Overcoming Tense Times: Ensuring Training Transfer in Manufacturing

Dharshani Thennakoon
Department of Human Resources Management, Faculty of Management and Finance, University of Colombo, Sri Lanka.
dharshani.thennakoon@hrm.cmb.ac.lk

Erica French
School of Management, Business School, Queensland University of Technology, Brisbane, Australia.

Wasana Bandara
Information Systems School, Queensland University of Technology, Brisbane, Australia.

Abstract

Purpose – For training to be successful, it should be transferred back on to the jobs. Despite the range of literature on training transfer, there is the need to gain clarity on how training transfers in complex and contemporary organizational contexts, especially in environments grappled with tensions. The purpose of this paper is to explore and develop a framework on how training transfers in environments of tensions.

Design/methodology/approach – An a priori conceptual model was studied utilizing a qualitative approach and a case study strategy. 23 interviews from a Sri Lankan garments manufacturing organization were used for collecting data. The data was analysed using thematic analysis techniques, and NVivo 11 was used for data management purposes.

Findings – In environments of process improvements, routine changes occur, often breeding tensions. Training was identified to be a strategic response to tensions (a strategic upskilling mechanism) among seven other strategic responses and five defensive responses exhibited by routine actors.

Research limitations – Use of case study strategy and interviews makes the study not t universally generalizable. However, the findings are viewed as contextually related and could be inductively applied with the probability of their relevance to a similar case (Clark, 1998).

Research implications - The findings, 1) inform training transfer theory on the importance of understanding the impact organizational routine disruption and tensions have on training transfer; and 2) explains how routines are changed and managed, the role of agency and group dynamics in routines, and the unlearning of routines.

Practical implications - The nature of the industry (high market competition) and the function (supply chain) and market pressures can have an impact on the extent and degree of training transfer.

Originality/value - The paper is the first known of its kind to offer a framework to study training transfer in situations of routine disruptions and tensions that emanate from contentious change.

Key words - Training Transfer, Process Improvement, Routines

1. Introduction

Across the globe, organisations spend significant resources on training. Kraiger (2014) expects that training will continue to be in demand. Further, unlike in the past, more employees at all organisational levels are being trained (Jarvis et al., 2003). With increased demand for training, so has the expectations from training. However, for training to be successful, it should be transferred back on to the jobs. It is a preeminent issue that only a very small proportion of what is trained is transferred back on to the jobs (Ford, Yelon, & Billington, 2011).

Prior work on training transfer has attempted to examine 1) more traditional forms of training (Baldwin et al., 2017); 2) the use of stable environment contexts (Kim, 2004, Bates, 2003, Baldwin et al., 2017) or artificial contexts; and 3) the study of processes internal to the trainee, such as self-efficacy, expectancy, and goal orientation (Martin, 2010) concentrating on the training-input factors or exclusively on one input factor (design, trainee, work environment). However, there is the need to gain clarity on how training transfers in more complex and contemporary organizational contexts, especially in environments grappled with tensions. This is of importance because the environments that training is provided in are no longer stable but are environments that are inclined towards dynamism and complexity.

This paper aims to identify how training is delivered in environments of tensions and how trainees transfer the training given in such environments. The core guiding research question of the paper is; ***"How does training transfer in environments of tension?"***. Therefore, the objectives of this paper are to; 1) identify what types of trainings are conducted in environments of tensions, 2) identify how trainings are conducted in environments of tensions, 3) explore how training transfers in environments of tensions, 4) identify actor responses to tensions, and 5) evaluate the impact of actor responses to tensions on training transfer.

To achieve these objectives a study taking a post positivist philosophy and a qualitative approach was undertaken. Literature on training transfer and the theory of organisational routines was used to arrive at a priori conceptual model. The research adopted a case study strategy. Interview data were collected from 20 respondents using 23 interviews from the case organisation – a Sri Lankan garments manufacturer (Garments Co). A process improvement (conceptualised as a routine change) on the supply chain function within

Garments Co was studied in detail to answer the research questions. Data around; the routine that existed, the change within the routine, the tensions that emanated from the routine change, the actor responses to the tensions, the trainings that were provided to the actors affected by the routine change, and the manner and the degree to which such training was transferred was studied in detail. The data was analysed using thematic analysis techniques, and NVivo 11 was used for data management purposes.

Three central contributions are provided in this paper around training transfer. First, it establishes the importance of context in training transfer research. The findings demonstrated that training transfer in environments of tensions is more complicated than the transfer of training of normal training programs. Second, it found that the nature of the industry (high market competition) and the function (supply chain) itself restricts trainees to exercise training transfer at the levels of the type 2, type 4 and type 5 of training transfer. However, the same nature of the industry and function helps achieve type 1 and 3. The paper argues that the market pressures, create an atmosphere for the transfer of training to occur. Third, the findings contribute substantively to an understanding of strategic and defensive responses demonstrated by routine actors in environments of tensions and its impact on training transfer. The paper argues that the relationship between training and training transfer is moderated by the actors' strategic and defensive responses which lead to the enactment of new routines. Further, actors' defensive and strategic responses directly impact routine enactment.

These findings, 1) inform training transfer theory on the importance of understanding the impact organizational routine disruption and tensions have on training transfer; 2) explains how routines are changed and managed, the role of agency and group dynamics in routines, and the unlearning of routines; and 3) offers a framework to study training transfer in situations of routine disruptions and tensions that emanate from contentious change.

The paper proceeds as follows. The next section presents a discussion of relevant literature analyzed according to the key gaps identified in the literature. The section that follows details the research methodology and methods adopted in answering the research questions. The next section presents the case interpretation and findings, followed by the limitations of the research, the directions for future research, the research implications and finally the conclusion.

2. Literature Review and Theoretical Background

Training is considered to be useless if it cannot be translated to performance (Yamnill and McLean, 2001). They identify training transfer as a core issue for human resource development researchers and practitioners. It is therefore important to understand how to support the transfer of training in organizations.

The definitions of training transfer in the literature are wide and varied. Thorough analysis on the definitions of training transfer suggest that the definitions focus on two areas, 1) What is transferred; and 2) What is expected through transfer? The emphasis of what is transferred is on knowledge, skills, attitudes and behaviours. The expectation is that employees will apply, maintain, modify accordingly, use, translate, generalise, and make discretionary judgements with the training received. Among the many definitions of training transfer, this paper views training transfer as use (Yelon, Ford, & Bhatia, 2014). Use has been categorised as Type 1, 2, 3, 4 and 5 based on the level and degree of application; type 1 – perform desired actions, type 2 – assess desired actions, type 3 – explain learned ideas, type 4 – instruct to perform as desired, type 5 - lead others to apply learned ideas (Yelon, Ford, & Bhatia, 2014).

Laker and Powell (2011) observes that the work on training transfer has almost been exclusively based upon soft-skills training. This paper complements previous work by studying training transfer within business dynamism and complexity which are two important things that cannot be ignored in conducting research on training transfer. It is difficult and erroneous to assume that training is conducted only for soft or hard skills training and that transfer happens in a smooth environment. Recent research proposes the need for studies designed to inform training interventions of greatest frequency and importance to contemporary organizations and training practitioners (Baldwin et al., 2017).

A wide variety of contexts have been utilised for training transfer research. However, closer analysis reveals that the unique attributes of these contexts have been rarely used or focused on to understand the training transfer issues that have been studied. This has undermined understanding the complexities associated with the business environments in which training transfer takes place. As per Baldwin and Ford (1988) transfer literature has heavily been concentrated on the training-input factors or exclusively on one input factor (design, trainee, work environment) rather than attempting to develop and test a 'framework that incorporates the more complex interactions among these training inputs'. Burke and Baldwin (1999) recognize that the understanding of real transfer issues is incomplete. Therefore, this research continues along the lines of existing work trying to embed; 1) contextual awareness into

training transfer research and 2) use process improvements conceptualised as a routine disruption in studying training transfer.

The Theory of Organisational Routines

Organizational routines are repetitive recognizable patterns of interdependent situated action, carried out by multiple actors, and the understandings that constrain and enable those actions (Feldman and Pentland, 2003). They are also seen as an "executable capability for repeated performance in some context that has been learned by an organization in response to selective pressures" (Cohen et al., 1996, p. 684). With a similar view, Hodgson (2008) identifies routines to be capacities or dispositions, rather than behaviours. Pondy and Huff (1985) view routines as "eoliths, tools that are shaped by the uses to which they are put" and as an achievement of management. Becker (2008) argues that organizational routines are a concept of order and that concepts of order link situations to behaviour and bring structure to individual behaviour.

Definitional ambiguity surrounding the concept is evident in routines as with many other organizational concepts. Organizational routines have been referred to as recurrent behaviour patterns, rules or procedures, and dispositions (Becker, 2004). These have been broadly classified into two areas as 1) recurrent behaviour patterns (actualised and realised) and; 2) rules and procedures and dispositions - describing potential behaviour (Becker, 2008). Apart from the above interpretations of routines as activity patterns, Becker (2004) identifies there are several other connotations associated with routines in the literature such as cognitive patterns, rules such as heuristics and rules of thumb, industry recipes, standing operating procedures and programs.

Feldman and Pentland (2003) distinguish between the ostensive and the performative aspects of a routine. According to them the ostensive aspect of a routine embodies what we typically think of as the structure. It is conceptualised as a narrative – a story or stories about how work gets done (Pentland and Feldman, 2005, Pentland and Feldman, 2008) and is the "cognitive regularities and expectations that enable participants to guide, account for and refer to specific performances of a routine" (Feldman and Pentland, 2003). The performative aspect on the other hand, embodies the specific actions, by "specific people, at specific times and places that bring the routine to life". It is directly observable consisting of who did what, when, and where; and are the specific actions people take when they are engaged in a routine (Feldman and Pentland, 2003). The ostensive aspect of a routine is aligned with managerial interests (dominance), while the performative aspect is aligned with the interests of labour

(resistance) which has been a primary source of power for non-managerial employees (Crozier, 2009). These "two aspects of ostensive and performative are mutually constitutive; without these two aspects, a routine cannot exist" (Pentltland & Feldman, 2008, p. 286) . Pentland and Feldman (2008) also recognizes an artefact element within routines and gives examples of artefacts - standard operating procedures, forms, computer systems. They say that the ostensiveness of a routine is identified via the stories that relate the connections between actors, actions and the artefacts. When analysing the views of Pentland and Feldman (2005, 2008) and Feldman & Pentland (2003), their understanding of routines captures both the references associated with routines as – 1) recurrent behaviour patterns (performative aspect) and 2) rules and procedures and dispositions (ostensive aspect and the artefacts)

There are several key characteristics of routines. Among them are; the nature of recurrence; the collective nature (involvement of multiple actors); mindlessness vs effortful accomplishment (discussed in detail in Section 5.3.4); the processual nature of routines (discussed in detail in Section 5.3.2); context-dependence, embeddedness and specificity; path dependence, and triggers (Becker, 2004). Routines provide coordination and control; truce; economize on cognitive resources; reduce uncertainty; promote stability; and store knowledge (Becker, 2004).

Organisational routines inform this study by means of; 1) routines being identified as a repetitive process[1] (Becker, 2003) which assists the analysis of process improvements which is the context used for this study; 2) routines being carried out by multiple actors (Feldman & Pentland, 2003) which assists the analysis of different actor responses to tensions which in turn has an impact on training transfer; 3) the two main aspects of routine being linked to managerial dominance (ostensive aspect of routines) and interests of labour around resistance (performative aspect of routines) which assists in studying the strategic and defensive responses to process improvements which has an impact on the transfer of training provided for process improvements.

[1] PENTLAND, B. T., FELDMAN, M. S., BECKER, M. C. & LIU, P. 2012. Dynamics of organizational routines: A generative model. *Journal of Management Studies,* 49**,** 1484-1508. explains that bundles of routines can be combined and recombined to create larger economic processes and that the technological literature, calls these 'processes' or 'services', rather than routines, but that the idea is the same.

3. Conceptual Model

The sections that follow discuss each of the components of the conceptual model with the use of the theory of routines and the literature on training transfer.

Triggers of routine change – Exogenous factors and endogenous factors

There can be several factors internal to an organization that prompt a re-evaluation of existing routines. It could be either interventions from an authority figure within the organization such as a group leader or a consultant (Gersick and Hackman, 1990); major changes in an organization's structure (Gersick and Hackman, 1990); modification to the organization's clientele (Pondy and Huff, 1985); an alteration to the mix of products or services (Pondy and Huff, 1985); adoption of new technologies for production or distribution (Pondy and Huff, 1985); mergers with other organizations (Pondy and Huff, 1985); divesture of long held property or programs (Pondy and Huff, 1985); development of new self-concepts (Pondy and Huff, 1985); or movement into new geographical locations (Pondy and Huff, 1985).

As per Feldman (2000) a change in routines can also be provoked by a crisis or an external shock as well. Financial crises or new ideas in the industry, for instance, cause routines to change (Feldman, 2000).

Disruption of Routines

When the outcomes of the routine produce ideal outcomes, the routine will be continued. However, outcomes may fall short of ideals, or outcomes may present new opportunities (Feldman, 2000). This leads to either; 1) a change in the routine, or 2) an extinction of the routine and the creation of a new routine, to achieve the intended outcomes. Unless and until an outcome produces ideal outcomes, there is always room for consideration of the routine to be improved, changed or let go of altogether. When routines undergo change, the ostensive and the performative aspects of the routine will go through a disruption triggered by endogenous and exogenous factors.

Change in Routines

Changes to a routine can happen via a process improvement taking various forms; 1) the standard sequential elements of the routine undergo a change (a case where the elements in the routine do not change, but how they accomplish it will change), 2) new elements can be introduced to the routine, and 3) all elements in an existing routine will be discarded and new elements introduced.

Training and Training Transfer

Various interventions are necessary for actors involved in the routine to adapt to the changes in a routine. In this study, training is regarded as an intervention enabling a routine change. Training and the transfer of training is seen as a mechanism that organizations deploy to encourage and facilitate unlearning an existing routine and learning a new routine. It can be argued that training transfer is especially important for changing fixed organisational routines. Training, provides ways for participants in routines to recognise patterns cognitively (Danner-Schröder and Geiger, 2016) and emotionally.

Readiness vs Resistance to Routine Change

The disruptions of routines can lead to a number of outcomes, in the form of employee retirements, quits, layoffs, promotions, transfers, changes to individuals' work patterns because of job enlargement, job reorganization, or any other type of organizational or individual influences (Bloodgood, 2012). These outcomes could be either positive or negative depending on the implications or consequences they bring about to the different actants involved and are affected by the process improvement. These implications will in turn impact the functioning of the multiple human and nonhuman actants (Feldman et al., 2016) involved in routines.

In any given organization, some will interpret a change as welcome and positive, generating readiness, while others will interpret it as threatening and negative, generating resistance (Raelin and Raelin, 2006). Resistance is a behaviour arising from a lack of readiness for change which is identified as a *cognitive* precursor to the *behaviour* of resistance (Armenakis et al., 1993).

When routines are disrupted, the rationality in organizations no longer prevails and it creates tensions among stakeholders within the organizations. Tensions are facts of organizational life (Cooren et al., 2013) that need to be accepted because they can never be completely controlled or resolved.

Actor Strategic and Defensive Responses

Lewis and Smith (2014) sees actors' responses as either defensive (cognitive, behavioural or institutional resistances that seek to temporarily avoid or reduce the negative affect of tensions) or strategic (management strategies that seek to engage competing forces).

