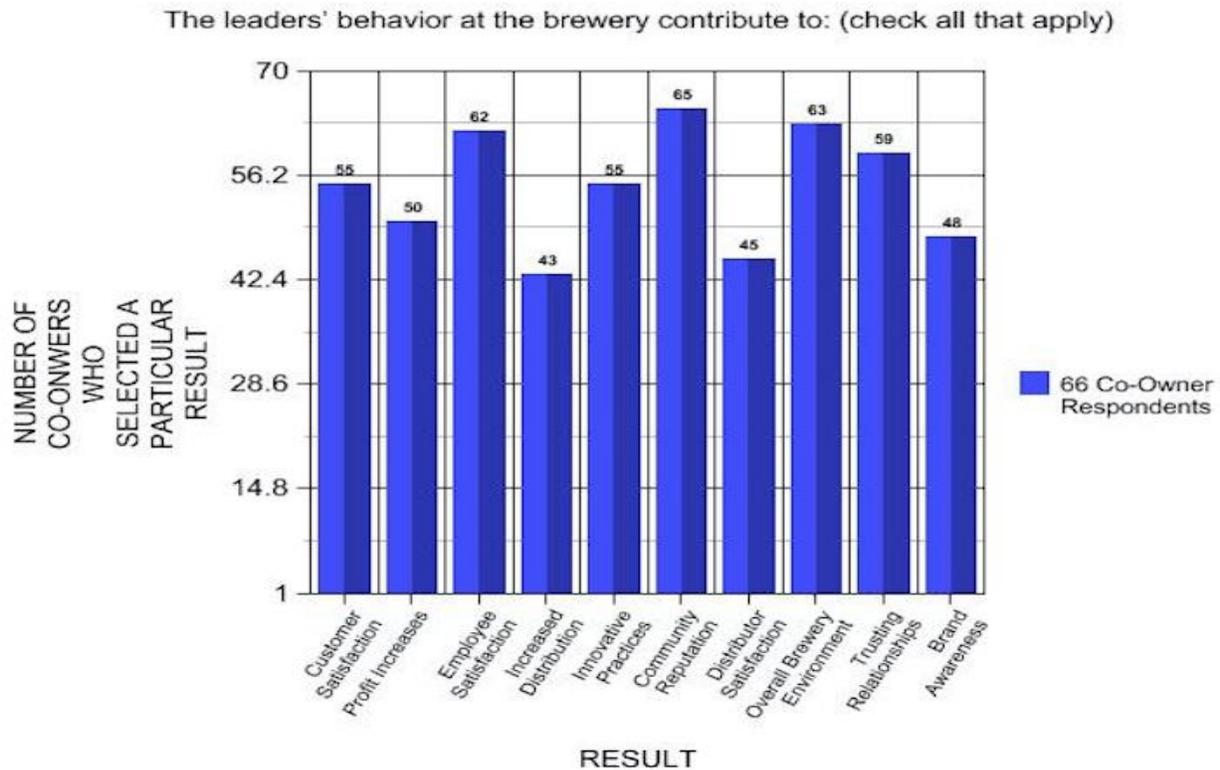
Figure 33- Co-Owner perceptions of organizational results

   The highest ranking behaviors from the Founder Leaders that directly contribute to the

organization's results were: community reputation of the brewery, overall brewery environment,

employee satisfaction and trusting relationships. The behaviors that the Co-Owners perceived

that were not contributing to the organization's results were: distributor satisfaction and

increased distribution. These statistics are representative of how the Founder Leaders' behaviors

directly impact the organization and how it is perceived. In a follow-up interview with the

Founder Leaders, they provided some insight when it came to distribution and their scope of

involvement. This is a realm where they are not directly involved per se and that now has been

taken over by a department head, therefore it would be difficult for them to be directly perceived

as involved in the day to day business of distribution. Also the Founder Leaders shared that NM

Brewery partners with a third party to survey their distributors and have received high marks

regarding distributor satisfaction (Suzi, 2018). This surfaces an evident disconnect in the flow

and accessibility to information. It is important to note that these were not an exhaustive list of

possible results; they are results that were taken from discussions with Founder Leaders and from

the literature review for the purposes of this study. It is evident that Co-Owners perceive the

founder leaders' behavior and dispositionality contributing to the results of the overall brewery

and culture. The graph below depicts the significance in the alignment of these in the

comparison of Perception of Purpose Scores as they relate to results.
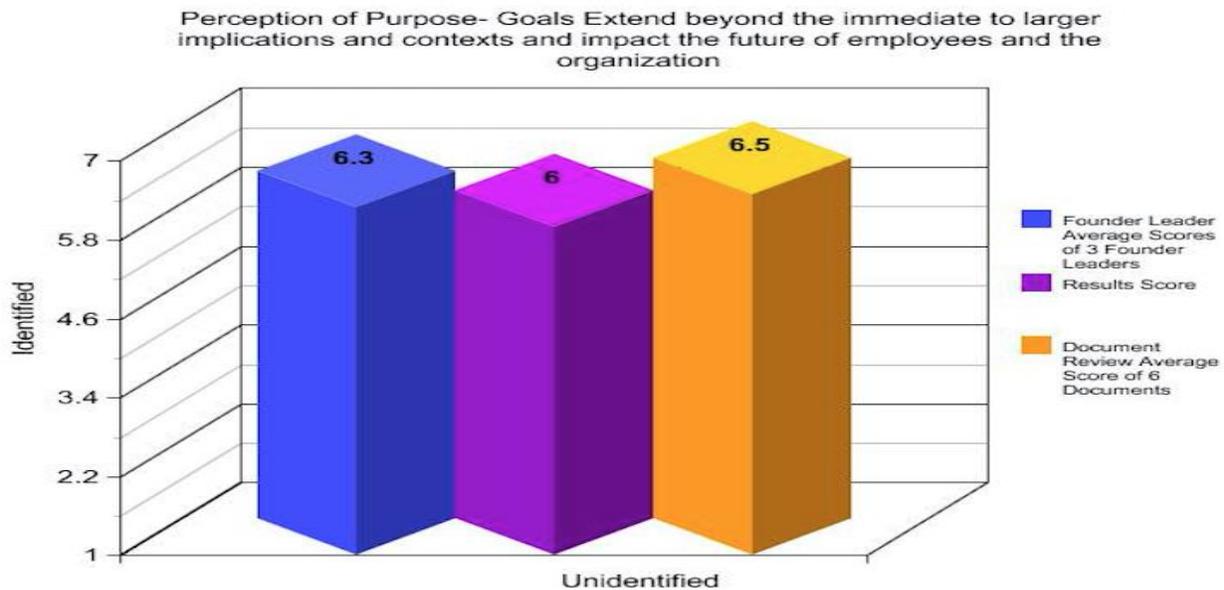
Figure 34- Triangulation of Results and Perception of Purpose Perceptual/Dispositional Domain

It is apparent that the scoring of results and the average scores of the Founder Leaders and

document review mirror each other in the domain of Perception of Purpose as it relates to results

as goals that extend beyond the immediate to larger implications and contexts and impact the

future of employees and the organization (Wasicsko, 2002). All organizations whether for profit

or not for profit have goals and want to deliver results on their goals. NM Brewery is not an

anomaly when it comes to this. The Co-Owners can see a direct impact of Founder Leader

behaviors and the results that are being delivered.

