

requirements. Not reading this information will lead to a lower grade:

- Review "How to Analyze a Case Study" under Week 4 Content. You are expected to use the facts from the case scenario focusing on using this information to determine opportunities and solve problems.
- Read the grading rubric for the assignment. Use the grading rubric while writing the report to ensure all requirements are met that will lead to the highest possible grade.
- In writing this assignment, you will read and following these tasks:
- Third person writing is required. Third person means that there are no words such as "I, me, my, we, or us" (first person writing), nor is there use of "you or your" (second person writing). If uncertain how to write in the third person, view this link: <http://www.quickanddirtytips.com/education/grammar/first-second-and-third-person>.
- Contractions are not used in business writing, so you are NOT to use contraction in writing this assignment.
- You are expected to paraphrase and are NOT to use direct quotes. You are expected to paraphrase, which can be learned by reviewing this link: https://writing.wisc.edu/Handbook/QPA_paraphrase2.html.
- You are responsible for APA only for in-text citations and a reference list. Cite the page or paragraph number.
- You are expected to use the facts from the case scenario paired with the weekly courses readings to develop the analysis and support the reasoning. **No more than three (3) external resources can be used in completing the assignment.** The expectation is that you provide a robust use of the course readings. If any material is used from a source document, it must be cited and referenced with a page or paragraph number. No books can be used as resource documents. A reference within a reference list cannot exist without an associated in-text citation and vice versa. View the sample APA paper and the How to Cite and Reference file located under Week 4 content.

Step 2: How to Set Up the Report

Create a Word or Rich Text Format (RTF) document that is double-spaced, 12-point font. The final product will be between 4-6 pages in length excluding the title page and reference page. You may not exceed six (6) pages so it is important to write clearly and concisely.

Follow a report format. <https://owl.english.purdue.edu/owl/resource/726/01/>

- Create a title page with title, your name, the course, the instructor's name and date;
- Introduction
- GDD's Results
- Candidate's Results
- GDD/ Candidates Comparison
- Recommendation

Step 3: Identify GDD's prevalent leadership theory, leadership approach and preferred leadership style.

Task 1: Read the course readings in weeks 1 – 4 to gain an understanding of the concepts of leadership theory, leadership approach and leadership style.

Task 2: Read the background information under each week's course schedule and the case scenario to identify GDD's prevalent leadership theory, leadership approach and preferred leadership style.

Task 3: Create a table that illustrates GDD's prevalent leadership theory, leadership approach and the preferred leadership style.

Task 4: Explain the reasoning for the selection of each element within the table. You will use the course readings and the case scenario information to support the reasoning.

Step 4: Identify each candidate's prevalent leadership theory, leadership approach and preferred leadership style.

Task 1: There are four potential candidates for the new manager position. Below is a summary of Rockfish's interview notes for you to use in making a recommendation. Read the interview notes for each candidate.

Candidate One- Henrietta Raynard

Henrietta was the assistant to Alex Cheng. She is 28 years old and is currently finishing her degree online at UMUC. Henrietta is a business administration major. She is friendly and has a quiet demeanor. She does not tolerate much



youthful employees of Mail on Wheels had plenty of opinions but not a lot of discipline in their work ethic. She found that structure, procedures and rules have worked better than asking for input. When asked how her staff perceived her, she laughed and said the staff called her a "Type A." Then again, she indicated that to some of the people she works with, anyone who shows up for a meeting early is a "Type A." Rockfish noted that during this statement it was only one of two times during the interview that she held his gaze for any length of time. When asked what characteristics she thought a leader needed to possess to succeed in the 21st century she replied, "...objective, practical, controlled and fair." Raynard said her leadership style was transactional but Rockfish was not sure if it was not more authoritarian. When asked what leadership theory she thought was most likely to work in the 21st century her reply was "Great Man, because it emphasizes the characteristics of a person like honesty and trust." Raynard's knowledge of the business was sound but when asked if anyone could be a leader she said no. It was up to the position that a person holds. She seemed to know little about how GDD operated. When asked if she had a leadership approach she replied, "Can you clarify the question? If you mean, do I think I can lead? Sure." Raynard did understand that sustainability was very important to the business. She said she had some ideas about how to make the process aspect of Mail on Wheels better, more efficient while saving cost. She also thought that being eco-friendly was important but realized that was the other meaning of the word sustainability in business.