Actors' more typical and often first reactions are defensive, clinging to past understandings to avoid recognizing their cognitive and social foibles (Harris, 1996). Strategic responses are the positive potential of paradox which entails exploring rather than suppressing tensions and requires local actors learn to cope with the tensions (Lewis, 2000).

The association of the routine literature to study training transfer in environments of tensions (with the use of process improvements as a context) was discussed in the sections above. This enabled the study to come up with the a priori conceptual model that was used for the study demonstrated in Figure 1.

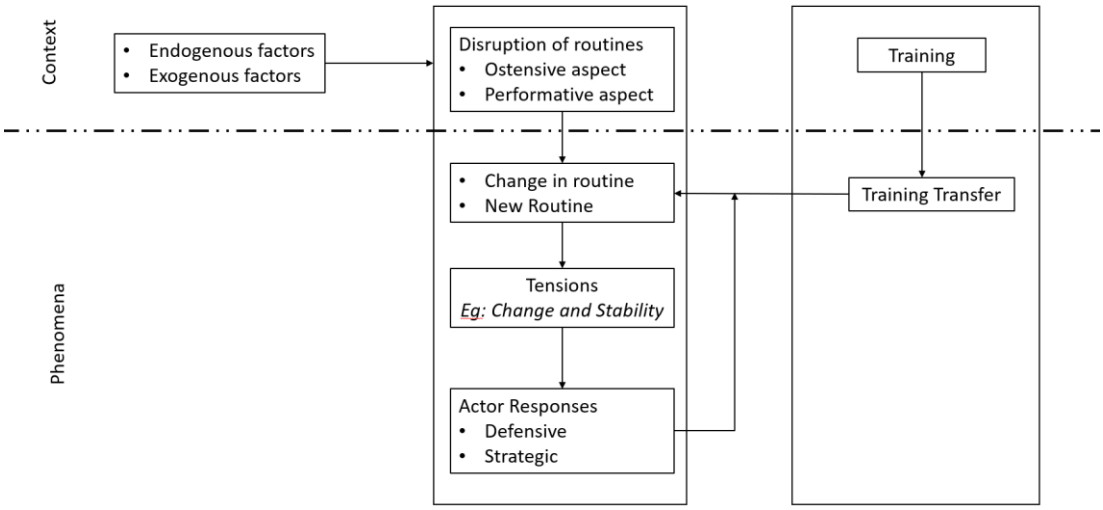

Figure 1: The a priori conceptual model

4. Methodology

The sections below detail the research philosophy, approach, strategy and methods adopted in this study.

Research Philosophy, Approach and Strategy

By taking a post positivist stance of a more constructivist nature and a qualitative approach, the research tried to understand the nature of training transfer in contexts of tensions within the reality rather than explanation (Fox, 2008) of it. The variables relating to the problem are organizational tensions, the training transfer in a process improvement context, and actor responses to tensions which cannot be measured easily. The belief that concepts such as tensions and training transfer are best understood by getting an idea of the manner in which people view such realities and the process that they take in doing so, also drove this research do be conducted in a qualitative manner.

A case study strategy (Yin, 2009) was adopted for this study. Yin (2009) mentions that the case study strategy is most appropriate when the research questions require an extensive and

"in-depth" description of some social phenomenon (in this case the impact of tensions on training transfer within a process improvement context).

The case organization

With an annual turnover of about one billion US Dollars, Garments Co is considered one of Sri Lanka's largest export brands. Since its inception, Garments Co has had a strategic business unit (SBU) structure. However, several endogenous and exogenous factors triggered Garments Co to undergo a major restructure moving from the SBU structure to a functional structure. As per the new structure, the functions serve the entire organization, cutting across all the SBUs. Moving from a SBU structure to a functional structure created a number of implications to the supply chain function of Garments Co. Supply chain functions in the apparel sector are characterised by global sourcing, high levels of price competition, short product lifecycles, high volatility, low predictability, and a high level of impulse purchase (Bruce et al., 2004). Garments Co considers its supply chain function, the cog wheel of its operations. The newly established process excellence team under the supply chain function introduced process improvements to the supply chain function. This created several disruptions to routines that existed within the supply chain function. These disruptions in routines created tensions among the actors enacting the routines. Several formal and informal trainings were then conducted to assist the employees embrace the changes to the routines and the process improvements.

Data Collection Methods

Data for the study were collected via in-depth interviews with questions designed to elicit in-depth information regarding disruptions of routines, the tensions and the actor responses to tensions and the impact on training transfer (see Appendix 1, Tables 1 and 2 for the two interview guides used). Interview data were collected from 20 respondents using 23 interviews. Two respondents were interviewed on more than on one occasion. Some of the interviews were conducted in Sinhalese[2]. Details of the interviews conducted are given in Tables 3 and 4 in Appendix 2.

Data Analysis method

The data were transcribed using the Nvivo 11 software. Multiple levels of data analysis were conducted by employing the NVivo 11 software as a data management tool involving in vivo coding, axial coding and selective coding in arriving at the broader themes. The technique of

[2] Sinhalese is a native language spoken by a majority of Sri Lankans. The interviews where the respondents have been marked with an asterisk in Table 7.2 were conducted in Sinhalese.

thematic analysis (Braun & Clarke, 2006) was utilized in analysing the data. The data was viewed from a holistic viewpoint, where the preliminary conceptual model was used in arriving at the themes and the sub themes.

Validity and Reliability of the study

As per Yin (2009), case study designs need to maximize their quality through four critical conditions related to design quality which are construct validity; internal validity; external validity; and reliability.

Construct validity was achieved by defining training transfer, routines, tensions and the different actor responses. Measures from other quantitative and qualitative studies related to training transfer were used in development of the interview guides. Different groups of individuals were also used at the data collection stage of the research to embed construct validity.

Internal Validity was ensured by the use of techniques such as pattern matching; engaging in explanation building; addressing rival explanations; and using logic models at the data analysis phase of the research. The use of memos and annotations in analysing the data using the Nvivo software also helped in ensuring internal validity.

External validity was ensured through analytical generalization at the data analysis phase of the research where the study tried to generalize the results of the research to the Theory of Routines.

Reliability of the research was established at the data collection phase of the research by developing a case study database in terms of case study notes, case study documents, tabular materials and narratives. Also, the use of the Nvivo software and the use of memos and annotations in data analysis further ensured reliability.

5. Analysis and Findings

The following sections detail the analysis of the case around the concepts in the a priori conceptual model.

Endogenous and Exogenous Factors

Garments Co realised the need for a new structure, mainly due to the siloed nature of operations of the SBUs. Several endogenous factors and exogenous triggered a new structure for Garments Co. Endogenous factors such as financial triggers, triggers for maximising customer interactions, standardisation triggers, triggers for standardisation, triggers for

maximising supplier interactions, quality concerns and growth concerns were identified (see Appendix 3, Table 5[3]). Factors of an exogenous nature such as the changes in the industry, competition from rival manufacturers and countries, changes in customer needs (see Appendix 3, Table 6) also drove Garments Co to reconsider its organisational structure.

This resulted in a functional structure (see Figure 3) in place of the SBU structure (see Figure 2). As per the new structure, the functions served the entire organization, cutting across all the sub companies that were established with the restructure (see Figure 4).

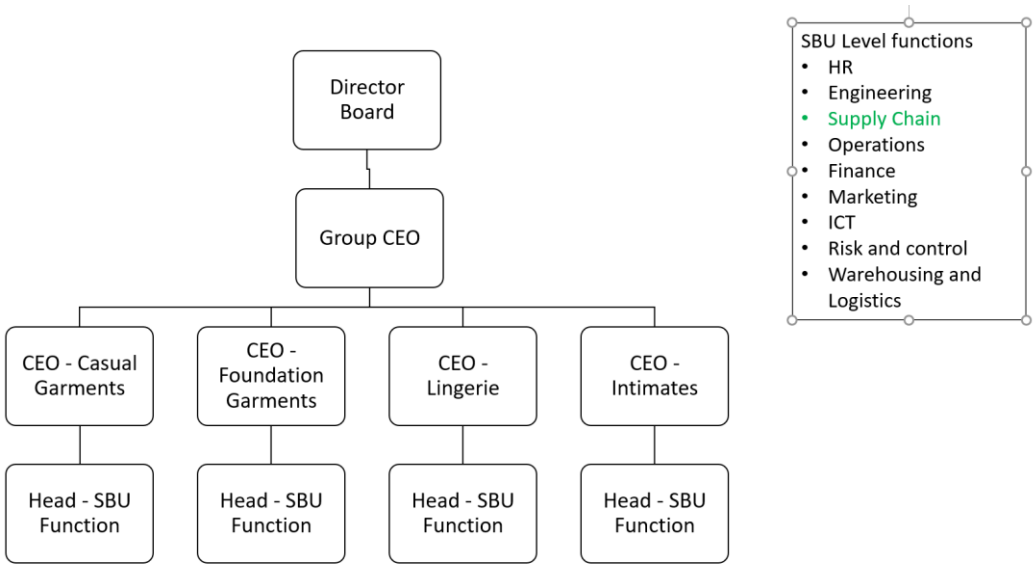

Figure 2: The SBU structure that prevailed at Garments Co

[3] In Tables 5 and 6, second order themes are presented in the first column with the researcher's interpretation of the data given in the next. A few appropriate quotes from the interviews are given next followed by the identified invivo code.

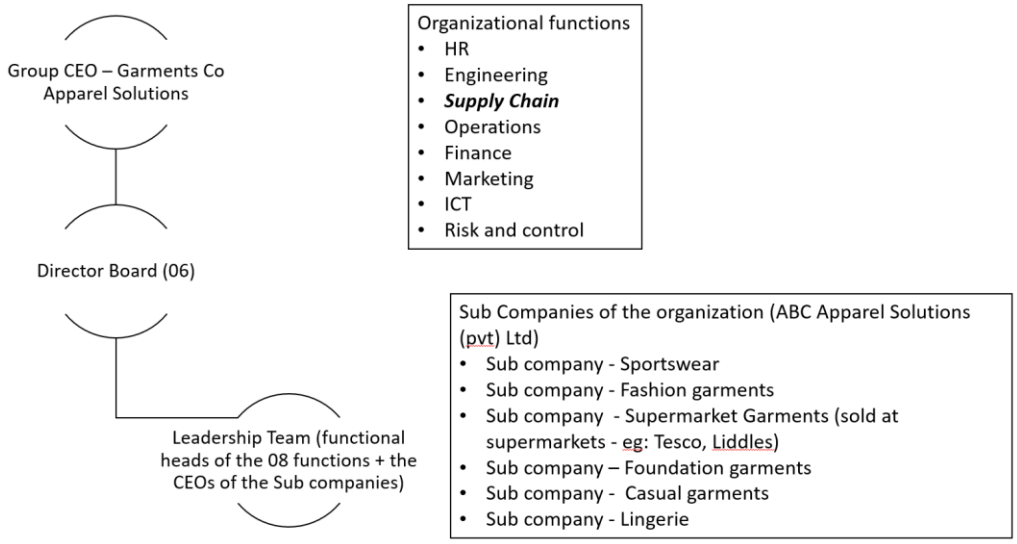

Figure 3: The functional structure of Garments Co

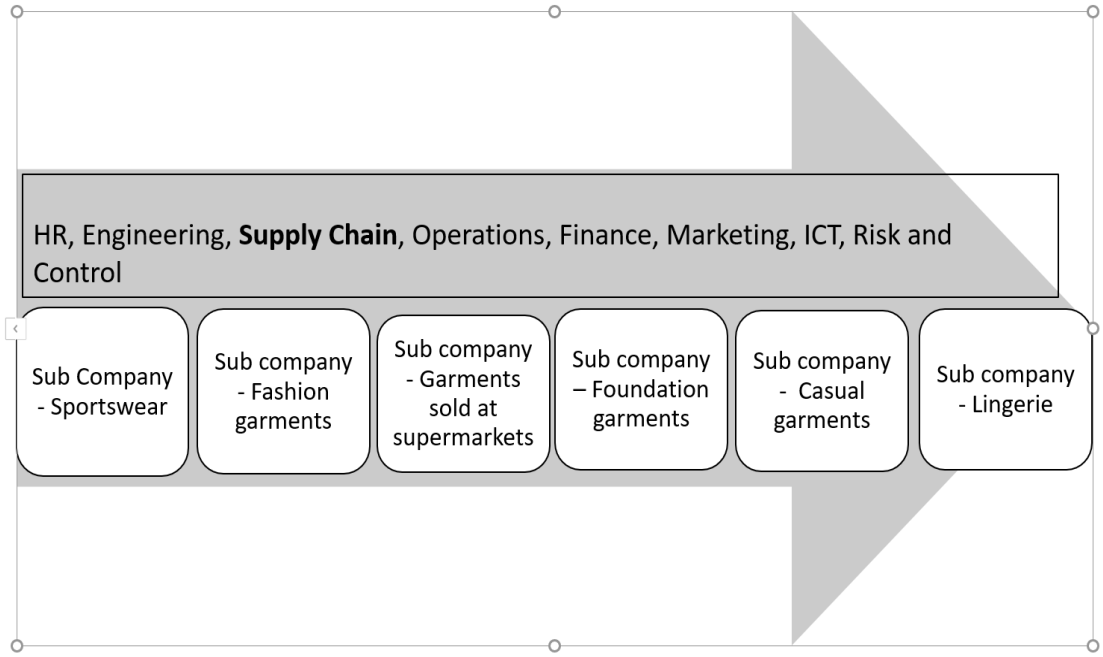

Figure 4: The functions overlooking the sub companies

Disruption and the change in routines

Moving from a SBU structure to a functional structure created a number of implications to the supply chain function of Garments Co (see Figure 5). A special internal team was also set up to ensure the smooth transition and to facilitate the change within the function. A new supply chain structure was introduced with these efforts (see Figures 6 and 7).