Improvement

During initial interviews with the Founder Leaders, Adam, Suzi and Matilda all enthusiastically stated that learning was vitally important to them and their organization as a whole (Adam, Suzi & Matilda, 2018). Learning engaged their Co-Owners and reaffirmed the organization's investment in them as well as prepared them to do a better job. While much of the learning at NM Brewery is done through teamwork rather than formal channels like conferences or classes, they felt that there was a more organic feel to it that built trust over time through relationships. What Adam, Suzi and Matilda described was having a community of learners at NM Brewery, where the learning was done through sharing common learning experiences, working together through social bonds, sharing a common identity and benefitting from the work of each other (Schlechty, 2009). Adam, Suzi and Matilda, shared a commitment to not only improving themselves personally, but also everyone else around them at NM Brewery. This is evident in one of their mantras and values, "Always Better."

Learning is a daily, ongoing practice and choice; the members of NM community partake in these ongoing learning experiences together. Through these experiences they can look at the practices that support the brewery in excelling and being successful and can also look at how some practices can be improved and evolve to contribute to the already established successes. Part of learning and creating improvement in sustainable cultures is hearing what potentially could be improved in a manner that sustains the learning and creates success over time (Hargreaves & Fink, 2012). Below are the perceptions of Co-Owners when it comes to what top three things they feel the brewery excels at and what two things they feel could be improved upon.

The following are the results that co-owners had to select from:

Customer Satisfaction
Profit Increases
Employee Satisfaction
Increased Distribution
Innovative Practices
Community Reputation
Distributor Satisfaction
Overall Brewery Environment
Trusting Relationships
Brand Awareness
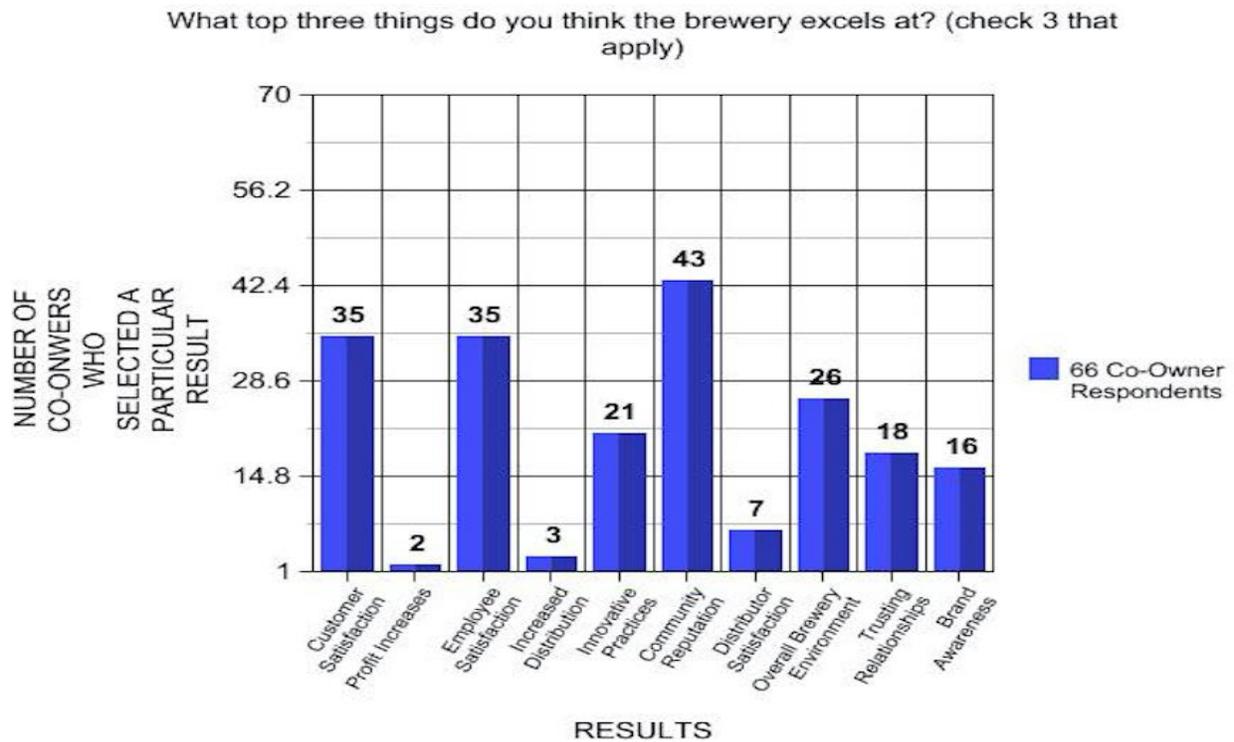
Figure 35- Co-Owner perceptions of results the brewery excels at as a whole
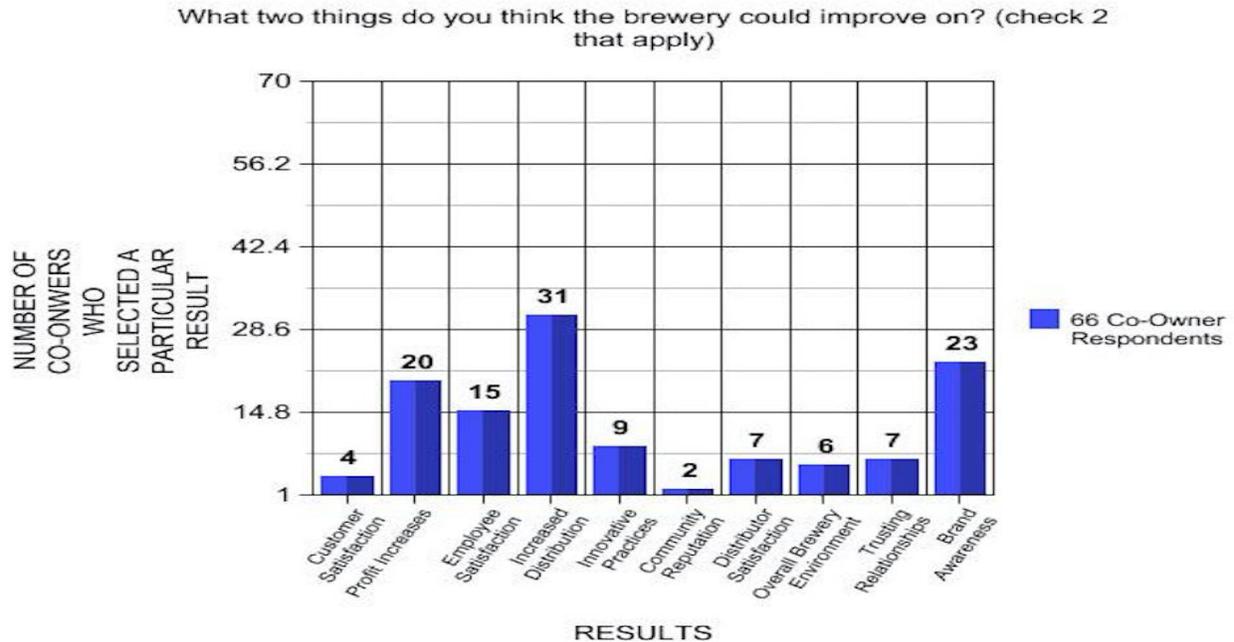
Figure 36- Co-Owner perceptions of results that the brewery could improve upon