Candidate Two- Orson Hernandez

Hernandez currently manages the local Kinkos store. He has remained loyal to the company even after the merger. However, Hernandez feels that the store's image, culture, and mission have changed dramatically since the merger. He enjoys working with a customer until they are satisfied and regrets having to short change the time he currently spends with customers. He also feels that the company culture has become more rigid. When asked what characteristics he thought a leader needed to succeed in the 21st century, he replied, "...flexible, compassionate, insightful and honest". Hernandez seemed to understand the idea of a mobile packaging store and was aware that Cheng's company was becoming a strong competitor for the small business customers. Asked about the idea of competitive edge he said that a leader at his level does not have to worry about competitive edge. He likes the collaborative culture at GDD and showed signs of having done his homework on the Company. He said that GDD would do well if the company made sure the new division continued the existing culture because it encouraged creativity. When asked how he created followers among his employees, Hernandez replied that he liked to use incentive motivational techniques and would sometimes empower workers if they showed an ability to manage others well. Hernandez said he was a *laissez-faire* leader because it encouraged freedom. He said his favorite leadership theory was contingency theory because it allowed him to approach things by the situation. He liked to agree with people and saw himself as being flexible. Hernandez said that he really did not have an approach to leadership just a style.

Candidate Three- Jonathan Livingston

Currently works for the IT department at UPS and obtained this job right after serving in the military. Livingston entered the interview room all smiles and with a firm handshake. Rockfish admitted to being impressed by the firm handshake and the constant eye contact throughout the interview. Livingston was well prepared to discuss both companies having visited both prior to the interview. Livingston had also read about GDD online and spoke with current employees. Livingston indicated that he was the team leader in his current job and was content with the organization. However, his current job does not lead him to a career position in management, which he desires. His approach to leading is to look for leadership opportunities and encourage employees to act upon them if possible. Livingston believes he is positive about the future and while he knows that GDD is searching for market share, he feels that he can bring a big picture perspective to the new company by having worked at UPS. Livingston said he sees himself as a transformational leader. He feels good leadership is about having good relationships with followers. Relationship theory seemed to make the most sense to him for the 21st century because people are responsible for making change happen as well as leading change in the future.

Candidate Four-Adrianna Coyote

Coyote went to work for GDD as a part-time employee straight out of college. She took time off to have a family but is now managing the GDD airport station at the Ontario Hub. Having read about the opportunity through the GDD's HR division website, Coyote was excited about the possibility of moving her career forward. She is quite familiar with GDD shipping methods, deadlines, culture and policies. Coyote has many innovative ideas besides the mobile vans that would promote the business boutique market. Coyote's evaluations are superior and she works well with her team. Her colleagues indicated that she is flexible and is a "people-first" person. Her eye contact is good and she comes off as being authentic. She describes her leadership style as servant with a touch of authoritarian. The deadlines of station work require strong direction at times and she believes that she must be strict about the deadlines. However, Coyote tries to serve her people by looking at their needs and giving them a chance to be happy in their jobs. Her team seems to concur. She has little knowledge of the mobile business but has researched and looked closely at Mail on Wheels. When asked about her favorite leadership theory she replied "relationship but really servant." The idea of having a leadership approach seemed to stump Coyote. She said, "Leaders must encourage others and to seek ways for the company to do

Task 2: Create a table that illustrates each candidate's prevalent leadership theory, leadership approach and preferred leadership style.

Task 3: Explain the reasoning for the selection of each element within the table. Use the course readings and the case scenario information to support the reasoning.

Step 5: Compare and Contrast GDD with Candidates

You will now compare and contrast the leadership qualities that fits GDD leadership model with the leadership qualities of the four candidates.

Task 1: Identify the similarities and differences in the data in the two tables looking to see what candidate best fits the GDD leadership model.