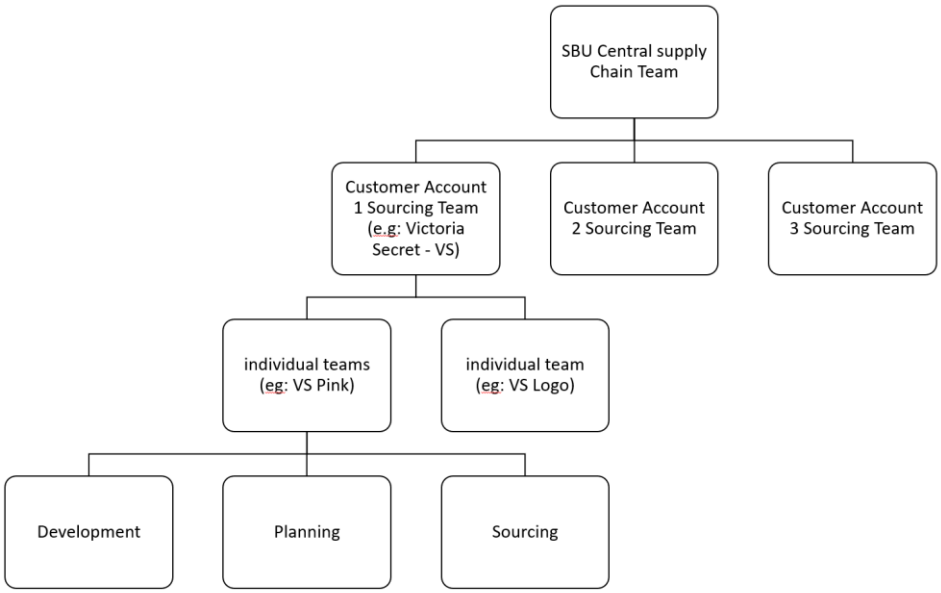

Figure 5: The structure of the supply chain function prior to the restructure

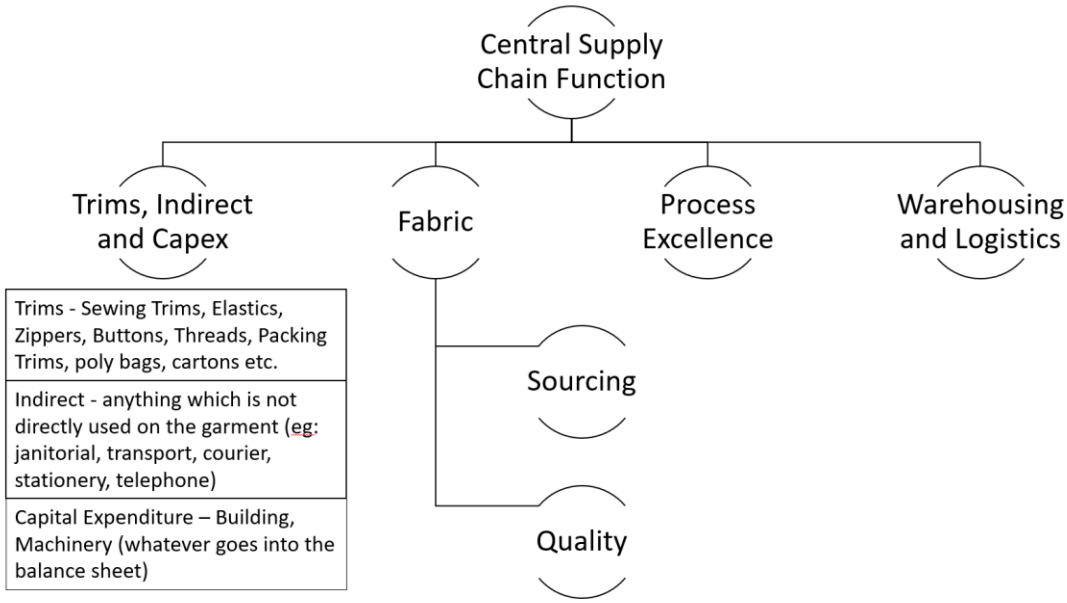

Figure 6: Structure of the newly formed Central Supply chain function of Garments Co

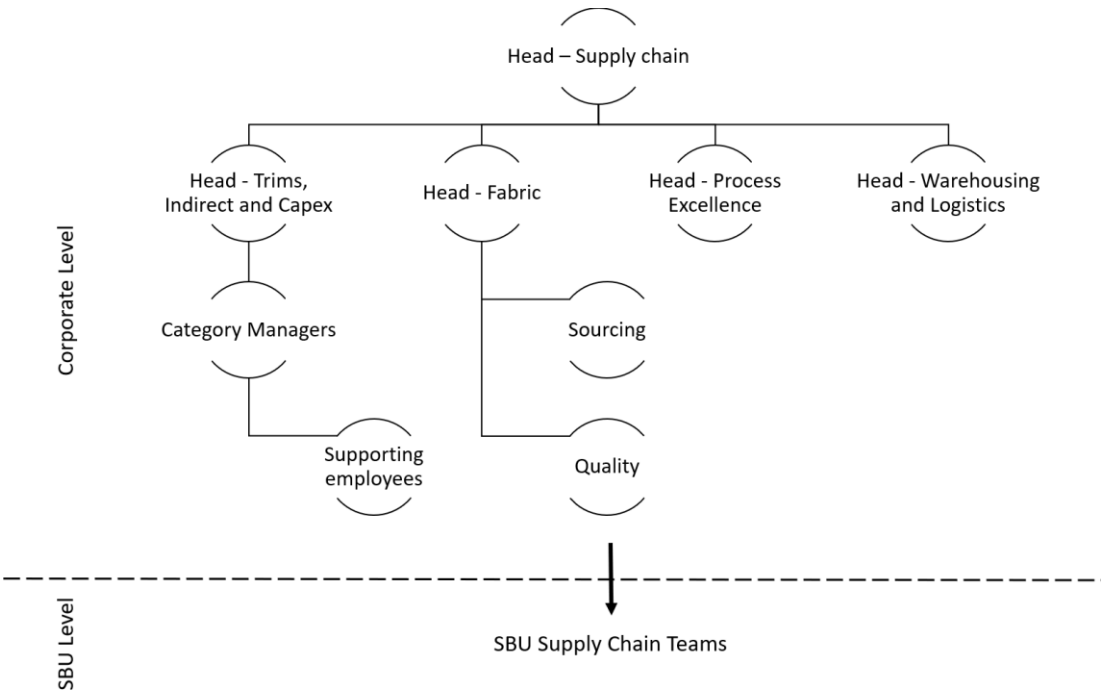

Figure 7: Structure of the new Supply chain team of Garments Co

With the restructure, there have been changes in the tasks allocated to those at the SBUs and the central SBU team. The SBU level supply chain teams now engage only in the more operational and executional aspects of supply chain. They now work according to the recommendations given by the corporate level supply chain function. Approximately 50 individuals work for the central supply chain team handling the more strategic aspects of the supply chain function such as selection of suppliers, and decision making related to governance and research.

This restructure brought a lot of change to both the ostensive and the performative aspects of the routines within the supply chain function at the SBUs. There was a lot of movement for people from one role to another disrupting the manner in which they worked. This was the case for almost every individual who were with the supply chain functions at the different SBUs. New roles were created to suit the new structure, while some roles became redundant or were moved elsewhere. As the reporting relationships changed, the levels of authority and power also changed. The control of deciding on the suppliers, making the purchases which was vested with the SBU supply chain teams were handed over to the corporate supply chain team (see Figures 8 and 9). The corporate supply chain team got the requirements regarding direct materials, indirects and capex procurements at the sub company level and then made the necessary decisions about procurement. The SBU level supply chain teams now must

liaise with the category leads regarding anything related to the category. The authority that was vested with the SBU supply chain team to make decisions with regard to the more strategic aspects of supply chain have now been moved to the central corporate supply chain team and the category heads.

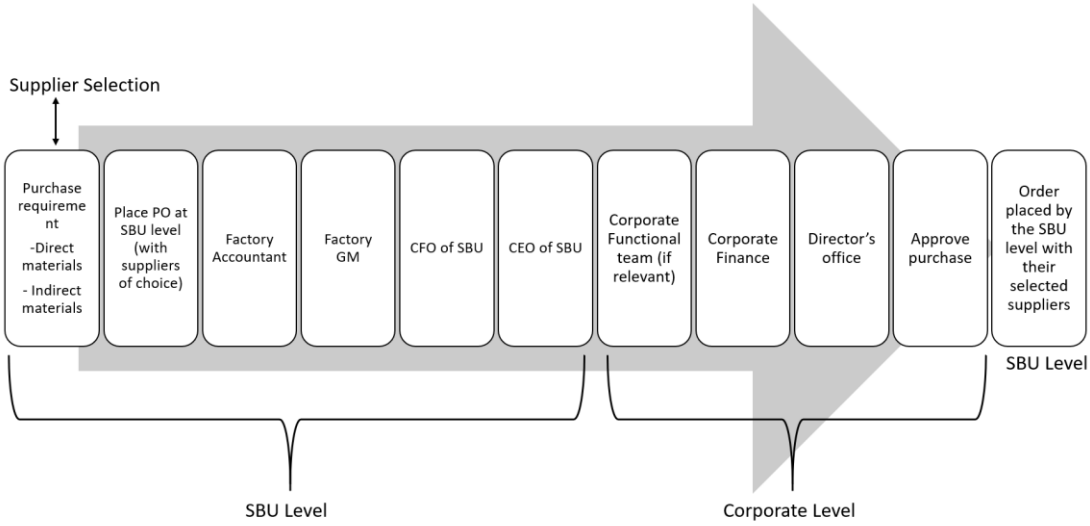

Figure 8: Procurement routine before the restructure

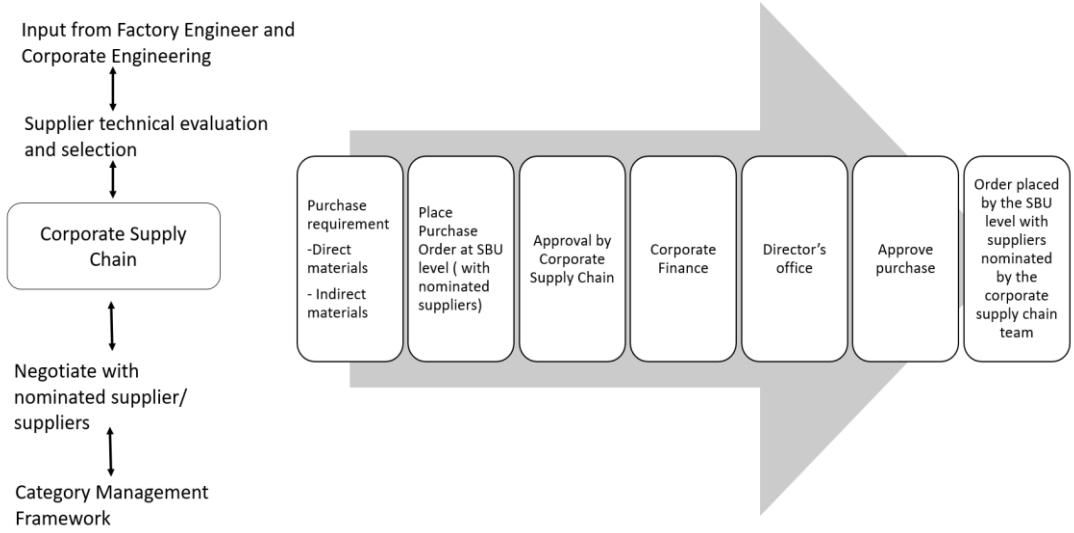

Figure 9: Procurement routine after the restructure

Training

Training was used as a mechanism by those who introduced the process improvement in enabling the new routine or the process improvement. At Garments Co, the trainings were not conducted by a dedicated training centre, or the Human Resource Department as would

expect[4]. However, external trainers were hired to conduct some of the trainings related to the process improvement.

Trainings have mostly been targeted at the top and executive levels. The trainings started with informing and educating the senior and top levels at the SBUs about the changes that needs to be implemented to enable the process improvement and then cascaded down to the lower levels. The process improvement and the need for it have not been clearly communicated to the factory level employees whose previous work routines have been disrupted. System related trainings related to the new procurement system introduced have been provided rather than giving them an idea about the broader level changes that were brought about by the process improvement.

Various types of trainings have been utilised at Garments Co to prepare employees within the SBU to embrace the changes within the supply chain function and the routine changes that it brought about. The trainings ranged from ***in-class trainings*** where employees from the supply chain were trained on the process changes that took place for introducing and educating employees about the system changes. A number of ***train the trainer*** sessions were also run. Chosen key people were trained specially on the system changes, so that the knowledge could be shared with their peers. ***Training for the process*** was also carried out, to introduce the SBU level employees to the change in routines.

Informal methods were also adopted for training by Garments Co for introducing and implementing the process improvement. This has been due to the tensions that were created around the process improvement itself. Several ***informal discussions*** were held with different parties of the different SBUs who were involved with the supply chain function, via presentations about the new routines. Meetings were also held with SBU supply chain employees where they were made aware of the changes regarding the process improvement. ***Presentations*** were done by the corporate level supply chain team members about the new structure and the processes and what changes it brought about to the SBU supply chain team's tasks. Most of these ***educational meetings*** and presentations were conducted at the SBUs where the corporate supply chain teams went to the SBUs in person to rally the message.

Process improvements were backed by strong ***on-the-job trainings*** that were made available to the SBU supply chain employees. The employees were free to contact the category heads

[4] Therefore, documents pertaining to the trainings such as training records were not available around this case. Therefore, any information around the trainings were extracted from the interview data via questions around the trainings conducted and their nature.

at any point in time when they came across problems in the day to day functioning of the supply chain activities at the SBU level. W***orkshops*** were conducted at different stages in the introduction of the supply chain process improvement to get the involvement of the SBU level supply chain employees as well as educate them on the changes that happened in the supply chain. These workshops were very interactive and detailed sessions.

A few problems in trainings were detected. Some of the trainings were conducted in English, especially the ones that were run by external trainers. This was problematic as some of the SBU level supply chain employees, were not very proficient in English. The trainings were ***few in number***. Many employees at the operational levels mentioned that they could have benefitted from a few more trainings. The trainings provided too were directed at only certain levels where the others were not provided with any training at all. Training was mainly ***targeted at the top levels*** of the organization, the SBUs and the factories. The actual people who were involved in the process were not targeted. The information about the changes came to them via an email or even when day to day operational problems arose.

Creation of Tensions

Tensions were created with the changes in the routine of procurement among all levels of employees at the SBUs. Only the tensions created around the procurement routine of the supply chain function are discussed in this study. The reasons for these tensions were identified to be frequency and nature of change in routines, perceived level of success, nature of transition, transparency created, insecurity, notion of loss, habits, interruptions, degree of familiarity, different individual interests/ factors (see Appendix 4, Table 7 for analysis around the reasons).

Stakeholder Reponses

As response to these tensions, stakeholders within the supply chain function adopted different defensive and strategic responses.

Defensive Responses

A number of defensive responses were identified, coded and categorised into five identifiable sub themes as dispute mechanisms; power mechanisms, resource sharing mechanisms, image modifying mechanisms, and task execution deviance mechanisms. These are discussed in summary in Appendix 5, Table 8 with accompanying quotes and analysis.

Strategic Responses

As response to the tensions created and the defensive responses demonstrated by the SBU level supply chain teams, the management and the central corporate supply chain team responded via various strategic responses. These were identified and categorised into eight main sub themes as; 1) evidence based mechanisms, 2) alignment based mechanisms, 3) upskilling mechanisms, 4) transparency based mechanisms, 5) collaboration mechanisms, 6) pressure building mechanisms, 7) operational level interventions and, 8) emotional appeal based mechanisms (see Appendix 5, Table 9 for illustrations with accompanying quotes and analysis)

Training Transfer

Based on the analysis of the tensions created with the introduction and implementation of the process improvement and the actor responses in light of it, it was identified that training is a strategic response adopted by those individuals within the organisation who promoted the process improvement. As discussed in the section on strategic responses above, training is identified as a strategic upskilling mechanism used by the organization to enable the process improvement.

Training transfer is conceptualised in this study as "use" (see section on Literature Review). General comments on how the process improvement has been implemented and how employees have adopted to it was also captured according to the conceptualisation of transfer as use. This is elaborated in Table 1.