Both questions were framed to assess what the Co-Owners perceived as the results that could

be attributed to the organization as a whole and those that could be attributed to the founder

leaders' dispositional contributions. Most importantly the Co-Owners were looking forward to

ever-evolving practices at the brewery.

The top three results that the Co-Owners perceived that the brewery excelled at were:

community reputation, customer satisfaction and employee satisfaction. The results that the Co-

Owners felt that the brewery did not excel at were: profit increases, increased distribution and

distributor satisfaction. An interesting realization is that these statistics align in both question

responses. A few things to keep in mind are, 1) the dilemma of choice (Co-Owners were asked

to select from a large pool of 10 possibilities), 2) perhaps not all 66 respondents responded to

these questions and 3) Some Co-Owners may not have fully understood the question.

When it comes to fully understanding the question of what two things the brewery could

improve on, there were 2 subsequent open-ended questions that asked, *why* do you think these

two things should be improved and *how* do you think these two things could be improved? When coding the responses, it was discovered that the respondents either did not answer the questions or their responses were out of the scope of the questions. In the final analysis both questions were excluded from the findings. The prior questions regarding Co-Owner perceptions of things the brewery excels at and things that brewery could improve on were intended for future exploratory purposes.

Why Do People Work AT NM Brewery and What Keeps Them Happy There?

It is clear through the findings that NM Brewery, it's Founder Leaders and Co-Owners all agree that the brewery and the purpose of what they do is summed up into four mantras as stated in their organizational vision statement and through the words and perception of Co-Owners through the survey:
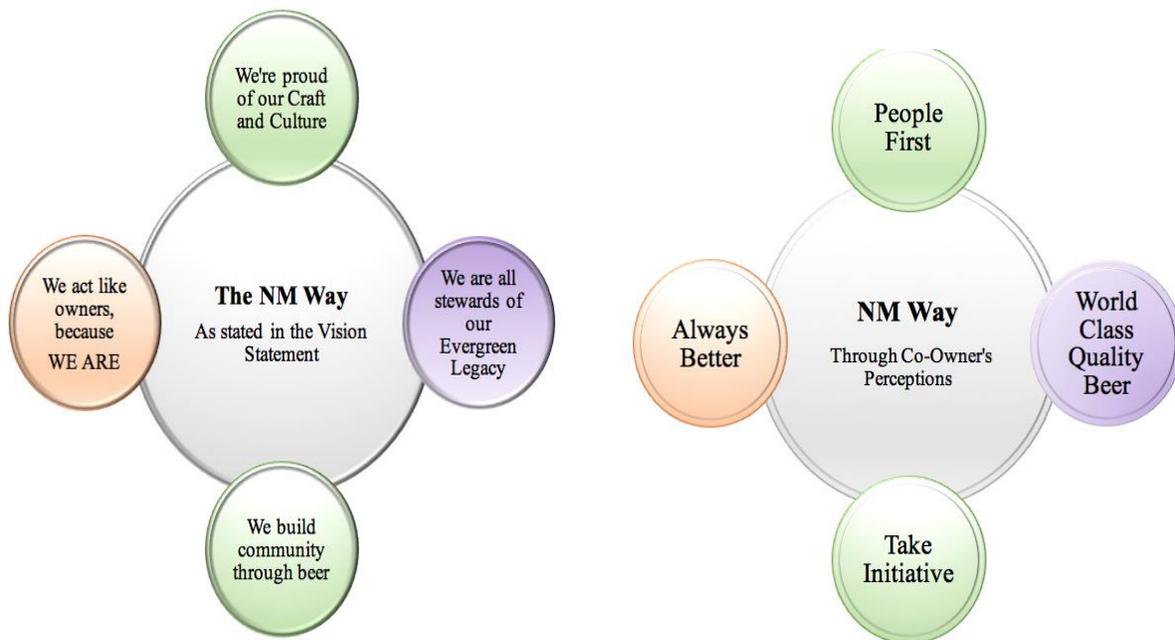
Figure 37- Side by side comparison of espoused NM Way vision and Co-Owner perceived NM Way through survey responses.

Although, not exact mirror images of each other, the sentiment is in alignment when it comes to The NM Way. People read vision statements every day and rarely can remember what is said word for word. It is not the words that inspire our passion or our purpose, it is through the dispositions of the leaders and the feeling of community, trust and the relationships that we form

in doing the work that the passion emerges. It is evident that the spirit of the words in the vision is being felt throughout the organizational culture and its Co-Owners. The following word clouds are a summary of the words commonly used in responses for the questions of what do you enjoy most about working at the brewery, why did you choose to work at the brewery and what is the overall environment at the brewery?