Task 2: Use the data ascertained in comparing the two tables to complete the following rating table for the four candidates. Use a scale of 1 to 5 with 5 being the highest rating and 1 the lowest rating. Note that it is possible to have candidates that fall within the same category.

Candidate	1 No-Fit	2 Bad Fit	3 Not Sure	4 Good Fit	5 Best Fit
Raynard					
Hernandez					
Livingston					
Coyote					

Task 3: For each candidate, explain how you arrived at the rating. Be sure to use the course reading and case scenario facts to support your conclusions reflected in the rating table.

Step 6: Recommend the candidate that best fits GDD's leadership model

Rockfish is depending on you to recommend the best candidate for the position. Review the information from the prior steps.

Task 1: Identify the candidate that you believe best fits the GDD leadership model and explain why he or she is the best candidate for the position.

Task 2: Support the recommendation by making a comparison between GDD's leadership model and the qualities the candidate possesses covering leadership theories, leadership approach and leadership style.

Step 7: Submit the report in the Assignment Folder.

Due Date

Apr 9, 2017 11:59 PM

[Hide Rubrics](#)

Rubric Name: Assignment #1

Table: Create a table that illustrates GDD's prevalent leadership theory, leadership approach and the preferred leadership style.

1.6 points

Table is created and correctly identifies the leadership theory, leadership approach and leadership style of GDD and also identifies specific

1.36 points

Table is created and correctly identifies the leadership theory, leadership approach and leadership style of GDD.

1.2 points

Table is created and correctly identifies two out of three (the leadership theory, leadership approach and leadership style) of GDD.

1.04 points

Table is created and correctly identifies one out of three (the leadership theory, leadership approach and leadership style) of GDD.

0 points

No table is presented or the information in the table is completely incorrect.

(0)

For the selection of each element within the table.

Excellent reasoning for the selections is given for each area and is thorough and complete.
(1.44 - 1.60)

Reasoning for the selections is sound but needs more clarification in at least one area of either category.
(1.28 - 1.43)

Reasoning for the selections is good but needs more clarification in at least two areas of either category.
(1.12 - 1.27)

Reasoning for the selections is weak and needs more clarification in all areas.
(0.96 - 1.11)

No reasoning is presented.
(0)

Create a table that illustrates each candidate's prevalent leadership theory, leadership approach and the preferred leadership style.

1.6 points
Table is created and correctly identifies the leadership theory, leadership approach and leadership style of the candidates.
(1.37 - 1.60)

1.36 points
Table is created and correctly identifies 10- 11 items of the leadership theory, leadership approach and leadership style of the candidates.
(1.28 - 1.43)

1.2 points
Table is created and correctly identifies 9 items of the leadership theory, leadership approach and leadership style of the candidates.
(1.12 - 1.27)

1.04 points
Table is created and correctly identifies 7-8 items of the leadership theory, leadership approach and leadership style of the candidates.
(0.96 - 1.11)

0 points
Table is created and correctly identifies less than 7 items of the leadership theory, leadership approach and leadership style of the candidates.
(0.1 - 0.95)
No table is presented or the information in the table is completely incorrect.
(0)

Explain the reasoning for the selection of each element within the table.

1.6 points
Excellent reasoning for the selections is given for each area and is thorough and complete.
(1.44 - 1.60)

1.36 points
Reasoning for the selections is sound but needs more clarification in at least one area of either category.
(1.28 - 1.43)

1.2 points
Reasoning for the selections is satisfactory but needs more clarification in at least two areas of either category.
(1.12 - 1.27)

1.04 points
Reasoning for the selections is weak and needs more clarification in all areas.
(0.96 - 1.11)

0 points
No reasoning is presented.
(0)

Complete the rating table for each candidate

0.4 points
Table is completed with ratings between 1 and 5 with 5 being the highest value and 1 the lowest value.
(0.36 - 0.40)

0.34 points

0.3 points

0.26 points
Table is partially completed or different criteria than required is used, or all candidates receive the same rating.
(0.24 - 0.27)

0 points
Table is not completed.
(0)

Draw conclusions and explain how the rating were derived.