Table 1: Instances of Training Transfer in Garments Co

Type	**Explanation of type**	**Subtype**	**Instances within the interview data**
Type 1: Perform desired actions	Perform desired actions by applying what was learned to ordinary duties	Revising previous work and planning for new endeavours, adapting procedures, adapting and using principles, continuous application, planning and performing outside work	*I see on a daily basis the teams here reaching out to categories for support. Earlier it was the other way around. The categories were coming and asking and getting the information. Now it has gone the other way* (Respondent A14 – GM, Supply Chain, Fashion Garments) *Personally, I have felt that their acceptance, support towards my work has really improved* (Respondent A7 - Supply Chain, Elastics and Zippers) *In many forums people are kind of taking supply chain as an example that has given positive results by working with the function* (Respondent A14 – GM, Supply Chain, Fashion Garments)

			They are a lot more in synergy and the SBUs are a lot in line (Respondent A14 – GM, Supply Chain, Fashion Garments) *After about 6 months, things started to fall in place* (Respondent A6 - Factory Machinery Engineer, Fashion Garments, Factory X)
Type 2: Assess desired actions	Assess desired actions, one's own or someone else's, using trained standards	Evaluating one's own work, evaluating others' work	*We have a monthly operational review every last week of the month. The Head of Supply Chain as well as the SBU teams will be present at the meeting. At the last meeting, (mentions name of the Head of Supply Chain) did a presentation saying this will be the way going forward* (Respondent A16 - Senior Executive, Sourcing, Fashion Garments)
Type 3: Explain learned ideas	Explain learned ideas and applications to others	Informing, persuading	*We saw that they were giving their inputs* (Respondent A9 – AM, Supply Chain, Poly bags and Cartons) *They were very keen and very interactive. Then only we realized that it is important to make these people also part of it. Then we can get their fullest support* (Respondent A9 – AM, Supply Chain, Poly bags and Cartons) *The main people like I know, and I have communicated it to my subordinates and the executives* (Respondent A15 - Warehouse Manager, Sportswear, Factory A and B)
Type 4: Instruct to perform as desired	former trainees teaching skilled performance they have learned in a training program to groups or individual colleagues, either inside or outside their organizations, who do similar work but did not attend the training	Training groups of colleagues, mentoring individual colleagues	*My supervisor who went to the training briefed me on what he learnt and the changes* (Respondent A4 - Stores Clerk, Maintenance, Fashion Garments, Factory X)
Type 5: Lead others to apply learned ideas	Lead others to apply learned ideas, thereby changing group work norms and improving work processes	Setting expectations for application as a leader, leading others to apply by collaborating	*Now we are also kind of driving the levels below us with confidence* (Respondent A14 – GM, Supply Chain, Fashion Garments)

Transfer types 1 and type 3 (performing desired actions, explaining learned idea) were achieved to an extent at Garments Co. Employees especially at the lower levels had achieved very little in terms of Type 2, 4 and 5 (assess desired actions, instruct to perform as desired,

and lead others to apply learned ideas) of training transfer as per the interview data. Types 2, 4 and 5 are ones that require a greater devotion of time for reflection and other actor development. The nature of the industry and the function itself restricts employees within the SBU level supply chain to exercise training transfer at the levels of the 2, 4 and 5. However, the same nature of the industry and function helps achieve type 1 and 3 to a greater extent. This is evident with the remarks made regarding the nature of the industry and the fast paced nature of the function itself, which is considered the cog wheel of Garments Co.

In general, it's very fast moving industry and business. On top of that the SBU that we are in - Fashion Garments - we deal with the fastest. So, we get the customer order, we deliver the garment in 5 days - we have 5 days to bring fabric and all that and ship it. Very short. To my knowledge it is the fastest in this country. Did you know about this? (Respondent A14 - GM, Supply Chain, Fashion Garments)

Actors within the routine are pressured to keep up with the trainings provided to carry out the function smoothly and make sure that the customer orders are met on time. It is imperative that they perform as per desired and embrace the new changes. Therefore, it can be argued that the market pressures, create an atmosphere for the transfer of training to occur.

The other defensive and strategic responses too, have an impact on the degree to which the training is transferred. Table 2 is an elaboration on it.

Table 2: The impact of defensive and strategic responses on training transfer

Defensive Responses	**Impact on training transfer** (perform desired actions, assess desired actions, explain learned ideas, instruct to perform as desired, lead others to apply learned ideas)
Dispute mechanisms	The dispute mechanisms of arguing with the process improvement advocates, blaming each other, constantly coming up with issues, complaining, disagreeing, questioning the new routine, and being determined that the new routine is not possible, hamper the transfer of training. It will not enable even the achievement of level 1 training transfer which is performing the desired actions.
Power mechanisms	Inaction or not altering behaviours to suit the new routines due to the possession of power by different groups within the SBUs limits required levels of transfer of training.
Resource sharing mechanisms	Withholding information and disagreements as to who gets the financial benefits of the process improvement impacts training transfer adversely
Image modifying mechanisms	Involving in actions of tarnishing the images of routine change advocates by the actants will be an activity which is against the transfer by not even

	achieving the level 1 of achieving desired performance
Task execution deviance mechanisms	Deviating of executing the tasks associated with the new routine by not taking responsibility and shifting it on others, leaving the organization, not putting in effort to enact the new routine, and refusing recommended action will not assist achieve training transfer
Strategic Responses	**Impact on training transfer** (perform desired actions, assess desired actions, explain learned ideas, instruct to perform as desired, lead others to apply learned ideas)
Evidence based mechanisms	Sharing examples of similar routine changes which has been successful, showing favourable results achieved through the routine change and the benefits of it makes routine actants develop more favourable impression towards the change. This evidence based mechanisms help them understand the need to alter their behaviours and thereby the need to transfer the trainings provided
Alignment based mechanisms	Aligning the new routine to the goals of the organization and the other processes makes it difficult for routine actants not to alter their behaviours, thereby engaging in the process of transfer at varied levels.
Upskilling mechanisms	Educating, one on one discussions and keeping the routine actants informed of the changes help them gain awareness and knowledge regarding the routine. This in turn helps them look at trainings positively and thereby transfer the training. The fact that routine change advocates too educate and upskill themselves make them technically aware of what the actants job is on a daily basis and assists them in helping the actants to transfer the training.
Transparency based mechanisms	Creating transparency via speaking directly about the malpractices around the previous routine, giving the opportunity for discussions, and the ability to raise questions about the new routine all make the actants realise the need for a change in the routine making them more accepting of the training and thereby the transfer of training.
Collaboration mechanisms	Partnering with the actants, building closer relationships with the routine actants, making the actants a part of the routine change, collaborative action towards the change of behaviours, engaging in joint decision making, getting to know the actants better, all work in favour of the new routine, thereby encouraging the actants to be more receptive of the training provided and thereby the transfer of training.
Pressure building mechanisms	Getting top leadership support, mandating the change in routine and where necessary winning those below the levels of actants too, had made it necessary for the actants to change their behaviours to be in line with the change in routine. This made it necessary for the actants to transfer the training.
Operational level interventions	Interventions at the shop floor levels and liaising with all those affected by the routine change led to fewer complaints about the new routine and thereby

	making the actors more comfortable with the new routine. This helped in achieving higher levels of training transfer
Emotional appeal based mechanisms	Taking an individual approach in handling the actors who are affected by the change in routines, playing with emotions, sharing the benefits gained all contributed towards creating a positive impression about the new routine. This in turn worked favourably towards the transfer of training.

6. Discussion

The study was able to identify a number of interesting results. First, it was found that training is another strategic response adopted by the advocates of the process improvement/ change in minimising the tensions that occur around routine disruptions. A second interpretation of these results is that, training as well as the other strategic responses have the ability to minimise and mitigate the defensive responses demonstrated by those who oppose a disruption of routine. Thirdly, the strategic responses play a key role in minimizing the impact of the defensive responses and assist the training transfer process. Together, these defensive and strategic responses have a moderating effect on the relationship between training and training transfer. Finally, apart from the strategic and defensive responses, the nature of the industry (garments manufacturing) and the function (supply chain) itself creates market and time pressures which impacts training transfer.

The above observations from this case enhances the initial understanding that the study had on the training transfer in environments of tensions. Thereby, the changes were incorporated to the a priori conceptual model (see Figure 1) and it was re-specified as shown in Figure 10.

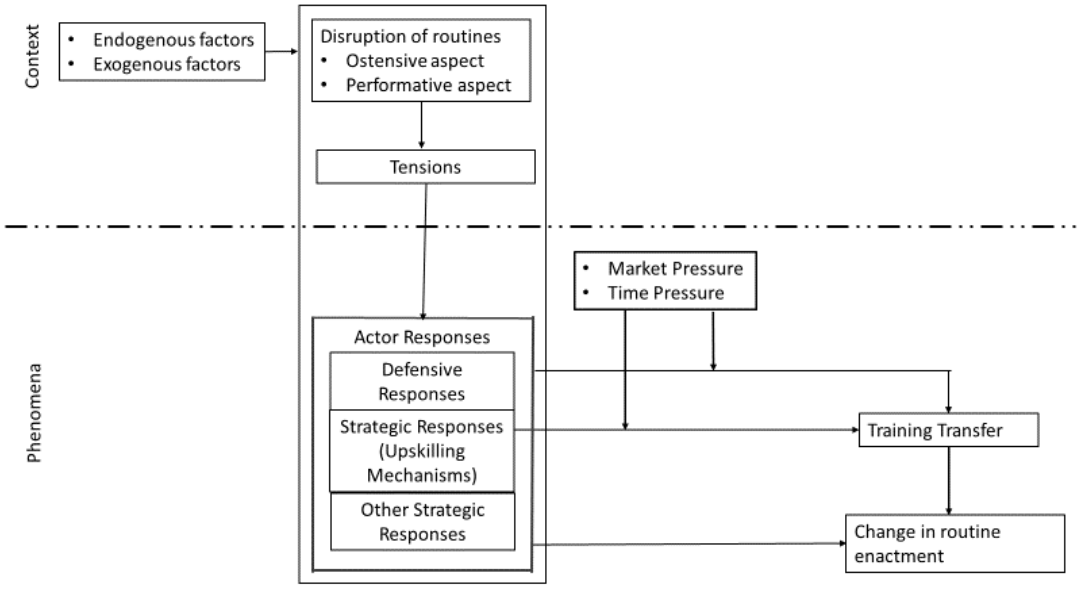

Figure 10: Re-specification of Conceptual Model on training transfer in environments of tensions based on Garments Co data

7. Limitations of the study

The inherent limitations of generalisabiity and transferability around adopting a qualitative approach and a case study strategy exists in this research. However, this unique case shed light to improve understanding on how training transfers in environments of tensions when inductively applied with the probability of their relevance to a similar case (Clark, 1998), The findings are based on only 23 interviews. However, effort was taken to ensure respondent triangulation to minimize any biases in the data.

8. Recommendations for future Research

Future research is needed to operationalise the posteriori conceptual model both quantitatively and qualitatively in different contexts. This study focused on trainings for process improvements to study training transfer in evironments of tensions. Future research could look at the use of environments in which other types of trainings (Laker & Powell, 2011) are provided which would lead to possible creation of tensions in studying how training transfers in environments of tensions. Further investigations into the defensive and strategic responses to identify the repsonses have the most bearing on the relationship of training and training transfer and subsequently on the change of rouitnes could also be of

interest. Additionally future research can also focus on what strategic respones work best for counteracting the different defensive strategies.

9. Research Contributions and Implications

Via qualitative in-depth exploration, placing emphasis on the importance of context in understanding the complexities surrounding the phenomena, this study strived to capture a holistic understanding of *"how training transfers in environments of tensions"* achieving theoretical, contextual and practical contributions.

From a theoretical perspective, this research provides two primary contributions, namely: 1) extension to the training transfer literature through conceptualisation of how training transfers in environments of tensions; and 2) extension to the theory of routines by the study of how training transfer impacts routines change. The actor responses to routine changes and how these impacts the training transfer was discussed, revealing the different strategic and defensive responses that impact training transfer. How different groups of individual actors affect training transfer was also explored. An outcome of this study was a conceptual map derived from data on how training transfers in environments of tensions, contributing towards capturing the real world complexities associated with training transfer. Through inductive exploration, a set of best practices or guidelines (in light of the strategic responses identified) which are most likely to make a significant impact on transfer outcomes was also identified. The attention to contextual details within the study also led to the important understanding of how market and time pressures have an impact on training transfer.

In contributing to the theory of organizational routines, the study's empirical investigation assists understanding of; 1) how routines are changed and managed and how training and training transfer assists it; 2) the role of agency and group dynamics in routines by explaining different actor responses to changes in routines and trainings provided for these routine changes; and 3) the unlearning of routines via training and training transfer.

This study also contributes to the process improvement contexts by, 1) conceptualising process improvements as an intervention which leads to the creation of a new routine or a change in routine, 2) elaborating on the tensions that are created in environments of process improvements; 3) highlighting the possible actors responses to tensions in terms of strategic and defensive responses; 4) identification of training for process improvements as a strategic upskilling mechanisms; and 5) exploring how training for process improvements transfers.

The findings have practical implications for specialists and managers in organizations, especially for 1) trainers; 2) process improvement professionals; 3) line managers; and 5) human resource management professionals. The study encourages organizational actors to be mindful in the implementation of new routines or in introducing changes to existing routines. Possible defensive strategies that could be adopted by organizational actors have been highlighted and the manner in which they could be counteracted has been conveyed. The study also highlights that training should not be seen as a panacea but should be coupled with other strategic responses mentioned above for the training to transfer. In contexts of organizational tensions, having the best designed training will not necessarily ensure training transfer but the application of various strategies and mechanisms such as creating peer pressure to achieve transfer. Managers can also provide more information about routine change without adopting highly structured trainings in contexts of high market pressure and highly demanding customers (as in the case of Garments Co). This is because transfer tends to also happen because of market and time pressures faced by organizations.

10. Conclusion

The research identified the manner in which training transfers in environments of tensions, explained via a routines perspective. It also highlighted that different strategic and defensive actor responses to tensions can impact the degree of training transfer. The study constructed a conceptual model to better understand training transfer in environments of tensions. It also identified other important training transfer inducing factors, other than the trainee himself or herself; namely peer pressure, time pressure and, market pressures.