Figure 38- Most used words when describing what Co-Owners most enjoy about working at NM Brewery

Taking from the most used words from the survey and phrasing from them the question of what do you most enjoy about working at NM Brewery, Co-Owners MOST enjoy, "The love that they have for the people, culture and their jobs/work at NM Brewery."   When asked what they LEAST enjoyed about working at the brewery Co-Owners appeared to struggle with concrete responses and responded with comments like, "I do not like the tap room playlist sometimes," "shift work," "I do not get to spend enough time with my teams; I wish I lived in Colorado." These are the growing pains of the industry and of the experienced growth of the company.

Figure 39- Most used words when describing why Co-Owners chose to work at NM Brewery over any other brewery

Co-owners know that there are many breweries in Colorado to choose to work for and they have specific reasons why they chose to work at NM Brewery. Co-Owners chose to work at NM Brewery because, "it has the best culture, beer, people and community reputation." Co-Owners feel such a sense of pride in working at THIS brewery in that they are owners, thus collectively responsible for the things they cite, the culture, beer, people and their overall community reputation. "I am so happy that NM Brewery and the [Founding] Leaders, gave me an opportunity and chose me to work here," one Co-Owner responded with pride.

Figure 40- Most used words when describing how Co-Owners would describe the overall brewery environment

In order to check the temperature or get a read on the overall environment of NM Brewery who better to ask than its Co-Owners? Co-Owners know that the overall brewery environment is about "caring people working hard together to make quality beer while having fun." Or as one Co-Owner described it…"Awesome Sauce!" Another Co-Owner respondent said, "Founders work diligently to create a company focused on quality of products & workers' lives."

Implications and Recommendations

Figure 41- 3 pronged recommendation path

Looking at the average perceptual rating/dispositional scores of the Founder Leaders and the scores that came from Co-Owner perceptions, we can say that the Founder Leaders are what Combs would call "effective helping professionals" (Tillman & Richards, 2010; Willis, 2015), or simply put...*helpers*. They embody what a helper is in that they have significantly and positively affected the lives of others and have nurtured a collaborative, helping culture. That being said, the recommendations that can be offered to NM Brewery are simple and at the same time crucial to going from good to great and will support the sustainability of their overall culture.

Succession Paths/Plans for Individual Growth

As was revealed in initial interviews with Adam, Suzi and Matilda, this is something that they are aware of and are working to create and grow. Adam, Suzi and Matilda have the dispositionality to believe this is necessary and now is the perfect time to jump in with both feet

on this initiative. Co-Owners want to know how to grow within the organization they are

passionate about. NM Brewery has hired a new Human Resources person who can work with

them to creating these paths and plans. Having such plans in place will not only support Co-

Owners in their work investment, but also in their passion for the work they do day in and day

out as they can see and track their growth and have goals to aspire to. This will develop human

and material resources while sustaining the leadership of others, creating opportunities for

learning and thus, securing success over time (Hargreaves & Fink, 2012) for NM Brewery and

its 127 co-owners.

Mindful and Reflective Learning Practices

   Adam, Suzi and Matilda are also learners and advocate for there to be learning every day at

NM Brewery. While learning is a daily practice it is also important to be aware of the learnings,

be mindful. The greatest learning tool is experience, and NM Brewery excels at learning through

experience. The next step is going from the community of learners that they already are in and

coming together for the purpose of sharing in the experience of learning or having common

learning experiences with each other at the brewery; these learnings may be happening as a

problem arises or by coincidence (Schlechty, 2009), but the next step is moving to an intentional

learning community of practice.

   Learning communities of practice are based on trust, have a community social practice and

are solidified by the goal of common questions, problems or issues they want to intentionally

investigate and solve (Schlechty, 2009; Wenger, 2008). NM Brewery already has the trust,

social relationships and commitment to "Always Better" embedded in their culture and

everything they do. So this transition would not be moving mountains for them. Rather, it

would be setting up systems and norms of how they tackle problems and the focus groups that

take on a problem to investigate and research with the purposes of sharing their learning with the larger organization. NM Brewery already has committees in place that deal with different issues, but it could formalize more the systems for intentional and reflective learning. This next step would create and preserve learning in that it would become the norm, and would develop capacity (Hargreaves & Fink, 2003) in that problem-solving processes would evolve as well as would the organization as a whole.

Communication That Reaches All

   As the data communicated, Co-Owner perceptions of improvement were surrounding an increase in distribution and distributor satisfaction. However, in interviews with Adam, Suzi and Matilda it surfaced that NM Brewery in fact partnered with a third party to measure distributor satisfaction and they had scored exceptionally well (Suzi, 2018). Also, it is important to note that the Founder Leaders have not been directly involved in the distribution and distribution planning for some time now as Suzi and Adam (2018) stated. So there is an obvious disconnect between perception of co-owners and reality. The best way to tackle that is specific checks for understanding during meetings, perhaps in the forms of exit slips or survey feedback as a more explicit means of determining for what co-workers took with them from the meeting. Another way might be to ask how Co-Owners best feel they receive information so the founders could ensure how best to communicate information.

   Initiating these processes would be an attempt at lessening disconnect and/or misunderstanding. Like all growing organizations, as the brewery grows clear, accessible communication is going to be an ever-evolving practice. It is one thing is to hear communication and information; another and more impactful notion is to have accessible communication that Co-Owners can make meaning of, learn from and own. Thus, sustaining learning and the

leadership of others develops human and material resources and capacity, gives Co-Owners a

voice in how they best receive and own communication and secures success (Hargreaves & Fink,

2012) for the brewery over time.

These three moves would greatly impact the sustainability of the already thriving

organizational culture that has been built by the Founder Leaders through trusting relationships,

learning, helping attitudes and mindsets and a passion for a collective purpose. These actions

would move NM Brewery to the next level with their Co-Owners.

Conclusion and Summary

The purpose and aim of this study was to explore the leadership dispositions that most likely lead to organizational cultures that impact results and are sustainable. The study was conducted as an exploratory case study at NM Brewery, a top 50 privately- and employee-owned craft brewery in the state of Colorado. Data was collected from three different sources- face-to-face interviews with Founder Leaders, a brewery co-owner perception survey and a comparative document review. Analysis of the data confirmed that the theory of action ["*if* leaders are aware of their dispositions, *then* they can leverage their influence on organizational culture *to* impact results and sustainability"] was a very productive and now plausible one. NM Brewery proved to be an ideal case study site for this research due to the founders' lack of awareness of their own individual dispositions and how they have influenced and impacted the brewery's organizational culture to deliver not only business results but relational results that have been truly sustainable over the past 26 years.