1.6 points
Excellent presentation of similarities and differences with conclusions drawn that led to the selection of the candidate that best fits the job at GDD.
(1.44 - 1.60)

1.36 points
Reasoning for the selection is sound but needs more clarification in either the explanation of rating of candidates overall or selected the second best
(1.28 - 1.43)

1.2 points
Selected the best candidate but lacked detailed reasoning or support, or selected the second best candidate but lacked sound reasoning.
(1.12 - 1.27)

1.04 points
Failed to identify the top two candidates. Lacked sound reasoning or detailed explanation of conclusions.
(0.96 - 1.11)

0 points
No reasoning is presented.
(0)



Cancel

	written English, including but not limited to capitalization, punctuation, run-on sentences, missing or extra words, stylistic errors, spelling and grammatical errors. No errors found. No contractions or jargon used. (2.7 - 3.0)	of mechanics: conventions of written English, including capitalization, punctuation, and spelling. One to three errors found. (2.4 - 2.69)	rules of mechanics: conventions of English, including capitalization, punctuation, and spelling. Four to 10 errors found. (2.1 - 2.39)	rules of mechanics: conventions of written English, including capitalization, punctuation, and spelling. More than 10 errors found. (1.8 - 2.1)	of mechanics: conventions of written English largely incomprehensible; or errors are too plentiful to count. (0 - 1.79)
APA Style (6th ed.)	2 points	1.7 points	1.5 points	1.3 points	0 points
	No APA style or usage errors; Proper citation of source material is used throughout paper; Reference titles follow APA with only the first word, the first word after a colon and proper nouns capitalized. (1.8 - 2.0)	Attempts in-text citations and reference list but one or two APA style errors noted or fails to use APA citations when appropriate 1-2 times. (1.6 - 1.79)	Attempts in-text citations and reference lists; APA style errors are noted throughout document; Fails to use APA citations when appropriate 3 times in document. (1.4 - 1.59)	Attempts in-text citations and reference lists; Fails to use APA citation when appropriate 4-5 times; or presents only 1-2 in-text citations and reference list in a paper that requires APA citations throughout the document. (1.2 - 1.39)	No attempt at APA style; or attempts either in-text citations or reference list but omits the other. (0 - 1.19)
Overall Score	Outstanding 18 or more	Superior 16 or more	Good 14 or more	Substandard 12 or more	Failure 0 or more

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Helpful Hints to Use for Study and Writing Projects

PART ONE:

How to Analyze a Case Study

Knowing how to analyze a case will help you attack virtually any business problem.

A case study helps students learn by immersing them in a real-world business scenario where they can act as problem-solvers and decision-makers. The case presents facts about a particular organization or decision. Students are asked to analyze the case by focusing on the most important facts and using this information to determine the opportunities and problems facing that organization, the people within the organization or decision. Students are then asked to identify alternative courses of action to deal with the problems or decision they identify.

A case study analysis must not merely summarize the case. It should identify key issues and problems, outline and assess alternative courses of action, and draw appropriate conclusions. The case study analysis can be broken down into the following steps (FICER):

1. Facts- select the most important facts surrounding the case.
2. Issues-identify the most important issues in the case
3. Courses of action-Specify alternative courses of action.
4. Evaluate- each course of action.
5. Recommend- the best course of action.

Let's look at what each step involves.

1. Identify the most important facts surrounding the case.

Read the case several times to become familiar with the information it contains. Pay attention to the information in any accompanying exhibits, tables, or figures. Many case scenarios, as in real life, present a great deal of detailed information. Some of these facts are more relevant than others for problem identification. One can assume the facts and figures in the case are true, but statements, judgments, or decisions made by individuals should be questioned. Underline and then list the most important facts and figures that would help you define the central problem or issue. If key facts and numbers are not available, you can make assumptions, but these assumptions should be reasonable given the situation. The "correctness" of your conclusions may depend on the assumptions you make.