References

ARMENAKIS, A. A., HARRIS, S. G. & MOSSHOLDER, K. W. 1993. Creating readiness for organizational change. *Human relations,* 46**,** 681-703.
BALDWIN, T. T. & FORD, J. K. 1988. Transfer of Training: A Review and Directions for Future Research. *Personnel Psychology,* 41**,** 63.
BALDWIN, T. T., FORD, J. K. & BLUME, B. D. 2017. The State of Transfer of Training Research: Moving Toward More Consumer-Centric Inquiry. *Human Resource Development Quarterly,* 28**,** 17-28.
BATES, R. 2003. Training transfer: Progress and prospects. *Critical issues in HRD***,** 179-197.
BECKER, M. C. 2004. Organizational routines: a review of the literature. *Industrial and corporate change,* 13**,** 643-678.
BECKER, M. C. 2008. *Handbook of organizational routines*, Edward Elgar Publishing.
BLOODGOOD, J. M. 2012. Organizational routine breach response and knowledge management. *Business Process Management Journal,* 18**,** 376-399.
BRUCE, M., DALY, L. & TOWERS, N. 2004. Lean or agile: a solution for supply chain management in the textiles and clothing industry? *International journal of operations & production management,* 24**,** 151-170.
BURKE, L. A. & BALDWIN, T. T. 1999. Workforce training transfer: A study of the effect of relapse prevention training and transfer climate. *Human Resource Management,* 38**,** 227-241.
CLARK, A. M. 1998. The qualitative-quantitative debate: moving from positivism and confrontation to post-positivism and reconciliation. *Journal of advanced nursing,* 27**,** 1242-1249.
COHEN, M. D., BURKHART, R., DOSI, G., EGIDI, M., MARENGO, L., WARGLIEN, M. & WINTER, S. 1996. Routines and other recurring action patterns of organizations: contemporary research issues. *Industrial and corporate change,* 5**,** 653-698.
COOREN, F., MATTE, F., BENOIT-BARNÉ, C. & BRUMMANS, B. H. 2013. Communication as ventriloquism: A grounded-in-action approach to the study of organizational tensions. *Communication Monographs,* 80**,** 255-277.
CROZIER, M. 2009. *The bureaucratic phenomenon*, Transaction Publishers.
DANNER-SCHRÖDER, A. & GEIGER, D. 2016. Unravelling the motor of patterning work: Toward an understanding of the microlevel dynamics of standardization and flexibility. *Organization Science,* 27**,** 633-658.
EXPORT DEVELOPMENT BOARD, S. L. 2017. Industry Capability Report - Sri Lankan Apparel Sector. *In:* EXPORT DEVELOPMENT BOARD (ed.). Sri Lanka.
FELDMAN, M. S. 2000. Organizational routines as a source of continuous change. *Organization science,* 11**,** 611-629.
FELDMAN, M. S. & PENTLAND, B. T. 2003. Reconceptualizing organizational routines as a source of flexibility and change. *Administrative science quarterly,* 48**,** 94-118.
FELDMAN, M. S., PENTLAND, B. T., D'ADDERIO, L. & LAZARIC, N. 2016. Beyond Routines as Things: Introduction to the Special Issue on Routine Dynamics. *Organization Science,* 27**,** 505-513.
FOX, N. J. 2008. Post-positivism. *The SAGE encyclopedia of qualitative research methods,* 2**,** 659-664.
GERSICK, C. J. & HACKMAN, J. R. 1990. Habitual routines in task-performing groups. *Organizational behavior and human decision processes,* 47**,** 65-97.
HARRIS, A. S. 1996. *Living with paradox: An introduction to Jungian psychology,* Wadsworth Publishing Company.
HODGSON, G. M. 2008. The concept of a routine. *In:* BECKER, M. C. (ed.) *Handbook of Organizational Routines.*

JARVIS, P., HOLFORD, J. & GRIFFIN, C. 2003. *The theory & practice of learning,* Psychology Press.

KIM, H. 2004. Transfer of training as a sociopolitical process. *Human Resource Development Quarterly,* 15**,** 497-501.

KRAIGER, K. 2014. Looking back and looking forward: Trends in training and development research. *Human Resource Development Quarterly,* 25**,** 401-408.

LAKER, D. R. & POWELL, J. L. 2011. The differences between hard and soft skills and their relative impact on training transfer. *Human Resource Development Quarterly,* 22**,** 111.

MARTIN, H. J. 2010. Workplace climate and peer support as determinants of training transfer. *Human Resource Development Quarterly,* 21**,** 87-104.

PENTLAND, B. T. & FELDMAN, M. S. 2005. Organizational routines as a unit of analysis. *Industrial and corporate change,* 14**,** 793-815.

PENTLAND, B. T. & FELDMAN, M. S. 2008. Issues in empirical field studies of organizational routines. *In:* BECKER, M. C. (ed.) *Handbook of Organizational Routines.*

PENTLAND, B. T., FELDMAN, M. S., BECKER, M. C. & LIU, P. 2012. Dynamics of organizational routines: A generative model. *Journal of Management Studies,* 49**,** 1484-1508.

PONDY, L. R. & HUFF, A. S. 1985. Achieving routine in organizational change. *Journal of Management,* 11**,** 103-116.

RAELIN, J. A. & RAELIN, J. D. 2006. Developmental action learning: Toward collaborative change.

YAMNILL, S. & MCLEAN, G. N. 2001. Theories supporting transfer of training. *Human Resource Development Quarterly,* 12**,** 195-208.

YELON, S. L., FORD, J. K. & BHATIA, S. 2014. How trainees transfer what they have learned: Toward a taxonomy of use. *Performance Improvement Quarterly,* 27**,** 27-52.

Appendices

Appendix 1

Table 1: Interview guide to interview respondents who advocated the Business Process Improvement Initiative

Interview Questions	Related Theoretical Focus	Research goals/ Research Questions
1. What are your thoughts about the process improvement initiatives that have been implemented in this organization? *Prompt:* What was the previous process *Prompt:* What is the new process *Prompt:* What triggered the new process	Not applicable	Gain contextual understanding
2. What has been your role and involvement in this process improvement initiative?	Not applicable	Gain/verify contextual understanding
3. Who were the people involved in the process improvement implementation *Prompt:* The stakeholders (top management/ process improvement professionals/trainers/line managers/supervisors/ operational level employees)	Not applicable	Gain/verify contextual understanding
4. How have people been involved in them? *Prompt:* what levels of people *Prompt:* their role in the improvement initiatives *Prompt:* The impact of the process improvements on them? *Prompt:* What has been their reaction *Prompt:* Their degree of enthusiasm	Tensions/ Paradoxes	Q2
5. What were the process improvement stakeholder's reactions towards the process improvement? *Prompt:* Any tensions/defensive responses?		
6. What trainings were done for these process improvement initiatives? *Prompt:* Type of training (on the job/classroom, workshops, informal discussions) *Prompt:* Duration of trainings *Prompt:* How many trainings *Prompt:* When were the trainings conducted (before/during/after BPI initiative implementation)	Training	Gain/verify contextual understanding
7. Who conducted these trainings?	Training	Gain/verify contextual understanding
8. What were the stakeholder's reactions towards the process improvement trainings?	Stakeholder responses	Q2
9. What would you think as issues with regard to training people on process improvements? *Prompt:* transfer of training *Prompt:* lack of training *Prompt:* lack of supervisor/line manager support *Prompt:* Resistance	Training transfer/ Stakeholder responses	Q1 and Q2

10. How useful was the training for the implementation of the process improvement initiative?	Stakeholder responses	Q2
11. How well do you think the training transfer happened?	Training transfer	Q1/Q2
12. Do/did the trainees use the training for the successful implementation of the process improvement initiative?	Training transfer	Q2
13. What is your evaluation of the transfer of the trainings provided? *Prompt:* Do you evaluate the transfer of training *Prompt:* How do you measure the transfer of training	Training transfer	Q1/Q2
14. How do you gauge/measure the positive or negative transfer *Prompt:* Determination of transfer goals? *Prompt:* Creating meaningful measures? *Prompt:* set standards for success *Prompt:* Determine evidence that would convince you that adequate transfer is taking place *Prompt:* Any empirical results of transfer *Prompt:* Checklist of rules and principles for acceptable adaptations such as learning and short term retention, self-reports of intentions to use trained knowledge and skills, supervisory and peer ratings, self-ratings, objective measures such as faster performance *Prompt:* The use of trained strategies, and the increased accuracy of performance.	Training transfer	Gain/verify contextual understanding
15. In instances that you thought people did not transfer the training, what measures did you take? *Prompt:* strategic responses ○ Acceptance (Learning to live with the paradox) ○ Confrontation (Discuss tensions to socially construct a more accommodating understanding or practice) ○ Transcendence (Capacity to think paradoxically. Requires second order thinking which entails critically examining entrenched assumptions to construct a more accommodating perception of opposites. Involves critical self and social reflection) ○ Acceptance, spatial separation, temporal separation, synthesis ○ Play through rather than confront ○ Reframing the relationship between polarized elements ○ Clarifying mixed messages that invoke contradiction ○ Meta-communicating about	Stakeholder responses	Q1 and Q2

tensions to identify both/and possibilities *Prompt:* defensive responses o Further polarizing contradictions o Transfer of conflicting attributes to a scapegoat or repository of bad feelings o Blocking if awareness of tenuous experiences or memories o Resorting to understandings or actions that have provided security in the past o Excessively manifesting the feeling or practice opposite to the threatening one o Compromise of conflicting emotions within "luke warm" reactions that lose the vitality of extremes		
16. What was the role of process improvement training in the implementation of the BPI initiative? *Prompt:* was the initiative successful *Prompt:* do you think that training played a role for its success?	Training transfer	Q1 and Q2
17. Are there any other comments that you would like to make?	Not applicable	Gain/ verify contextual understanding

Table 2: Interview guide to interview respondents who were affected by the Business Process Improvement Initiative and who had to thereby undergo training done for the BPI

Interview questions	Related Theoretical Focus	Research Goals/ objectives
1. What are your thoughts about the process improvement initiatives that have been implemented in this organization? *Prompt:* What was the previous process *Prompt:* What is the new process *Prompt: What triggered the new process*	Tensions/ Paradoxes	Q1 and Q2
2. What has been your role and involvement in this process improvement initiative?	Not applicable	Gain/verify contextual understanding
3. Who were the people involved in the process improvement implementation *Prompt:* The stakeholders (top management/ process improvement professionals/trainers/line managers/supervisors/ operational level employees)	Not applicable	Gain/verify contextual understanding
4. How did you get to know of the process improvement initiative?	Tensions/ Paradoxes	Q1 and Q2
5. What was your initial reaction when you heard of the process improvement initiative?	Tensions/ Paradoxes	Q1 and Q2
6. What was the reaction of your other colleagues about it?	Tensions/ Paradoxes	Q1 and Q2
7. Why did you/ they react in that manner?	Tensions/ Paradoxes	Q1 and Q2
8. What support was given by the organization/ organizational members to you/ your colleagues/co-workers to embrace the process improvement initiative?	Tensions/ Paradoxes	Q1 and Q2
9. In what manner did you respond to the process improvement? *Prompt:* strategic responses o Acceptance (Learning to live with the paradox) o Confrontation (Discuss tensions to socially construct a more accommodating understanding or practice) o Transcendence (Capacity to think paradoxically. Requires second order thinking which entails critically examining entrenched assumptions to construct a more accommodating perception of opposites. Involves critical self and social reflection) o Acceptance, spatial separation, temporal separation, synthesis o Play through rather than confront o Reframing the relationship between polarized elements o Clarifying mixed messages that invoke contradiction o Meta-communicating about tensions to identify both/and possibilities	Actor responses to tensions	Q1 and Q2

Prompt: defensive responses o Further polarizing contradictions o Transfer of conflicting attributes to a scapegoat or repository of bad feelings o Blocking if awareness of tenuous experiences or memories o Resorting to understandings or actions that have provided security in the past o Excessively manifesting the feeling or practice opposite to the threatening one o Compromise of conflicting emotions within "luke warm" reactions that lose the vitality of extremes		
10. What trainings were done for these process improvement initiatives? *Prompt:* Type of training (on the job/classroom, workshops, informal discussions) *Prompt:* Duration of trainings *Prompt:* How many trainings *Prompt:* When were the trainings conducted (before/during/after BPI initiative implementation)	Training	Gain/verify contextual understanding
11. Who conducted these trainings?	Not applicable	Gain/verify contextual understanding
12. What were your/ your colleagues' reactions towards the process improvement trainings?	Tensions/ Paradoxes	Q1 and Q2
13. How useful was the training for the implementation of the process improvement initiative?	Tensions/ Paradoxes	Q1 and Q2
14. Was the training useful for the successful implementation of the process improvement initiative?	Training Transfer	Q1 and Q2
15. How well do you think you were able to transfer the training that you underwent?	Training Transfer	Q1 and Q2
16. What were the issues with regard to the training that you received for the process improvement initiative? *Prompt:* transfer of training *Prompt:* lack of training *Prompt:* lack of supervisor/line manager support	Training Transfer	Q1 and Q2
17. Did you feel encouraged/ discouraged to transfer the training?	Training Transfer	Q1 and Q2
18. What measures did you take to enable the training transfer?	Training Transfer	Q1 and Q2
19. What was the role of process improvement training in the implementation of the process improvement initiative? *Prompt:* was the initiative successful *Prompt:* do you think that training played a role for its success?	Training Transfer	Q1 and Q2
20. Are there any other comments that you would like to make?	Not applicable	Gain/verify contextual understanding

Appendix 2

Table 3: Details of the interviews conducted at Garments Co

Dates	**Source**	**Type of data collected**	**Use in the study analysis**
June 2016	Initial discussion with first point of contact (informal)	Primary, interview data	Understanding of the process improvement, initial contextual understanding, suitability of case for study, ability to gain access, procedure to gain access to the case
June – August 2016 and April 2017	Members of the central supply chain team	Primary, interview data	Verifying contextual understanding, the tensions and responses to tensions, and the training and training transfer relating to the process improvement
June – August 2016	Members of the Engineering function	Primary, interview data	Verifying contextual understanding, the tensions and responses to tensions, and the training and training transfer relating to the process improvement
June – August 2016 and April 2017	Employees at SBU level	Primary, interview data	Verifying contextual understanding, the tensions and responses to tensions, and the training and training transfer relating to the process improvement
June – August 2016 and April 2017	Employees at factory level	Primary, interview data	Verifying contextual understanding, the tensions and responses to tensions, and the training and training transfer relating to the process improvement
November 20`7	Former corporate supply chain employee	Primary, interview data	Verifying understanding to reflect on accuracy of analysis
November 20`7	Former SBU supply chain employee	Primary, interview data	Verifying understanding of former processes and the differences in the current system, allowing for better analysis of the disruption of routines

Table 4: Details of respondents interviewed

Respondent	Designation of the respondent	Type of stakeholder (trainee/ trainer/ other stakeholder
A1	Deputy General Manager (DGM), Supply Chain	Other stakeholder
*A2	Senior Staff Officer, Maintenance, Fashion Garments, Factory X[5] (name of the location)	Trainee
A3	Head of Process Excellence, Supply Chain	Other stakeholder
*A4	Stores Clerk, Maintenance, Fashion Garments, Factory X (name of the location)	Trainee
*A5	DGM Engineering, Fashion Garments (1 face to face and 2 telephone interviews)	Trainee
*A6	Factory Machinery Engineer, Fashion Garments, Factory X (name of the location)	Trainee
A7	Assistant Manager (AM), Supply Chain, Elastics and Zippers	Trainer
A8	AM, Supply Chain, Thread	Trainer
A9	AM, Supply Chain, Poly bags and Cartons	Trainer
A10	AM, Supply Chain, Vendor Management and Strategic Sourcing	Trainer
A11	AM, Supply Chain (Packing Trims, Indirect, Capex)	Trainer
A12	Group Head of Engineering	Other stakeholder
A13	DGM, Supply Chain, Supermarket Garments	Trainee
A14	General Manager (GM), Supply Chain, Fashion Garments	Trainee
A15	Warehouse Manager, Sportswear, Factory A[6] and B[7] (name of the location)	Other stakeholder
A16	Senior Executive, Sourcing, Fashion Garments	Trainee
*A17	Manager, Sourcing, Foundation Garments	Trainee
*A18 (2 Telephone interviews)	Sourcing Merchandiser, Foundation Garments	Trainee
*A19 (Telephone interview)	Manager, Planning, Business and Operations Planning, Foundation Garments	Trainee
A20 (Telephone interview)	AM, Supply Chain	Trainer

[5] Pseudonym used for the location of the factory
[6] Pseudonym used for the location of the factory
[7] Pseudonym used for the location of the factory