Recommendations include moving forward with the:

(1) structured and transparent succession paths/plans for Co-Owners which the Founder Leaders have already identified as a next step;

(2) development of structured learning at NM Brewery in a mindful, reflective and intentional practice in order to grow from an already well-oiled machine of communities of learners across the brewery to a whole-scale learning community that will benefit all as the brewery continues to grow and evolve;

(3) creation communication processes that enable information to reach all Co-Owners in a manner that is equitable, accessible, and meaningful; continue the transparent practices already in place; fills in the gaps of misunderstandings and disconnects

that occur; and sustains the ability of those in the Brewery to authentically live

their mantra…"Always Better!"

Overall NM Brewery is setting itself up for sustainability through their practices, mindsets and

dispositions that are directly impacting the organizational culture and their Co-Owners'

satisfaction.

All this being said, what are the Founders' leadership dispositions that most likely lead to

organizational cultures that impact positive results and are sustainable?

HABITS OF SUSTAINABILITY
ORGANIZATIONAL COMMITMENTS AND LEADERSHIP DISPOSITIONS

Value
- Autonomy and Trust
- Opportunities for Empowerment and Growth
- Voice
- Communication for All
- Empathtic and Equitable Accountability

Your skills and talents are necessary and so are you

Purpose
- Compelling Learning Experiences & Reflective Practices
- Shared Passion
- Quality Processes
- Community-Driven Policies and Responsibility

We are in this together and doing this together

Social Capital/ Connection
- Partnership
- Meaningful Interactions
- Transparency
- Inclusive and Equitable Participation
- Work / Life Balance

I am here for you and you are here for me

Vision
- Ongoing Widespread Strategic Capacity Building
- Commitment to Socially Just and Environmentally Responsible Practices
- Fair and Competitive Compensation
- Strategic Hiring & Talent Development / Growth Path Synergy

People first and always before things

Self
Unshakeable truth of oneness and commitment to inclusivity that cultivates rich and meaningful relationships

Others
Regard for others as worthy, capable, with a sense of belonging

Drive
Commitment to others, their learning, growth and well-being

Standpoint
Understanding that all goals and challenges impact the organization, its people, and the community at large

### LEADERSHIP DISPOSITIONS

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Figure 42 – Habits of Sustainability and Leadership dispositions at NM Brewery that have led to an organizational culture that impacts results and is always evolving for sustainability. New Conceptual Framework and working model developed from study data.

The leadership dispositions that most likely have led to their successful organizational culture are found within who the leaders are as people. These dispositions are found in the 4 domains of the Perceptual Indicator Rubric/Continuum created for this study as adapted from Wasicsko's (2002) HRI scorecard. They are the inherent traits, values and beliefs and mindset that are within a person and guide the behavior of the leader, thus impacting and shaping the people whom they lead as well as the overall organizational culture. It is through these dispositions that all decisions are made; from the most crucial of hiring others who will be a good match for the brewery to the everyday decisions that impact others. At NM Brewery the dispositions can be summed up into 4 universal statements/mantras:

> I am here for you and you are here for me.
> Your skills and talents are necessary and so are you.
> We are in this together and doing this together.
> People first and always before things.

 These four universal statements/mantras can also be viewed in terms of four organizational commitments- Social Capital/Connection, Value, Purpose and Vision. These commitments can be seen in the everyday organizational habits that create continuous actionable improvement and provide for the sustainability of the Brewery's culture.

What these four statements, agreements, mindsets or perhaps unshakable truths within the organization boil down to is that everything is done in honor of people, to help people, offer a sense of belonging for people and always with people in mind. Inclusivity, belonging and trusted capability, shared purpose and togetherness, and people/community are what make up the essence of the leadership dispositions. The results and sustainability aspect is fluid, and ever-evolving, meaning, they are both based in learning and practice. NM Brewery and its Founding Leaders know that positive results are possible with hard work and dedication; what they did not

realize is that their collective dispositions that push them to be everyday learners and engage

their Co-Owners to learn with them is what has been the foundation of their daily practices that

have created what Wenger (2008) would call a community of practice. A community of practice

is based on the assumption that social practice and engagement constitute the rudimentary

process by which we learn and adopt our identity (Wenger, 2008). NM Brewery has adopted

sustainability practices as part of their collective identity and embeds them in everything they do.

The very first day the researcher stepped foot into NM Brewery, in a casual, unrecorded

conversation with Founder Leader Matilda, the question was asked, "What mantra or intention

do you come to work with every day?" Her response is one we should all strive for when

working with anyone, "These people are valuable and I care about them and I need to do

everything to take care of them, whether it be through our business or on a human level"

(Matilda, 2018). In the final interview with Adam, Suzi and Matilda the final question asked

was: "What cultural cornerstones do you want to leave at the brewery?" Suzi said, "Connection,

the people are what is most powerful [here]; without connection it is much harder to maintain

this legacy/[culture] that we like so much; we believe in it and we live it and everyone

participates...that is probably the most important piece of our success overtime" (Suzi,

2018). Matilda then followed up with, "Collaboration, because we are really good at all working

together to achieve our goals...and caring, I want people to still care about one another, I want

them to care about this company, I want them to care about the community" (Matilda, 2018).

The most poignant and fundamental learning that, can be taken from this study and research is

that, just like the Aztec God Quetzalcoatl knew that leadership was grounded in knowing

yourself and the intimate relationship of self and moral and human norms was vital, it still rings

true today. When leaders know themselves and their dispositional make up they are able to

leverage their influence to impact organizational cultures for worker satisfaction, growth and

sustainability practices. They are also able to grapple with and confront personal bias to create

inclusive, equitable and socially-just cultures and practices. This is not only relevant to leaders

in business fields, it also applies to education and school administrators creating cultures to

support student achievement.

Connections

Simon Sinek sums up the purpose of research in saying, "words may inspire but only action creates change. (Action Creates Change [Digital Image]. (2018) Retrieved from https://startwithwhy.com/)" Research and studies can be done, however when they are not accessible to make connections that create intentional actions that create change, then they are precisely just words. As Brené Brown reflects on what it is to be and take on the responsibility of a grounded theory researcher, "[it's] putting names to concepts and experiences that people have. (Grounded Theory[Digital Image]. (2018) Retrieved from https://brenebrown.com/)" The best theories are the most accessible theories- theories that can travel and transcend industries, organizations, situations and can be relevant to everyday human experiences. Such is the case when we use the lenses within this case study- Dispositional Leadership Mindsets and the Habits of Sustainability- to look at School Reform and Strategic Leadership in Business. Persons in these two worlds have attempted to not only inform each other but learn from each other for the past 50 years, and they are continuously learning and informing each other.