2. Identify the key issue or issues.

Use the facts provided by the case to identify the key issue or issues (or decision) facing the person(s) or organization. Many cases present multiple issues or problems. Identify the most important and separate them from more trivial issues. State the major problem or challenge facing the company or person(s). You should be able to describe the

problem or challenge in one or two sentences. You should be able to explain how this problem affects the strategy or performance of the organization or person(s). You will need to explain why the problem occurred.

3. *Specify alternative courses of action.*

List the courses of action the company or person(s) can take to solve its problem or meet the challenge it faces. For instance, for information system-related problems, do these alternatives require a new information system or the modification of an existing system? Are new technologies, business processes, organizational structures, or management behavior required? What changes to organizational processes would be required by each alternative? What management policy would be required to implement each alternative?

Remember, there is a difference between what an organization "should do" and what that organization actually "can do". Some solutions are too expensive or operationally difficult to implement, and you should avoid solutions that are beyond the organization's resources. Identify the constraints that will limit the solutions available. Is each alternative executable given these constraints? Be practical in your approach to selecting courses of action.

Creating courses of action requires thinking outside the box. To do this think about all the people (company as well) involved in the action, what stake they may have in the action, and how best to meet their objectives. Sometimes "walking around in everyone's shoes" will give you a new insight to the situation or issue and thus lead to a new course of action.

4. *Evaluate each course of action.*

Evaluate each alternative using the facts and issues you identified earlier, given the conditions and information available. Identify the costs and benefits of each alternative. Ask yourself "what would be the likely outcome of this course of action? State the risks as well as the rewards associated with each course of action. Is your recommendation feasible from a technical, operational, and financial standpoint? Be sure to state any assumptions on which you have based your decision.

5. *Recommend the best course of action.*

State your choice for the best course of action and provide a detailed explanation of why you made this selection. You may also want to provide an explanation of why other alternatives were not selected. Your final recommendation should flow logically from the rest of your case analysis and should clearly specify what assumptions were used to shape your conclusion. There is often no single "right" answer, and each option is likely to have risks as well as rewards.

Quick Summary

How to Analyze a Case Study FICER

1. Facts- select the most important facts surrounding the case.
2. Issues-identify the most important issues in the case

3. Courses of action-Specify alternative courses of action.
4. Evaluate- each course of action.
5. Recommend- the best course of action.

Adapted From: **Pearson How to analyze a case study**

wps.prenhall.com/bp_laudon_essmis_6/21/5555/1422312.../index.html

PART TWO:

Writing in the third person is a must for all of your projects. In case you have a hard time understanding the difference here is a short article that will help explain the differences. The article contains good examples of the way to use each voice of speech.

[The Three Persons of Speech](#)

Global Delivery Direct, Inc.

Company Profile

Welcome to Global Delivery Direct!

The assessment projects for this class course will examine different facets of the leadership of Global Delivery Direct, Inc. (GDD) and students will be exploring various scenarios and providing analysis and recommendations from the perspective of a leadership consultant. Each project has been carefully designed to provide students with opportunities to demonstrate mastery of various leadership concepts which have been presented in the classroom (both in the face-to-face and online discussions). The projects focus on the following areas:

In project 1, students will demonstrate an understanding of the broad role of a leader within an organization.

In project 2, students are expected to apply course concepts and materials to provide real-world leadership skills with respect to personnel development.

In project 3, students will present their analysis and recommendations that demonstrate their ability to create a report that examines ways a leader blends their social architect role with soft skills and business acumen to fix the problems of a failing business merger.

Global Delivery Direct, Inc.

History

GDD Package EXPRESS



GDD is a medium sized global delivery organization that started in 1968 in Norfolk, England when four classmates at the London School of Economics, Joseph Knoll Windsor, Giles Hartford Weatherspoon, III, John Smyth Heathering, and (the American) Andrew Rockfish banded together to make their fortune. The then very young men found what they saw as a great opportunity in the decision of the Royal Air Force to auction off retired war airplanes. Having met in the school flying club, the men decided to invest together in the purchase of three retired British WWII cargo planes. The partners repaired the planes with the help of a retired pilot friend. Repainted white, the planes with their distinctive winged box design displayed on the tail engaged clientele worldwide.