Appendix 3

Table 5: Endogenous factors that triggered process improvements

Second-order themes	**Researcher's interpretation**	**First –order concepts (invivo codes)**	**Representative Quotes**
Financial triggers	Financial concerns were seen such as the large costs associated with the indirect goods and services and the nature of siloed purchasing made by the different SBUs. They also saw the opportunity for better cost savings via volume aggregation.	Cost savings	*We never realised we spent about a million dollars on janitorial services, transport we spent about 10 million dollars a year* (Respondent A1- Deputy General Manager (DGM), Supply Chain)
		Volume aggregation	*The benefits of it is obviously volume aggregation, we saw the same specific items being purchased at different prices for different SBUs, because it really depends in the person negotiating* (Respondent A7 - Assistant Manager (AM), Supply Chain, Elastics and Zippers) *We saw the same specific items being purchased at different prices for different SBUs* (Respondent A7 - Assistant Manager, Supply chain, Elastics and Zippers) *Say that I need 50 A/Cs per annum and the price they can give for it, they will be willing to make a price reduction. This is because we negotiate for the whole group. Those benefits cannot be achieved by the factory because they will only know about the amount required by them* (Respondent A5 – DGM Engineering, Fashion Garments)
Triggers for maximising customer interactions	Many also saw the importance of the ability to break customer nominations which is a very specific thing to the apparel industry, where the customer nominates the suppliers from whom the organization should purchase. Improvements that needed to be made with the interactions with customers of Garments Co was also seen as a very important factor in making the appropriate changes to the supply chain function. The supply chain function of Garments Co is considered the main and first contact point that customers have in doing business with Garments Co. The importance of having deeper and meaningful discussions with the customers to gain mutual benefits was seen to be very important in the process.	Break customer nominations	*Our industry is not like any other. We have customer nominations. The customer tells us - you have to buy from this supplier, and when that happens, obviously you as a supplier, if you know that you are the only person that I can buy from, would you reduce prices?? No. So there is a lot of team work required to break those nominations or to get new suppliers approved so that we can get some competition to give us some benefit* (Respondent A7 – AM, Supply Chain, Elastics and Zippers)
		Negotiating with customers	*There are so many things that we could discuss and show them. "Hey look, what we are buying is over speced, this product can help the same thing. What can we do?" those sort of things* (Respondent A10 – AM, Supply Chain, Vendor Management and Strategic Sourcing) *I would say in certain occurrences if we could have reached out to our customer and taken some change, some decisions along with the customer it would have been great* (Respondent A10 – AM, Supply Chain, Vendor Management and Strategic Sourcing)
Standardization triggers	The ability to standardise the tasks of the supply chain function was also observed in the restructuring	Standardization	*There are about 1000 items. The same item they have defined it in different ways so no standardization at all* (Respondent A11 – AM, Supply Chain (Trims,

	process. With this Garments Co saw the ability to eradicate certain irregularities that had prevailed in the supply chain functions within the SBUs.		Indirect, Capex)
		Streamlining	*The supplier evaluation was streamlined* (Respondent A5 – DGM, Engineering, Fashion Garments) *The decision as to from whom to buy the spare parts was done at a mechanics level, so apart from the job they got other benefits through it which was uncovered. We needed to stop this* (Respondent A5 - DGM, Engineering, Fashion Garments)
		Inefficiencies	*We had to bring in core efficiencies and we needed make Garments Co into a single organization, so that we can leverage on the scale* (Respondent A3 - Head of Process Excellence, Supply Chain)
Triggers for maximising supplier interactions	Improvements with the interactions with suppliers was also seen as an area to be considered in the restructure. The need for negotiating with suppliers in making purchases for the group and making purchases in volumes and in a structured manner so that all functions are in sync were highlighted through the investigations. Regarding suppliers, it was also observed that a lot of the purchased volume was supplied by a few main suppliers.	Negotiations with suppliers	*When we dug into the nitty-gritties and details, we found out that for most of the purchases, they are not negotiating. They just pay whatever the supplier says. This is the price, they just raise the purchase order* (Respondent A11 - AM, Supply Chain (Packing Trims, Indirect, Capex) *When we dug into the details we found out that most of the things, they are not negotiating, they just do whatever the supplier says, this is the price, they just raise the PO. Also, for a one pencil or one pen there are about 15 suppliers* (Respondent A11 - AM, Supply Chain (Packing Trims, Indirect, Capex)
		No synchronization in buying	*With this SBU level structure, the problem is that the person overlooking procurement will not be bothered about the quantities ordered, as his only responsibility is to procure the items. However, other areas of the business such as inventory management struggle because of this as there is no synchronization* (Respondent A18 - Sourcing Merchandiser, Foundation Garments)
		No consolidation	*We saw that the same item was brought at three or more different prices, because they never spoke to each other. There was no supplier rationalization. There was no item rationalization and no consolidation of the buy* (Respondent A1 – DGM, Supply Chain) *We found out something very interesting which we had never looked at before. It was that we used to buy raw material from over hundreds of suppliers and 80% of that always came from the 20%. We are buying 80% from only 20% of suppliers. So, what is the opportunity there? We had an opportunity of rationalizing our suppliers, consolidating the buy and you know, to buy at their best prices, forecast and all of that* (Respondent A10 – AM, Supply Chain, Vendor Management and Strategic Sourcing)
		Supplier rationalisations	*The items and everything and found out that there are numerous. For a one pencil or one pen there are about 15 suppliers. So, there was no supplier rationalisation* (Respondent A11 – AM, Supply Chain, Trims, Indirect, Capex))

			We saw that the same item was brought at three different prices, because they never spoke to each other. There was no supplier rationalization. There was no item rationalization (Respondent A1 – DGM Supply Chain)
Quality concerns	Ensuring quality across the organization in all its supply chain activities was also considered a key element during the restructuring process of Garments Co.	Ensuring Quality	*When the different factories purchase from different suppliers, the quality of that spare part will differ* (Respondent A6 - Factory Machinery Engineer, Fashion Garments, Factory X[8])
Growth concerns	Another main factor which prompted the change in structure at Garments Co was the growth opportunities that were awaiting the organization. The organization saw that an improvement in the structure would enable the processes to be changed to embrace the growth opportunities.	Growth	*The entire process will be governed so that this structure will enable us to grow* (Respondent A12 - Group Head of Engineering) *The organization had some internal goals for growth. We felt that our current processes and practices were not sufficient to take us there. We had to bring in core efficiencies and we needed make Garments Co into a single organization, so that we can leverage on the scale and then move into a functional org* (Respondent A3 - Head of Process Excellence, Supply Chain)

[8] name of the location

Table 6: Exogenous factors that triggered process improvements

First – order concepts (invivo codes)	**Representative Quotes**	**Researcher's interpretation**
Business Agility	*This is an agile business. We have to consider the customer as well. It's a big rolling thing that we do. It's the nature of the industry. Reducing costs is of prime importance* (Respondent A5 - DGM Engineering, Fashion Garments)	External factors such as the business being an agile one with heavy competition also drove the need for a structural change.
Competition	*It's so competitive that we have only a very simple thing to do to compete with others like the Chinese. We have to reduce the expenses* (Respondent A5 - DGM Engineering, Fashion Garments)	Extreme competition from other countries in the region had to be taken into consideration
Customer Needs	*We have to consider the customer as well. It's a big rolling thing that we do* (Respondent A5 - DGM Engineering, Fashion Garments)	All customer needs had to be met while ensuring quality at a lesser cost.
Nature of the Industry	*Actually, if you look at this industry, the time is very much crucial. We can't take months and years to take decisions* (Respondent A8 - Assistant Manager, Supply chain, Thread) *If you look at this industry, the time is very much crucial, we can't take months and years to take decisions* (Respondent A8 - Assistant Manager, Supply chain, Thread) *From concept to product we have a nine week period. When that gets shipped to the customer we would get an alternate order which we have to turn around in 5.5 days. Whatever given the quantity we have to manufacture and ship it. Within 5.5 days it has to be in the US. Did you know that?* (Respondent A10 - Assistant Manager, Supply Chain, Vendor Management and Strategic Sourcing)	The nature of the industry being a very fast paced one where quick decisions have to be made with strict turnaround times also was a factor to be considered in the long run for business survival. The Sri Lankan apparel sector takes pride in shorter shipping lead times and flexible production units (Export Development Board, 2017) which is a strength that Garments Co too should maintain.

Appendix 4

Table 7: Reasons for tensions

Second-order Themes	**Researcher's interpretation**	**Invivo Codes**	**Representative Quotes**
Frequency and nature of change in routines	The process improvements that happened in the supply chain function were frequent. Initially, the change came about with the change to the structure which brought about changes to the job roles and the structure of the supply chain teams at the SBU levels. After this change the category management system too was introduced which was a further improvement to the supply chain. This brought about further changes to the job roles and the structures within the central supply chain team as well as the supply chain teams at the SBUs. These frequent improvements further fuelled tensions and employees had a hard time keeping up with the changes.	Abrupt	*It would be good to have communicated things with us rather than doing things very abruptly* (Respondent A2 - Senior Staff Officer, Maintenance, Fashion Garments, Factory X)
		Total spin	*This was a massive transformation. We work in an environment where these guys couldn't even know who is here. They never spoke to each other, but now we are saying "hey, all four give me the requirement. I'll buy". That is like a total spin for them* (Respondent A1 – DGM, Supply Chain)
		Changes within a short time	*Many changes from time to time is also not a sustainable strategy. This is a good one, but we should anchor this and go with this for a while* (Respondent A8 – AM, Supply Chain, Thread) *The momentum is also lost and the confidence. What is this? Every financial year they are doing this, and people are changing. We don't know who to talk to. Now X is doing a different thing. The communication and awareness will take months, and we also will face difficulties. The vendor roles are changing, past queries are also coming to us but now we are handling a different role* (Respondent A8 – AM, Supply Chain, Thread)
		Non-continuity	*It does not still happen properly. Some system problems. Things don't continue* (Respondent A4 - Stores Clerk, Maintenance, Fashion Garments, Factory X)
		All functions	*It's not only supply chain. It's all operations, marketing, finance, HR and marketing* (Respondent A1 – DGM, Supply Chain)
Perceived level of success	The SBU employees had little faith in the success of the change in structure. They were of the view that a small corporate team at the head office will not be able to manage the complex load of activities that they undertook on a daily basis being at the SBUs. With the authority and power around procurement decisions being shifted from the SBUs to the corporate level function, there	Corporate dealing with too many people	*The pressure or complexity on corporate level because the corporate person now deals with at least about 20 people* (Respondent A16 - Senior Executive, Sourcing, Fashion Garments)
		Lack of confidence in central team	*It was the first time and there was resistance in that - how would we purchase, or how would be project, how would we understand what the product is, how would be able to sit centrally and govern the whole mechanism* (Respondent A10 – AM, Supply Chain, Vendor Management and Strategic Sourcing) *I'm not sure whether the categories themselves had enough experience*

	arose various speculations on the capabilities of the newly set supply chain team including the category heads at the corporate office. They were of the view that the corporate team was one with young people who did not have the technical expertise or the experience to handle the supply chain functions effectively. Due to these reasons, the SBU teams thought that the newly introduced model for supply chain operations, might not support the business and the SBU level supply chain operations. They also felt that the goals of the business, the SBUs, the corporate supply chain teams and the SBU supply chain teams were not aligned well enough for them to function effectively.		*and resources to deal with the requirements* (Respondent A14 – GM, Supply Chain, Fashion Garments)
		Corporate do not do the operations	*Sometimes they feel that we are sitting here, we are not really involved in the operational processes and whether we should be given the authority to make the operational decisions* (Respondent A7 - Supply Chain, Elastics and Zippers) *There was resistance in that how would we purchase, or how would be project, how would we understand what the product is, how would be able to sit centrally and govern the whole mechanism* (Respondent A10 - Supply Chain, Vendor Management and Strategic Sourcing)
		Technical	*Because it is very technical, highly technical, and to what extent corporate can do, because this is the bread and butter of the company* (Respondent A1 – DGM, Supply Chain) *People here always thought that those people do not have the knowledge and expertise to make such decisions so that's why there were bit of tensions at the beginning* (Respondent A16 - Senior Executive, Sourcing, Fashion Garments)
		Corporate team very young	*What our people thought was like they have been doing this for a long time. The team at the corporate has was very young and they were new to the industry. So, the perception our people had was we are in the factory we know if something gets delayed we can reduce the price he will reduce couple of cents and give us but if that does not come in time. The impact will be on the production. The people here always thought that those people do not have the knowledge and expertise to make such decisions. That's why there were bit of tensions at the beginning* (Respondent A16 - Senior Executive, Sourcing, Fashion Garments)
		More experienced	*It was not easy. It's like 20% of everybody are above my age. So, the senior engineers, difficult tackling them. 40% of the guys are more experienced in Garments Co than I'm* (Respondent A12 - Group Head of Engineering)
		No practical knowledge	*We have realised that in some cases they have taken the decisions without any practical knowledge (laughs). We have understood that in certain cases, especially with the problems that arose. We begin to wonder whether they have taken those decisions with the relevant knowledge* (Respondent A2 - Senior Staff Officer, Maintenance, Fashion Garments, Factory X)

Nature of transition	The improvements that took place were of a top bottom nature and were more imposed on the employees. It was done with the help of an expert consultant and there has been very little if any consultation regarding the improvements from those at the SBU level supply chain teams. Further, in some cases, the employees were not aware that their job roles have changed and in which manner they have changed. This created a lot of complications in their day to day work for them.	Directive transition	*The more sustainable way would have been a more collaborative transition than a more of a directive transition* (Respondent A1 – DGM, Supply Chain) *We come from nowhere and we tell them to change the supplier* (Respondent A7 - Supply chain, Elastics and Zippers)
		Top bottom thing	*It was a top bottom thing. We went and told them you buy from these guys etc* (Respondent A1 – DGM, Supply Chain)
		No consultation	*There was no consultation. That is why all those problems occurred* (Respondent A2 - Senior Staff Officer, Maintenance, Fashion Garments, Factory X)
		Saw corporate as dictators	*They just saw us as dictators* (Respondent A8 - Supply Chain, Thread)
		Not informed	*The thing is that they the guys below them, they were the ones who did not know. They did not know about what we were doing* (Respondent A7 – AM, Supply Chain, Elastics and Zippers) *They have removed our rights, we did not even know about it. Even the engineer did not know. It's ok to remove them, no problem, but we should have been informed on it at least, just an email. Just imagine the plant engineer not knowing about it. The engineer also gets to know when we tell him, and then he asks, "ahh, is it the case?"* (laughs) (Respondent A2 - Senior Staff Officer, Maintenance, Fashion Garments, Factory X)
		Lack of involvement	*If there was some more comprehensive roll out where the SBU level senior managers were involved when this functional change that took place, it would have been better, I don't know* (Respondent A14 – GM, Supply Chain, Fashion Garments)
Transparency created	With the structural change and the central supply chain team's emergence, a lot of practices that were in place at the individual supply chain function were investigated. This exposed a lot of inefficiencies as well as malpractices at the SBU levels about which some within the SBU level supply chain teams were not happy about or fearful of. Some employees at the SBUs also were of the opinion that the efficiencies created after the new structure would portray a negative image	Exposed	*Now they are working with me who is a technical person. That's a reason why they don't want to go ahead, so in that case everything was exposed* (Respondent A12 - Group Head of Engineering)
		Mal practices	*You can get bribes. There could have been such. So that opportunity is out now. So that's a problem* (Respondent A1 – DGM, Supply Chain)
		Commission	*Imagine I sell spare parts and you are a mechanic at the factory. You tell me that you need this amount of spare parts and you purchase it from me, then you get a benefit in terms of a commission. It's like a bribe. So, you will in such case, even if there are other suppliers willing to supply at a lesser cost, you will still be buying from me. There were a lot of such cases, especially with regard to spare part*