School Reform and Organizational Change

Schools are organizations that build and maintain cultures, and principals are the executive leaders within schools. Research has shown that principal leadership has an impact on school improvement and/or student learning [outcomes] (Sebastian & Allensworth, 2012). School reform is a topic that is not only an urgent one but also one the public education system has been in a constant scuffle with for the past quarter century (Hallinger & Heck, 1996; Leithwood, Louis, Anderson & Wahlstrom, 2004; Marzano, Waters & McNulty, 2005; Robinson, Lloyd & Rowe, 2008; Klar & Brewer, 2013). While segments of the system have been studied and tinkered with, Fullan (2011) provides a vision for "whole system reform." He describes looking

at this type of reform as a whole with the crowbar of both policy and strategy prying forward as

depicted in the below figure.

Figure 43 – Fullan's (2011) analogy of Policy and Strategy as a fulcrum for Whole System Reform

In particular, Fullen (2011) advocates for identifying policies and strategies as ones that will

have the "best" and the "least" prospect of furthering impactful and efficacious reform that meets

the desired results. Much like Senge's (2006) and his collaborative work with Cambron-

McCabe, Lucas, Kleiner, Smith and Dutton (2012) on systems thinking in education, and the

notion that "every system delivers its desired results," Fullan (2011) is looking to meet the

desired results with an intentional mindset and playbook with the "right drivers" vs. "the wrong

drivers," as depicted below.
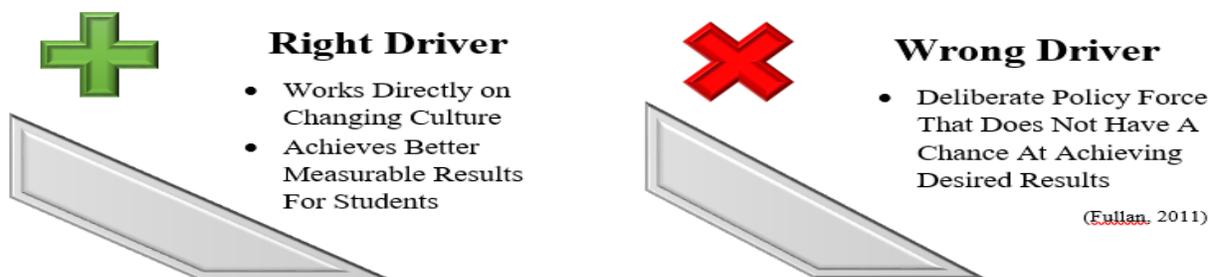
Figure 44 – Fullan's (2011) Right vs. Wrong Driver

When organizations and their leaders, schools and administrators think about reform, it is not just single issue reform, but as Fullan (2011) puts it, it is working and thinking about "whole system reform." When we deal with entire organizations, cultures, mindsets and people we are in a better place to make real and sustainable impact rather than working with single issues, departments or people. Such an impact can only occur, however, if an entire system is built through dispositional leadership, mindsets and habits of sustainability

Fullan (2011), puts forward four evaluative touchstones that all must work simultaneously together for distinguishing a "right" driver from a "wrong" driver within a system for school reform. These are depicted below.
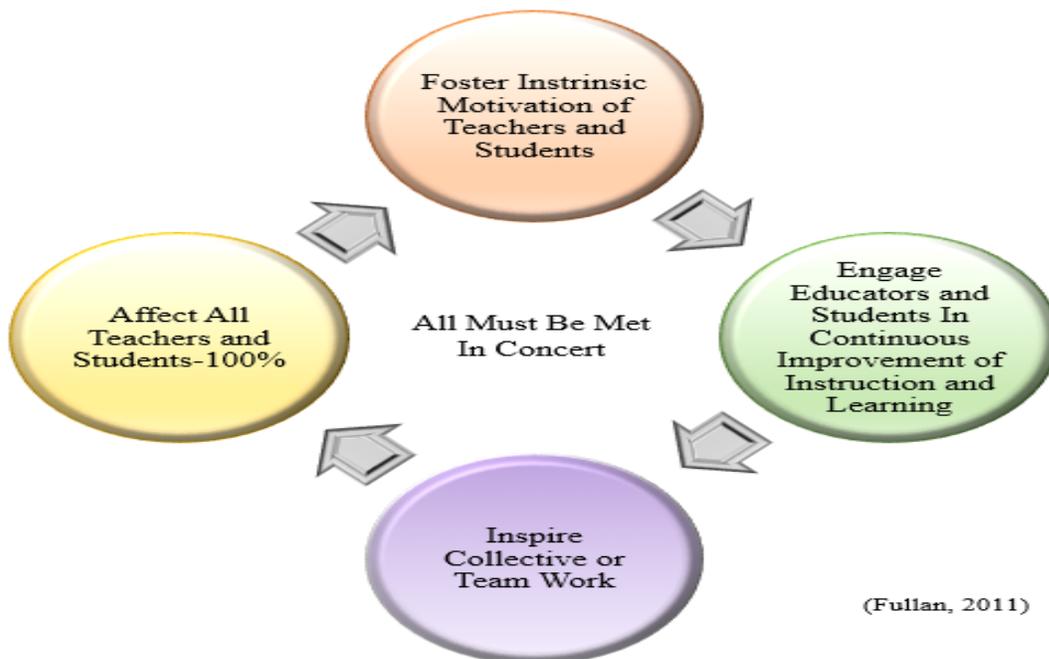
Figure 45 – Fullan's (2011) Whole System Reform Model