Starting small, the ex-pilots took jobs wherever they could find them using their parents' military contacts to enlarge the business. Soon they had several regular customers, Europe and America. As the company grew, the four pilots decided to expand from just small parcels to a mail and document delivery service as well. They took the European market by storm with their introduction of the 2-day turnaround from Britain to the US East Coast. Encouraged by the growth, and anxious to return home, Andrew Rockfish decided with the consent of the others to expand the service to America in the hopes that it would draw a larger customer base from the new multi-national companies. The American market grew quickly. By the end of the decade, GDD had a nationwide presence.

The 1980's, however, saw the rapid growth of Fed Ex and UPS in the global delivery service. UPS in Germany started in 1976. After a few hiccups the German post office was no longer a competitor. The overnight delivery promise put both firms on the map. It was GDD's position as number one that sustained its competitive advantage. GDD kept their customer base in national air cargo deliveries, but global overnight was proving to be more difficult. Expansion in Asia Pacific to include Australia gave the company sizeable growth. America fought to hold their market share by moving in to Canada by the end of the decade. The European branch remained competitive because their customers were not easily moved to change to large American giants.

In the 1990's GDD's Asia Pacific branch continued to expand the Asian and Australian market. America was holding its own against the two big shipping giants Fed Ex and UPS, but new competitors like the United States Postal Service were also now picking up the private company overnight delivery market as well. DHL (a German company) had also come into the market and was focused in the business-only clientele. However, the company was too late in entering the competition. It did not prove to be the threat that the GDD leaders thought DHL might be.

The heavy competition brought a dip in sales in 2012 globally as competition with America's large firms put pressure on the company to keep up. GDD's fleets of airplanes for the three branches are aging; the need for capital investment is on the horizon. In addition to the strong competition, regulations, airport fees, and fuel costs are making profits shrink. GDD watched both Fed Ex and UPS create personal shipping stores to enhance their individual customer shipping experience meet with

modest success. The now aging owners are looking for ways to grow the company. The Pan Asian market is still strong for the company as is the small business market for national sales in America. The company is currently owned by the four founders who hold 60% of the stock equally, with capital investors holding the remaining 40%.

Current Company Vision: The delivery company to the business world.

Current Mission: To provide cargo and mail services to businesses around the globe with excellent service and direct simplicity. Employees will seek to foster a personal relationship with customers through the anticipation of their needs, understanding the logistic challenges facing their deliveries, and always finding ways to succeed in getting the customer served.

Services Offered

Package and Mail delivery

Current Fact Sheet

Headquarters	London, England
Worldwide web address	www.gddexpress.com
Executive Director Corporate Services	John Smythe Heathering
2015 revenue	\$2.245 billion
Employees	6,500 (3,000 U.S.; 3,500 International)
PACKAGE OPERATIONS	
2015 delivery volume	1.750 billion packages and documents
Daily delivery volume	47,946 million packages and documents
Daily U.S. air volume	15.822 million packages and documents
Daily international volume	32,124 million packages and documents
Service area	More than 15 countries and territories; Every address in North America, England. France
Customers	750 million pick-ups, 1.6 million deliveries
Operating facilities	
Delivery fleet	34,926 package cars, vans, tractors, motorcycles, including nearly 1,000 alternative fuel and advanced technology vehicles
Jet aircraft	80
Short-termed leased or Chartered aircraft	25
Daily flight segments	Domestic - 340; International - 615
Airports served	Domestic - 122; International - 246
Air hubs	
United States	Charlotte, NC (main Global Air Hub); Dallas, Texas; Ontario, Calif., Rockford, Ill.
Europe	Midland, England
Asia Pacific	Taiwan, Australia
Latin America and Caribbean	Miami, Fla., USA

Current Asset Sustainability Commitments

GDD currently has under contract the purchase of one new cargo aircraft with financial commitment of \$2.6 million. In addition, four older model planes are being retro-fitted with the newest, more fuel efficient modifications. Measures are constantly taken to lower flight speeds, optimize flight paths, clean aircraft engines regularly and use technology to increase precision of aircraft departures, arrivals and taxi times.