	of them and their previous practices of work. Further, the manner in which tasks were carried out were also changed. The need to standardise supply chain created new processes and approvals to be sought from different levels in the organization added more transparency and control into the processes.		(Respondent A5 - DGM Engineering, Fashion Garments)
		Look bad on them	*It creates this feeling that "look, these guys are just taking projects from me and saving and then coming back and telling that I got this saving". Sometimes they thought that it would look bad on them because they could not get the saving all this time and suddenly someone is coming and getting a saving* (Respondent A9 - Supply Chain, Poly bags and Cartons)
Insecurity	The changes to the structure and the job roles also created a lot of insecurity among the employees at the SBU levels. They felt threatened at all levels and they felt that the function was facing a threat itself.	Insecure	*Sometimes people feel that they are insecure now* (Respondent A12 - Group Head of Engineering)
		Feel threatened	*The senior managers and the layers below them, they were all equally kind of feeling threatened* (Respondent 14 - GM, Supply Chain, Fashion Garments)
		Thought they were being monitored	*Earlier some people had the idea and the impression that corporate was there to kind of do monitoring and policing kind of thing* (Respondent A14 – GM, Supply Chain, Fashion Garments) *Now If I'm ordering a good, I first check whether it is available in the system. If not, I have to get an approval from the person in the head office to enter it to the system. Then he will ask the reasons, why we are going to order it etc. Then he gives the approval to either enter it into the system or not. If he is ok with entering it to the system, then he advices the procurement division handle it. It is after that that we put a purchase requisition* (Respondent A2 - Senior Staff Officer, Maintenance, Fashion Garments, Factory X)
Notion of loss	The notion of loss was something that crept into the SBU supply chain function with the change in structure and the establishment of a corporate level supply chain team. They feared the loss of their jobs, the loss of autonomy over their jobs, the authority, control and the decision making power that was vested with them as members of the SBU supply chain teams. The power switch from the SBU to the corporates further agitated the problem and created tensions within the two levels.	Had authority	*They feel threatened about people losing authority, control over their work* (Respondent A14 – GM, Supply Chain, Fashion Garments)
		Fear of losing jobs	*Initially they had a fear because in terms of losing their jobs basically* (Respondent A8 – AM, Supply Chain, Thread) *When we are trying to get the ownership and the control to the corporate they initially thought that they will lose their jobs, "so what are we going to do? If you are going to negotiate the price and announce us this is the price you are going to place the order as well, what is our role then? In about one and a half years corporate will tell us we don't need your support"* (Respondent A8 – AM, Supply Chain, Thread)
		Had control	*There is a certain level of control they had on the business. So, they must be feeling bad* (Respondent A14 – GM, Supply Chain, Fashion Garments) *Now no one can do as and how they want, you can't order as you like,*

			people can question you, earlier they were no following done in a central place, then the ability to question is difficult (Respondent A6 - Factory Machinery Engineer, Fashion Garments, Factory X)
		Had their own say	*They had their own say. When they needed to develop a supplier, they could do it on their own* (Respondent A14 – GM, Supply Chain, Fashion Garments)
		Power no longer with them	*The power struggle in supply chain was intense. Supply chain was an area that they had power. The power to decide, where to buy, what to buy, what price to buy, that power came to corporate, then it became a real problem* (Respondent A1 – DGM, Supply Chain) *They were based at the SBUs and they were in charge and they could purchase whatever they wanted, and they were the ones who were deciding everything, but suddenly when you shift everything to corporate, things were difficult for them* (Respondent A9 – AM, Supply Chain, Poly bags and Cartons)
		Power switching	*It was power switching from that end* (Respondent A1 – DGM, Supply Chain)
		Cannot do as they want	*Because now no one can do as and how they want. You can't order as you like, people can question you. Earlier they were no following done in a central place. Then the ability to question was difficult* (Respondent A6 - Factory Machinery Engineer, Fashion Garments, Factory X)
		Loss of control	*Now this was a problem for the clerks, because they used to have complete control over this and now there is a corporate director who says which supplier to use. The moment this guy sees when a new supplier comes, there is a transition right?* (Respondent A1 – DGM, Supply Chain)
		Power with SBUs	*The level to which corporate can do it is also very difficult. There is a lot of power with the SBUs* (Respondent A1 – DGM, Supply Chain)
		Loss of decision making power	*We came with the decision making power. Then they can't be appointing their supplier. So, there they got a kind of a feeling that they don't have that power to make that decision* (Respondent A11 – AM, Supply Chain, Trims, Indirect, Capex)
		Loss of independence	*We have I think four or five SBUs and all of them have their own independent supply chain teams. So, it was never central. Purchasing or rather procurement for direct materials have never been centrally handles in this magnitude* (Respondent A10 - Supply Chain, Vendor

			Management and Strategic Sourcing)
Habits	A majority of the roles and jobs that were performed by the supply chain team members were ones that have been in existence since the company started with little changes from time to time, without major alterations to the structure and the routines in which the tasks were carried out. With the improvements that were introduced this created an upheaval in the habits that the employees in the supply chain function had maintained over the years. Further the norm of supply chain functions and its structure within the apparel organizations in Sri Lanka was the one that prevailed.	have been doing for a long time	*It takes some time for people to understand the proper way when they have been doing things in a particular way for a long time* (Respondent A6 - Factory Machinery Engineer, Fashion Garments, Factory X)
		industry norms	*"How can that be done? I've been doing this for ages" that sort of a thing. This is a very old industry. It's not a new industry in SL. There are used practises, ways of doing things etc.* (Respondent A1 – DGM, Supply Chain)
		Since the company was formed	*I think since the company was formed, it was the previous structure. That's how it is anywhere, if you take* (mentions name of main competitor organization), *and all the others, it was the same structure* (Respondent A14 – GM, Supply Chain, Fashion Garments)
		thought change might not support the business model	*They had a way of working. They had control over it and that model. They thought that the change might not support that* (Respondent A14 – GM, Supply Chain, Fashion Garments)
		Own way of working	*They got used to the way that they work. They have their own set of suppliers and their own way of working, and then when the corporate team comes in and say "hey, do it this way, obviously, it is seen as a, people anyway resist change and there will be very few who advocate change, a majority will resist, they are ok with the status quo and the way things are moving* (Respondent A1 – DGM, Supply Chain)
Interruptions	The improvements also brought about interruptions initially to the way of work and caused unexpected delays. There were also some problems with the new suppliers nominated by the central supply chain team. Further, the SBU supply chain team members had to share information with the central supply chain team members which they saw as work that they were not supposed to do, and which took time form their daily busy work schedules.	issues with suppliers	*But the suppliers they nominated were not very good* (Respondent A16 - Senior Executive, Sourcing, Fashion Garments)
		delays	*Actually, there were some delays* (Respondent A5 - DGM Engineering, Fashion Garments) *Even if it is something that needs to be supplied quickly, even if we need, it cannot be supplied quickly due to the changes in the processes* (Respondent A4 - Stores Clerk, Maintenance, Fashion Garments, Factory X)
Degree of familiarity	The degree of familiarity with the way in which things needed to be done was another hurdle that was faced by the employees who	unclear areas in the system	*Putting an order is a tedious thing. If we place an order worth 400000, there could be about 500 parts in that. All sorts of parts. We have to select all the parts one by one. The person who feeds in the*

	were impacted with the new structure in the supply chain function. The interview data made it clear that some employees were not aware of the improvements that the structural changes have brought about. This created levels of tensions among them compared to those who were more informed about the changes that had happened. Another change that the SBU employees had to deal with was that they had to stop relationships with suppliers. Most of these suppliers were long standing ones and the employees had already formed good relationships with them. They were used to particular suppliers and when new suppliers came into the scene, it was difficult for them to adjust to the changes. The individuals at the supply chain teams at the SBUs/ sub companies were also advised to not directly liaise with suppliers anymore which intensified the tensions.		*data has to put in a considerable effort into it. But after feeding it in and when they get to know that the OEM cannot be received on time then again you have to feed in as generic ones. You can't cut and paste. There is a big difficulty in ordering. It's not smooth. Once it is smooth, it might be easier. Due to some unclear areas in the system we have some problems* (Respondent A6 - Factory Machinery Engineer, Fashion Garments, Factory X)
		not familiar	*What I know is maybe within the teams who were in the SBUs there were not very familiar with what had happened* (Respondent A14 – GM, Supply Chain, Fashion Garments)
		lack of awareness	*I don't think people are still clear on what their actual job role is or how they can help us to help the SBUs. I don't think it was communicated really well* (Respondent A16 - Senior Executive, Sourcing, Fashion Garments) *For us the people who have been given awareness about this, there is a positive feeling about this. But the change should go to the other levels also. The people who are under us as well as the production teams and the merchandising teams do not have much awareness* (Respondent A15 - Warehouse Manager, Sportswear, Factory A[9] and B[10]) *I was with logistics and warehouse. Now I have been transferred to the supply chain division, then only I know that I have been transferred to the supply chain division and that I now am under* (mentions name of person) (Respondent A15 - Warehouse Manager, Sportswear, Factory A and B)
		relationships built with suppliers	*That is primarily because sometimes, they have a good relationship with the existing supplier and when we change they don't really like it* (Respondent A9 - Supply Chain, Poly bags and Cartons) *They have a good relationship with the existing supplier and when we change they don't really like. They don't want to change suppliers because they were comfortable with the supplier* (Respondent A9 - Supply Chain, Poly bags and Cartons)
		used to suppliers	*Internally these guys, they don't like to switch suppliers - someone who they are used to* (Respondent A7 – AM, Supply chain, Elastics and Zippers)

[9] Pseudonym for the location of the factory
[10] Pseudonym for the location of the factory

Different individual interests/ factors	The fact that different individuals had different mindsets and attitudes about the change was also mentioned as a reason for the escalation of tensions within the improvement process in the supply chain at Garments Co. They were created as a result of most of the individuals at the SBU level supply chain favouring the old structure that prevailed while those at the corporate favoured the new structure that was set up and the new routine for procurement that emanated from it. This created a divide among the SBU level supply chain teams and the supply chain function members sitting at the corporate office.	different mindset	*Mostly these admin people have a different mindset. They don't have much education and al, the attitude of people, and discipline also I can say* (Respondent A11 – AM, Supply Chain, Trims, Indirect, Capex)
		age	*It's like 20% of everybody is above my age, so the senior engineers, it's difficult tackling them* (Respondent A12 - Group Head of Engineering)
		goal incongruence	*The managers want their own savings or their own performance. Sometimes they were not aligned. That goal congruence was not really there at one point* (Respondent A9 - Supply Chain, Poly bags and Cartons)
		had to share information	*From the shop floor level to middle levels they were not very happy, because they had to like to share the projections all that* (Respondent A16 - Senior Executive, Sourcing, Fashion Garments)
		lack of discipline	*The attitude of people, and discipline also I can say was the reason. What we did was, this whole thing we did it from another factory, our competitor's factory. We went there, and we studied that. From the top level they said that you'll can visit and see this. So, then we went there, and we found out the level of discipline that they have and those people's attitudes - how they have kept the place clean and everything. Then when it comes to implementing it here, it was a terrible thing because people there were keen about production as well as their surroundings to be clean. But in our case, it's not the case. They just think about production and the incentive. They do not care about surrounding. What they think is "ok, the janitors are there - what's there to clean"?* (Respondent A11 – AM, Supply Chain, Trims, Indirect, Capex)
		need to survive the moment	*The admin guys they want to somehow survive in that moment* (Respondent A11 - AM, Supply Chain, Trims, Indirect, Capex)
		politics	*It was mainly politics mainly from the top as well* (Respondent A11 - AM, Supply Chain, Trims, Indirect, Capex)
		resistance to change	*General tendency when people face change - the resistance to change* (Respondent A14 – GM, Supply Chain, Fashion Garments)
		savings allocation	*Saying that "I want to get the savings and not them, should be my savings and not theirs' that kind of a reaction was also there* (Respondent A9 – AM, Supply Chain, Poly bags and Cartons)
		needing more protection	*I feel this year the SBUs felt more threatened and needing more protecting and not needing to work with the corporate* (Respondent A14 – GM, Supply Chain, Fashion Garments)

Appendix 5

Table 8: Defensive Responses

Defensive Response	Identifying codes	Quotes
Dispute mechanisms (Any instances described as a disagreement or argument with the intention of competing or striving to win was labelled as dispute mechanisms and was identified as a defensive response towards the process improvement)	Arguments	*For example, if we thought of reducing the number of cleaning staff from 50 to 30, they argued of how can it happen* (Respondent A6 - Factory Machinery Engineer, Fashion Garments, Factory X)
	Blaming each other	*We tell people - go buy form this supplier, don't buy from your one, and suddenly something goes wrong, he comes and blames, tells – "because of you only this happened"* (Respondent A1 – DGM, Supply Chain)
	Come up with issues	*They were very reluctant. They were saying that "even though you negotiate there are issues". They can come up with a thousand and one issues* (Respondent A7 - Supply chain, Elastics and Zippers)
	Complain	*A lot of complaints were there. Sometimes I get calls even saying that this toilet is not cleaned – "what can we do"? They were always complaining, and they wanted to say that this is not effective. So they wanted to somehow come back to the square one and come back to the previous process that they followed* (Respondent A11 - Supply Chain, Trims, Indirect, Capex)
	Disagreements	*And then there was a disagreement - "no the quantities would be different" this and that. Then it would go back and forth* (Respondent A10 – AM, Supply Chain, Vendor Management and Strategic Sourcing)
	Grievances (from process training recipients)	*There were grievances* (Respondent A14 – GM, Supply Chain, Fashion Garments)
	Questioning (trainers and others who introduced the process improvement)	*They started resisting and questioning "why can't we buy what we want" etc, etc* (Respondent A1 – DGM, Supply Chain)
	Said it could not be done	*Initially what they said was that it could not be done in the proposed way* (Respondent A5 - DGM Engineering, Fashion Garments)
Power mechanisms (Power mechanisms as a defensive response are identified through illustrations of behaviours that had attempted to influence the behaviours of others or the course of events or actions - in this case the process improvement)	Use of power	*In other factories their employees are more powerful than our executives. So those differences are there. Then they don't do whatever these executives tell to them* (Respondent A11 - Supply Chain, Trims, Indirect, Capex)
	Exercise operational power	*We got a very good offer from one of the suppliers and we had a higher percentage allocated to that supplier, which they did not want to do. See they have the power in terms of operationally* (Respondent A7 – AM, Supply chain, Elastics and Zippers)
	Did not reply to emails	*Most of the admin guys did not want to support that process. Even when we standardised, they did not even reply to our mails even saying that ok, we are fine with this standardization of work. They did not even reply* (Respondent A11 – AM, Supply Chain, Trims, Indirect, Capex)
Resource sharing mechanisms (Resource Sharing	Withholding information	*There was a sheet that they had which was a projection for the whole year. No one was ready to give it to us. Everyone was like "we don't have data" all that all that*

mechanisms as a defensive response are identified through incidents where resources were not jointly shared when need arose - specially resources such as information)		(Respondent A16 - Senior Executive, Sourcing, Fashion Garments)
	Information sharing	*They were very reluctant to share information* (Respondent A11 - Supply Chain, Trims, Indirect, Capex)
	Think corporate's getting credit	*They thought - the corporate teams are going to get the credit - why should I even bother?* (Respondent A1 – DGM, Supply Chain)
Image modifying mechanisms (Image modifying mechanisms as a defensive response are identified through illustrations of behaviours or instances of deliberately attempting to change or modify the impression that a person or group has presented of themselves to others in the organization)	Try to show that corporate is inefficient	*We had to informally tell them - ok this is not what we are, there was this thing in their mindset and they were trying to show that we are inefficient* (Respondent A11 – AM, Supply Chain, Trims, Indirect, Capex) *They created a lot of problems saying that the corporate team is not doing the work properly etc* (Respondent A5 - DGM Engineering, Fashion Garments)
	Escalation of things	*So mainly what they did was they escalating every single thing. Earlier nothing was known. Anyone did not know what happened in the factory - cleaning or anything. What these people did was they escalated everything. They took photos and sent it to the CEOs. Previously what they did was - they managed it somehow. Even though there were issues they did not escalate it. Now what they did was they escalate everything. "This place is not cleaned properly now" - likewise they escalated even to the top management* (Respondent A11 - Supply Chain, Trims, Indirect, Capex)
Task execution deviance mechanisms (Task execution deviance mechanisms as a defensive response are identified through illustrations of behaviours that demonstrate any deviation in the norm of carrying out day to day activities)	Shifting responsibility	*"Ok, if you are taking the decision, you take care of the operational matters as well" - then that came out* (Respondent A11 - Supply Chain, Trims, Indirect, Capex)
	Do not own it	*They did it for the sake of doing it. But then they do not own it. They did not feel it as their thing* (Respondent A1 – DGM, Supply Chain)
	Not going the extra mile	*I felt that they did not go that extra mile to give us the 100% accurate information* (Respondent A7 – AM, Supply Chain, Elastics and Zippers)
	Refuse recommended action	*They actually had three suppliers which they could buy from, but when I reduced the prices we got a very good offer from one of the suppliers. We allocated a higher percentage to that supplier, which they did not want to do* (Respondent A7 – AM, Supply Chain, Elastics and Zippers)