Fullan's (2011) Whole System Reform Model is similar to the Habits of Sustainability described in the present research in that the four touchstones it posits are the products or reflective pieces that have a genesis in the dispositions of persons serving in leadership roles. These touchstones could also be seen as predecessors or antecedental thoughts that develop into the "mantras" that in turn become the organizational commitments and strategy that are operationalized through an organization's actual habits that keep continuous actionable improvement happening and make the culture sustainable.
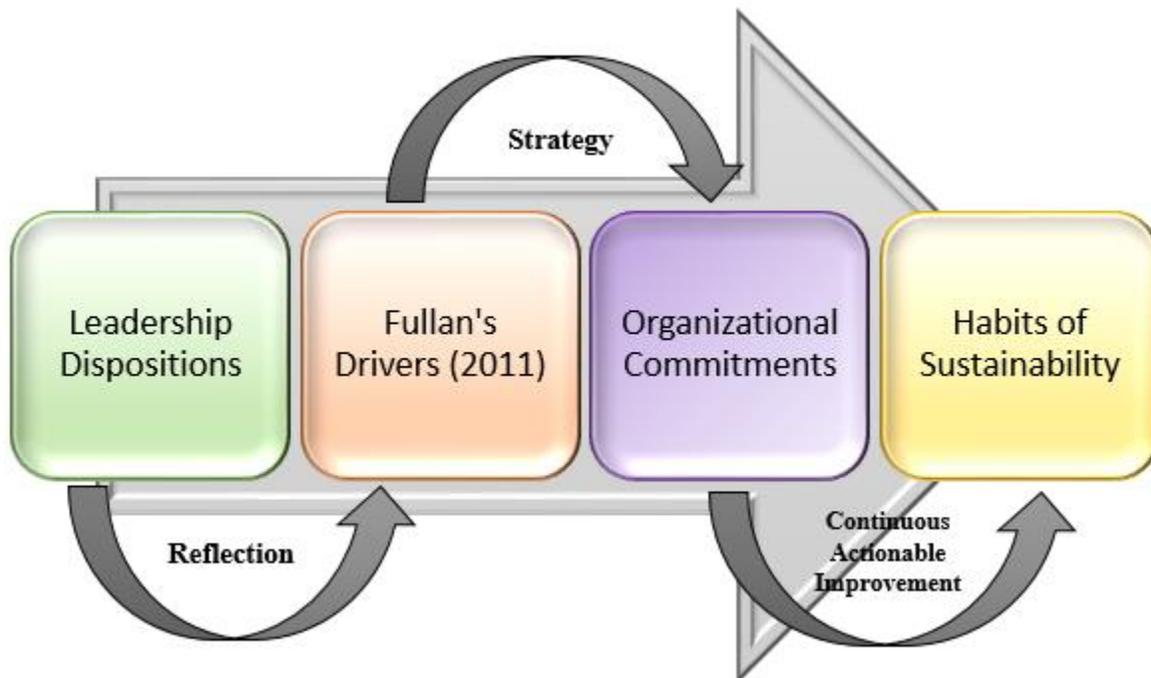
Figure 46 – Process relationship between Leadership Dispositions, Drivers for Whole System Reform (Fullan, 2011), Organizational Commitments and the Habits of Sustainability

An organization cannot evolve and achieve positive outcomes if efforts to move it forward are

not based in Whole System (Fullan, 2011) change and committed to clear and authentic Habits of

Sustainability. As this case study has revealed, the most important factor that impacts

organizational cultures and their ability to achieve psotive and sustainable change is the

dispositions of the leadership and how these are strategically levered

Appendix

Appendix A- Initial Founder Leader Interview Questions

Part A- demographics.

1. For anonymity purposes, please choose how you would like to be identified (a

   name other than your own) for how you would like to be identified.

2. How do you identify?

- Male

- Female

- Other

3. What is your age range?

- 18-28

- 29-39

- 40-50

- 50+

4. How do you identify racially?

- American Indian

- Asian

- Black/African American

- Hispanic

- Multi-Racial

- White

(Categories taken from U.S. Census Data)

5.   How long have you worked at the brewery?

- 6 months- 4 years
- 5- 10 years
- 11- 15 years
- 16- 20 years
- 21+ years

6. What is your current position at the brewery?

Part B- Perceptual Questions. (Questions taken and adapted from Wasicsko "The 20 Minute Hiring Assessment, 2004 which is based on the foundational principles of Perceptual Psychology and Dispositions work)

How would your co-owners describe you?

What is it that allows you to be successful in working with people who are very different than you?

How do you feel you relate to your coworkers (employees) and how do you think they relate to you?

What kinds of problems do co-owners bring to you at the brewery?

What kinds of problems does the brewery experience as a whole?

Walk me through how a problem is taken care of at the brewery.

What is it that allows you to be successful in working with people who are very different than you?

How would you or have you handled the challenge of creating a common sense of purpose in an organization of highly diverse individuals?

Tell about a situation where you were involved with a person of a different background than you. What stood out to you about the situation?

What is the most common misconception about you among your colleagues in your current role?

Is your organization engaged with environmental or community issues? How so?

Part C- Sustainability. (based on Hargreaves and Fink's Seven Principles of Sustainable Leadership (2012))

Is learning important to your organization?
Why is it important?

If so, how is it reaching employees in an emotionally, intellectually or social way?

Are there paths for employees to grow professionally within the organization?

If so, how are these communicated or enacted?

Who makes decisions within the company? Who oversees projects?

How are these decisions of who makes decisions or oversees projects made?

Are there opportunities for professional development of employees, coaching or mentorship?

If so, how are these obtained by an employee?

Do you feel that there are opportunities for employees to learn from each other?

If so, what do they look like?

Do you consider yourself an activist? In general? At the brewery?

Are your employees activists at the brewery? How so?

Part D- Self.

What are the greatest challenges that the brewery faces in the coming decade?

If your life works out the best you can imagine, what will you be doing in 5 years?

What are the brewery's most recent accomplishments?

What legacy would you like to leave? At the brewery?

What legacy and/ or future would you like the brewery to have?

Part IV- HRI Prompt.

Think about a significant past situation or event that you were involved in as a person in a helping role here at the brewery with one or more persons. Please explain the situation or event to me with the following prompts:

- *First, describe the situation as it occurred at the time.*

- *Second, what did you do in that particular situation?*

- *Third, how did you feel about the situation while you were experiencing it?*

- *Fourth, how do you feel about the situation looking back today? Would you change any part of it if you could?*

(Adapted from the HRI, Wasicsko, 1977;Willis, 2015)

Appendix B: Permission to Use Disposition Materials

Mark Wasicsko <wasicskom1@nku.edu>   10/6/16

to me

Georgina,

By way of this email, I am granting permission to use the materials on the website for the National Network for the Study of Educator Dispositions including the Dispositions Manual and the Human Relations Incident (HRI) protocols. These materials are now in the public domain and may be used along with a citation indicating their origin.

Best wishes,

M. Mark Wasicsko, Ph.D.
Professor and Bank of Kentucky Chair in Education
Department of Counseling, Social Work, & Leadership
College of Education and Human Services, MEP 221
Northern Kentucky University

Appendix C- Co-Owner Survey Questions

Survey questions for employees.

Part I- demographics.

1.   For anonymity purposes, please choose how you would like to be identified (a name other than your own) for how you would like to be identified and write it in the space provided below.

2.   How do you identify?

- Male
- Female
- Other

3.   What is your age range?

- 18-28
- 29-39
- 40-50
- 50+

4.   How do you identify racially?

- American Indian
- Asian
- Black/African American
- Hispanic
- Multi-Racial
- White

(Categories taken from U.S. Census Data)

5.   How long have you worked at the brewery?

- 6 months- 4 years
- 5- 10 years
- 11- 15 years
- 16- 20 years
- 21+ years

Part A- survey: employee perceptions.