Ground Fleet cars, vans, buses are currently dependent on gas and diesel* (*over half)... Electric vans are being evaluated at this time for purchase.

State-of-the-art knowledge management technology was purchased in 2015 to reduce route costs and scheduling conflicts to minimize expenses.

Current Business Philosophy

GDD has determined its long-term goal planning pattern. It will now look forward two years as change in business strategy is imperative to keep growing. The need for innovation and competitive edge ideas are the main focus for the next two years. Sustainability both for profit and planet is foremost in the minds of the leadership. The development of "green" friendly delivery strategies will be a main emphasis. Carving out a sustainable niche market is also important.

Current Asset Sustainability Commitments

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Sustainability both for profit and planet is foremost in the minds of the leadership. The development of "green" friendly ground delivery strategies is a main emphasis.

Ground Fleet cars, vans, buses are currently dependent on gas and diesel* (*over half). Electric vans are being evaluated at this time for purchase.

State-of-the-art knowledge management technology was purchased in 2015 for the North American division that reduced route costs and scheduling conflicts. Expansion to the remaining divisions will be executed in the next 18 months or sooner if possible. Currently a companywide tacit knowledge mentoring program is in the planning stages and IT is working with planners to devise ways to store of this information in the Cloud especially in terms of making it user friendly for those with less technical savvy.

Innovation and Adaptability

Development of organizational structure and culture changes are being made to introduce more collaborative decision making as well as bringing the divisions closer

together in the area of shared resources and communication. The emphasis is to encourage the exchange of ideas, create an environment that fosters new ideas and makes change easier in their implementation. GDD understands that innovation must always be focused on the customer. Customer innovation workshops run by GDD has helped to bring new customers into the business. New ideas of future logistics are being explored to help identify new processes that will fit customer needs and their individual growth potential. GDD seeks to expand the workshop initiative with other collaborative ideas for the future as customers are very interested in how the supply chain affects their own competitive edge.

Globalization

There is a consideration of expanding to Africa to develop a lower cost hub connecting Europe and North American flights. Selection of the best country and potential development and cost feasibility will be evaluated. Process will start soon to see its money making potential.

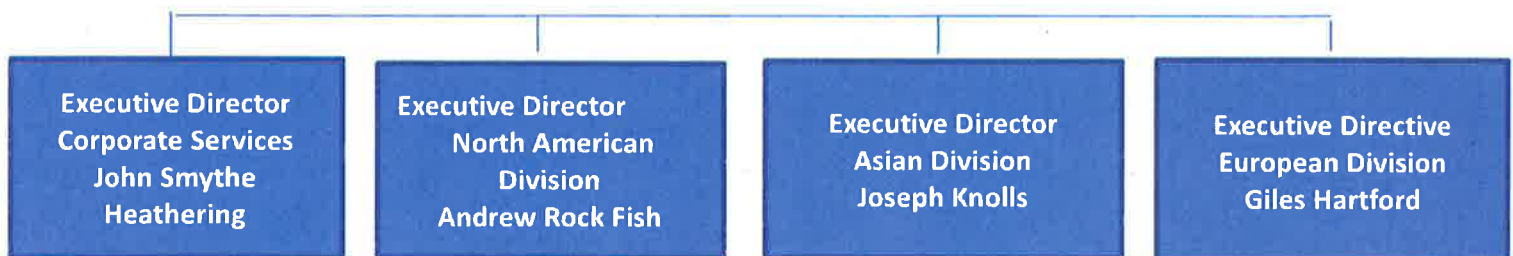
Current Corporate Culture

GDD has always considered their employees to be like family. They value their input in the business and seek to empower them whenever they can. The current company culture is a hybrid clan and collaborative. The growth of the company and the need for structure and communication to keep the global deadlines has caused the Directors to move towards a collaborative culture. They hope that the family feel of the clan culture will not be lost hence the hybrid.

Organizational Structure:

This company has a geographical division structure. However, within each division is a functional structure with logistics focused on getting the parcel or mail delivered in the fastest possible way. Communication and decision making rather than being kept at higher levels is being given to the lower levels to make decisions that affect core operations.