Table 9: Strategic Responses

Strategic Response	**Identifying codes**	**Quotes**
Evidence based mechanisms (The use of facts or information indicating that a particular action/ phenomena is true or valid and assists building belief around it, was identified as evidence based mechanisms)	Show examples	*We always return back to anybody who would disagree with some examples. We would show them some examples, real life examples and then we had taken it forward from there onwards* (Respondent A10 – AM, Supply Chain, Vendor Management and Strategic Sourcing)
	Convincing	*What we did was from the back end system support teams we got the info separately, but somehow, we convinced them* (Respondent A11 – AM, Supply Chain, Trims, Indirect, Capex) *But we had to convince them. We had to show the results and the savings that we got and the practices and all. Now I think we are settled in the process, but initially we had to fight with the SBUs and convince a lot to them to come to this stage* (Respondent A8 – AM, Supply Chain, Thread)
	Showing results	*Gradually the SBUs started seeing results. From the entire exercise and the results, it drove them into sharing more information. So that was the turning point. When the results started coming in.* (Respondent A10 – AM, Supply Chain, Vendor Management and Strategic Sourcing) *We achieved about 3 or 4 million dollars of savings* (Respondent A1 – DGM, Supply Chain)
	Showing benefits	*And we showed them the results and the benefits that they are getting from that. When they are doing a piece meal negotiation they can't show a big volume to the supplier and get the same level of saving* (Respondent A8 – AM, Supply Chain, Thread)
Alignment based mechanisms (Activities intended to build agreement or alliance towards the process improvement by aligning it to other goals or processes were identified as alignment based mechanisms)	Alignment of goals	*Basically, the strategy that we adopted was the alignment of goals across the group. We brought all those goals to the different levels and the different SBUs. All the goals were aligned, that becomes a common goal then* (Respondent A3 – Head of Process Excellence, Supply Chain)
	Alignment of processes	*There was always alignment that happened. We aligned their processes through our expertise. Our expertise aligned their processes* (Respondent A10 – AM, Supply Chain, Vendor Management and Strategic Sourcing)
Upskilling mechanisms (Activities intended at increasing resources such as information and being more informed, and learning additional skills were labelled as upskilling mechanisms)	Alternative sources of information	*We have one guy who has been in the company for 20 odd years. So, he pretty much knows a lot of the details. So, at the initial stages we spoke with him and we found out. But then we do a lot of research. We get catalogues from the suppliers, we have phone calls with the supplier, we google most of the things, we research and read articles, we really find out about the product. It's not just from the SBU. What we request form the SBU is the forecast. Technical aspects we do not ask* (Respondent A7 – AM, Supply Chain, Elastics and Zippers)
	Meetings with lower levels	*They were also involved in those communications and meetings and presentations. They were also in those meetings. So, it was communicated to everyone in one*

		go. not that they came and told us ok this is how it's going to happen in your future and go and tell your procurement teams and what they did was they did a meeting for everyone. So, all the SBU people in one go and then they took from there. (Respondent A16 - Senior Executive, Sourcing, Fashion Garments)
	Building category experts	*Respondent 11 is handling indirect services. There are people deployed. There are so many categories. For zippers there is one person. We have created expertise. There is a girl who knows in and out of zippers. She knows all the things of buying, she has very close relationships with the supplier, supplier risk management etc. She knows in and out of a zipper. Sometimes more than the supplier technically. That's the capability we build, which is one reason that we are now able to get the support from the SBUs as well* (Respondent A1 – DGM, Supply Chain)
	Keeping them informed	*Those have been communicated when we visited and presented to them. We actually showed them - this is the structure. For this matter you need to speak to them. That is very well declared and shared* (Respondent A8 – AM, Supply Chain, Thread)
	Educate	*We educated them about the process and everything around it* (Respondent A11 – AM, Supply Chain, Trims, Indirect, Capex)
	One on one discussions	*We started one on one discussions with the people. How we are going, where we are going and what will happen* (Respondent A12 - Group Head of Engineering)
	Training	*There came a system called the "M3". Now everything is run through that. It has everything. We got training for that. How the system works, it was in class training. It was given to groups, the people in the plant, engineers were also trained* (Respondent A2 - Senior Staff Officer, Maintenance, Fashion Garments, Factory X[11])
Transparency based mechanisms (Actions taken to make things clear and open around the process improvement were identified as transparency based mechanisms)	Spoke directly about malpractices	*We found a few evidences as to a few malpractices and then spoke directly to them. Then they had to make a decision. Either to leave the organization* (Respondent A5 – DGM Engineering, Fashion Garments))
	No hidden agenda	*I didn't have any hidden agenda. I don't have any agenda. The only agenda here, I published. After that I don't have any agenda. If you have clear directions and without any hidden agenda, you can move* (Respondent A12 – Group Head of Engineering)
	Open for discussion	*We have directly talked with them. There was no issue around that. We could always discuss. There was no barrier for it* (Respondent A2 – Senior Staff Officer, Maintenance, Fashion Garments, Factory X) *We can talk to them, even though our Head of Department. They will then inform the top levels and provide us a solution. We can talk and solve the problem with anyone* (Respondent A4 – Stores Clerk, Maintenance, Fashion Garments, Factory X)
	Opportunity to raise questions	*They raised questions during the meetings and after that they can't actually raise any voice because we told them very clearly* (Respondent A8 – AM, Supply Chain, Thread)
Collaboration	Partnered with the	*Then we partnered with the SBUs. For example, the role*

[11] Pseudonym for the name of the location

mechanisms (Actions oriented towards working with someone/ groups towards a common goal were identified as collaboration mechanisms)	SBUs	*that I play here, there is somebody who plays a similar role there – but only for his business. So, we partnered with that person. So ideally, he would be my single point of contact at the SBU who I would work together in order to buy what we are buying the best. So that was how we came out of the resistance or whatever thing we had with the SBUs.* (Respondent A10 – AM, Supply Chain, Vendor Management and Strategic Sourcing)
	Building relationships	*At the beginning I had not even seen most people. I had not even seen them, and it was only email communication. We have not met face to face. That was very ineffective. Then only we formed this team. Went on trips, went for drinks, and that brought in a lot of comfortability and to show that it is not a threat. I think relationships also plays a major role here* (Respondent A1 – DGM, Supply Chain) *I would say it's always how much of connections or how well you are connected that plays a major role in whatever information you require* (Respondent A10 – AM, Supply Chain, Vendor Management and Strategic Sourcing)
	Work closely with the SBUs	*We are working a bit more closely. So, in that way our skill set is different. Together with their relationships – they have been working with these suppliers for so many years. Together with their relationship, we can do wonders. That's how we see it and that's how they are beginning to see what our purpose is* (Respondent A7 – AM, Supply Chain, Elastics and Zippers)
	Make them a part of it	*Make these people also part of it. Then we can get their fullest support. But when they were isolated, and we were trying to do our sourcing on our own, they were not very supportive. So, we make them a part of it. They are part of the team who change the supplier, so they are fully committed* (Respondent A9 – AM, Supply Chain, Poly bags and Cartons)
	Collaborative	*Now we are going for a more collaborative approach to things and that's how we are going. Because we started going out to the SBUs, not working in our silos but really engaging with them. They don't seem like someone is telling them what to do, it's like we got together and did it* (Respondent A7 – AM, Supply Chain, Elastics and Zippers)
	Communicate interdependence	*So, our role is now being communicated and defined to the SBUs so that they understand why they need us and why we need them* (Respondent A7 – AM, Supply Chain, Elastics and Zippers)
	Joint action	*This is jointly with the SBU teams. This is not an independent thing that we do* (Respondent A10 – AM, Supply Chain, Vendor Management and Strategic Sourcing)
	Joint decision making	*Everything was done jointly. We did not isolate the SBUs and take any decision. Decisions were taken with the experience in agreement to the entire process of procuring* (Respondent A10 – AM, Supply Chain, Vendor Management and Strategic Sourcing)
	Getting involvement	*We are getting the SBUs involved. It's not just the information. Getting them involved for the technical specifications, sitting down with them and preparing the cost sheets, basically I'm doing my work with them. The negotiations are expected to be held there at the SBU*

		with the team. So that really motivates them, and they can say "yes, we were part of it". Nobody can say we did not do things that and whatever. We are doing it there. We are signing it off there. That one team concept. They are very familiar with me. Whenever I go there they are very hospitable (Respondent A7 – AM, Supply Chain, Elastics and Zippers)
	Physical visits	*A few times a week I go to (spells out location) which is my key SBU. I go, meet with them, talk to them. We try to be more a part of them so that they don't see us as corporate but they see us as Garments Co* (Respondent A7 – AM, Supply Chain, Elastics and Zippers) *We actually are now very close to them. Once a month we go there. We meet them and kind of thing. The connectivity is very much there. That helped a lot* (Respondent A8 – AM, Supply Chain, Thread)
	Quarterly meetings	*I started the engineering quarterly meeting which is happening every quarter now. One major point is to communicate with each other. I keep a little bit of free time with the tea and all that so that they can start chatting, talking and exchanging good practises and all* (Respondent A12 – Group Head of Engineering)
	Getting to know individuals	*Everyone who is involved in our category are trying to find out who they are and get to know them and for them to get to know about us as well* (Respondent A7 – AM, Supply Chain, Elastics and Zippers)
Pressure building mechanisms (Actions that persuade or coerce an individual/ a group of individuals to act in a certain manner were identified as pressure building mechanisms)	Top leadership commitment	*There was no lack of commitment from the leadership. That was one thing that helped us keep going* (Respondent A3 – Head of Process Excellence, Supply Chain)
	Winning the bottom levels	*If you want to have a better change the main point is to win the bottom level not the top. If you want to win the top it takes a lot of time. Winning the bottom gives you much more results* (Respondent A12 – Group Head of Engineering)
	Seek top management support	*We also highlighted to our top management. Even though we negotiate rates and everything, we can't handle the operational matters* (Respondent A11 – AM, Supply Chain, Trims, Indirect, Capex)
	Mandate it	*So, it was more like a mandate change that you have to now comply with. I think that also worked to a certain way* (Respondent A1 – DGM, Supply Chain)
	Leadership with technical know how	*So, they are now not working with the non-engineering CEO. Now they are working with me who is a technical person* (Respondent A12 – Group Head of Engineering)
Operational level interventions (Actions taken at the levels in which actual operations were carried out were identified as operational level interventions)	Factory level interventions	*In such instances we as the Department heads, we stayed firm. That this needs to be done and there may be positives and negatives and there maybe instances where things go wrong. But in all such instances we speak to (mentions name of person) from the fusion team and tell her that we cannot get the OEM[12] within this particular time. And then if there is a problem within the factory I will take necessary action to get it resolved with the help of the fusion team. Then after some time, the people who complain cannot always continue to complain* (Respondent A6 – Factory Machinery Engineer, Fashion Garments, Factory X)

[12] OEM refers to original equipment manufacturer. OEM's parts for factory equipment are purchased by Garments Co after the new supply chain process improvements rather than generic parts.

	Focus on operational level staff	*Identify all key stakeholders and by stakeholders what I mean is not just the head of the supply chain who is sitting at a SBU but also at the level of supervisor in a factory. Because at the end of the day they are the ones who are using it. They are our customers at the end of the day. We have to focus on them* (Respondent A9 – AM, Supply Chain, Poly bags and Cartons)
	Short cuts	*They were not rigid in such instances saying that that it cannot be done. They were always flexible. If the OEM is late, we cannot stop operations. Then we take a short cut and do what is necessary, but come on track again* (Respondent A6 – Factory Machinery Engineer, Fashion Garments, Factory X)
Emotional appeal based mechanisms (Acts of persuasion to create an emotional response were identified as emotional appeal based mechanisms)	Individual approach in handling	*It is not universal for every person. It is not universal for every head of supply chain. The setup is different even though it's Garments Co these are different set ups. Though we communicate the processes, finally there is a huge human involvement. So, we need to be aware of our customers. They are our customers. So, accordingly we need to treat them and tackle them. So that is a part of strategy, tactics. We can't really draw a line and say that this is it - based on the situation and depending on the person we have to kind of change and be tactful* (Respondent A8 – AM, Supply Chain, Thread)
	Play with emotions	*If you talk about strategies and tactics, it's always to play with emotions and that is how it was handled* (Respondent A10 – AM, Supply Chain, Vendor Management and Strategic Sourcing)
	Quick wins	*We gave them quick wins in terms of cost optimizations* (Respondent A3 - Head of Process Excellence, Supply Chain)
	Recovering savings	*There were a lot of benefits that the SBUs got which we passed on to them. So, they saw the benefit which is the reason I think that there is better buy in for this whole structure* (Respondent A1- DGM, Supply Chain) *Whatever the savings that we got, we transferred to them, and they could use it for performance related pays, their bonuses etc. so they really feel it* (Respondent A1 – DGM, Supply Chain) *We finally transferred the savings to their P&L. So now they actually know that we are doing a good thing and we are not just getting that saving and getting the credit* (Respondent A8 – AM, Supply Chain, Thread)
	Let them have their own way in certain instances	*There were certain instances that where we let them proceed with what they had done and not bring in an immediate change to the empire - so we let the king do what they want to* (Respondent A10 – AM, Supply Chain, Vendor Management and Strategic Sourcing)