For Questions that have a number scale as a response please select the number below that best represents how you feel about for each statement. For all other questions please feel free to answer openly.

6. The founding leaders of the brewery care about me as a person.

Strongly disagree   Neutral   Strongly
agree
   1   2   3   4   5

6a. If you agreed with the last statement, what are some ways that you know that the leaders of the brewery care about you as a person?

6b. If you disagreed with the last statement, what are ways that you feel that the leaders do not care about you as a person?

7. There are opportunities for me to take the initiative and/or flexibility for me to perform my
   job and responsibilities.

Strongly disagree   Neutral   Strongly
agree
   1   2   3   4   5

7a. If you agreed with the last statement, what has allowed you or given you the feeling that you can take the initiative and/or flexibility to perform your job and responsibilities?

7b. If you disagreed with the last statement, what keeps you from taking initiative and/or flexibility to perform your job and responsibilities?

8. I understand the mission of our company and why we are doing what we do.

Strongly disagree   Neutral   Strongly agree
        1   2   3   4   5

8a. If you agreed with the last statement, what is the mission of the brewery and what are some ways that it is communicated to you and lets you know why you are doing what you do?

8b. If you disagreed with the last statement, how are some ways you would like for things such as these to be communicated to you?

9. I can relate to the founding leaders of the brewery and feel they can also relate to me.

Strongly disagree   Neutral   Strongly agree
        1   2   3   4   5

9a. If you agreed with the last statement, what are some ways in that you relate to the founding leaders or you feel they relate to you?

9b. If you disagreed with the last statement, what are ways you feel that you do not relate to the founding leaders or they do not relate to you?

10. When I have a problem, my supervisor supports me in figuring it out and/or finding solutions.

Strongly disagree   Neutral   Strongly agree
        1   2   3   4   5

10a. If you agreed with the last statement, what are some ways that your supervisor supports you or you feel supported in figuring out problems or finding solutions?

10b. If you disagreed with the last statement, what are things that keep you from being and feeling supported in figuring out problems and finding solutions?

11. Our company is engaged in environmental and/or community issues.

Strongly disagree   Neutral   Strongly agree
        1   2   3   4   5

11a. If you agreed with the last statement, what are ways that you see the company as being engaged with environmental and/or community issues?
11b. If you disagreed with the last statement, what are ways that you would like to see the company as being engaged with environmental and/or community issues?

12. When I have a problem and need help, I feel comfortable reaching out for help and knowing that I will receive the help I need.

Strongly disagree		Neutral		Strongly agree
1	2	3	4	5

12a. If you agreed with the last statement, what makes you feel comfortable or encourages you to reach out for help?

12b. If you disagreed with the last statement, what makes you feel uncomfortable or discourages you from reaching out for help?

Part B survey: sustainability.

13. As a coworker at the brewery I feel: (check all that apply)
☐ I am learning things in a way that engages me emotionally, intellectually and socially.
☐ There are clear paths or a plan for me to grow professionally within this organization.
☐ The founding leaders allow co-workers other than themselves or a select few to make important decisions or run projects at times.
☐ The brewery's success and daily workings benefit all employees not just a select few.
☐ There are opportunities for me to develop my skills and/or new skills and be developed for
   other positions within the brewery.
☐ There are opportunities and encouragement from others at the brewery to learn from me
and I from them.
☐ I feel that I have a voice at the brewery and am encouraged to speak up when I have an
Idea or concern to impact our community.

14. In your opinion, what do you most enjoy about working at the brewery?

15. What is the least enjoyable thing about working at the brewery?

16. Why did you choose to work at THIS brewery?

Part D Survey: Results

17. The leader's behavior at the brewery contribute to: (check all that apply)
☐ Customer Satisfaction
☐ Profit Increases
☐ Employee Satisfaction
☐ Increased Distribution
☐ Innovative Practices
☐ Employee Satisfaction
☐ Community Reputation
☐ Distributor Satisfaction
☐ Overall Brewery Environment

18. If I had to describe the overall environment and people of the brewery I would say:

19. What top three things do you think the brewery excels at? (check 3 that apply)
☐ Customer Satisfaction
☐ Profit Increases
☐ Employee Satisfaction
☐ Increased Distribution
☐ Innovative Practices
☐ Employee Satisfaction
☐ Community Reputation
☐ Distributor Satisfaction
☐ Overall Brewery Environment

20. What two things do you think the brewery could improve on? (check 2 that apply)
☐ Customer Satisfaction
☐ Profit Increases
☐ Employee Satisfaction
☐ Increased Distribution
☐ Innovative Practices
☐ Employee Satisfaction
☐ Community Reputation
☐ Distributor Satisfaction
☐ Overall Brewery Environment
     20a. Why do you think these could be improved?
     20b. How do you think they could be improved?

Thank you for your time!

Appendix D- Follow Up Founder Leader Interview Questions

1. Why is it important that the Co-Owners that you lead feel or have a sense that you care about them?
2. What made you support and encourage the mantra or idea of , "take initiative," and why is it important for Co-Owners to feel trusted doing so?

3. I know that learning is very important to the brewery and you. There was a bit of disconnect in the data from the Co-Owner perception survey between, Co-Owners feeling that they were learning things in a way that engaged them emotionally, socially and intellectually, and that there are opportunities for them to develop their skills and/ or new skills and be developed for other positions within the brewery. However not many expressed that there are clear paths for growth for them at the brewery even though they receive encouragement from others at the brewery to learn from them and others. To what do you attribute this disconnect?
4. Are there plans/strategies for distribution, brand awareness efforts? How are they shared and are they shared with all?
5. How do you measure distributor satisfaction?
6. The brewery as a whole excels at Community Reputation, Customer Satisfaction and Employee Satisfaction. What do you attribute this to?
7. Co-Owners perceived that the brewery was not excelling at Profit Increases, Increased Distribution and Distributor Satisfaction. What do you attribute this to or is there a misunderstanding or disconnect?
8. Co-Owners also felt these were things that could be improved upon, yet they had a very hard time answering questions of why they needed to be improved or how they could be improved. Any idea why this disconnect?
9. Co-Owners often cited the ESOP as a major benefit to working here, why did you support this initiative? What do you think it means for employees to cross the bridge to ownership?
10. I would like to walk you through your collective Dispositional rating. What are your feelings about your scoring?

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