Current Organizational Structure



Position Leaders: Destined to Disappoint

Good leaders don't rely on their position, power, or title to do their work for them. They know leadership is about connecting with people

John C. Maxwell

July 13, 2007, 10:21 AM EDT

On June 28, when the immigration reform bill George W. Bush endorsed failed to make it through the Senate, it was the latest in a series of failed initiatives by the President. And it reminded me of something I concluded a long time ago: Any time leaders take a positional approach to leading others, they are destined to be a disappointment.

Leaders who rely on their title, position, or power to influence others do not lead well. They neglect many of the human aspects of leading others. And that simply doesn't work, because leadership—of any kind, in any location, for any purpose—is about working with people. Positional leaders ignore the fact that every person has hopes, dreams, desires, and goals of his own. And leaders must bring their vision and the aspirations of the people they lead together in a way that benefits everyone.

I didn't expect President Bush to be a positional leader. Because of his track record in Texas I believed that he would be effective reaching across the aisle in Washington. And he called himself a compassionate conservative, which is a phrase I could have used to describe myself. But I'm looking at President Bush strictly in terms of leadership, and I have to conclude that he is a positional leader. Let me explain why:

Failure to Connect

All good leaders are connectors. They relate well and make people feel confident about themselves and their leader. In the last 30 years, we have had the privilege of seeing two great connectors in the White House: Ronald Reagan and Bill Clinton.

With the exception of his response to Sept. 11, George W. Bush hasn't connected with the American people. In moments of crisis, people often receive a sense of security from a positional leader, but that feeling is only temporary. And because President Bush hasn't connected with people since Sept. 11, the picture that will be forever etched in the minds of the American people is that of the President flying over the devastation of Hurricane Katrina in Air Force One, face pressed to the window, appearing indifferent to the plight of the people far below.

Relies on Positions to Justify Decisions

Good leaders build consensus. They seek advice, welcome good ideas, and draw people in. They value people, ask questions, and listen. They not only harness the best ideas of others for their decisions and initiatives, they use their openness and willingness to accept others' ideas to win people to their leadership.

President Bush doesn't do that. He surrounds himself with people who are like minded, and he doesn't seem to value hearing widely divergent opinions. He doesn't seem to desire consensus; he desires loyalty. And like most positional leaders, once he makes up his mind, he doesn't change it easily. When he makes a decision, he believes people should honor it simply because he is the President.

Doesn't Take People Through a Process

Most people don't like change. They revolt against it unless they can clearly see the advantage it brings. For that reason, when good leaders prepare to take action or make changes, they take people through a process to get them ready for it. They communicate vision, encourage feedback, allow people time to process issues emotionally, and make preparations for the change. It's how they get people on board and get things done.

Positional leaders rarely value taking people through any kind of process when they make decisions or initiate action. They rely on their position to carry people through rather than strategy and process. President Bush has also displayed that shortsightedness. In 2006, when a company from the United Arab Emirates made a bid to run major U.S. ports, he did nothing to prepare the people for it. He simply expected everyone to accept it. When they didn't, he reacted and criticized his critics. What was potentially a good decision did not come to pass because no process was put in place to help it gain acceptance.

Small Concern for Party Agenda

Good leaders help their team to win. It is one of the main reasons they have value to the people who follow them.

One of the roles of the Presidency is to lead a political party. Having a President in office is usually a huge advantage to a party because it gives the party a mouthpiece and an advocate at the highest level.

That hasn't been the case with President Bush. He doesn't always show concern for his party's agenda, often preferring to go his own way. For example, prior to the mid-term election when people were calling for the resignation of then-Secretary of Defense Donald Rumsfeld, the President said he wouldn't make changes. Only after the Republican Party was trounced in the election and lost control of the Senate did President Bush relent and replace Rumsfeld.

As I said, positional leaders don't like to change their mind—unless they're forced to. Had President Bush made the change in the Defense Dept. a few weeks earlier, his party probably would have saved one or two seats and remained in control of the Senate. By the time he did make the change, it was too little too late.

It's said that good leaders unite their friends and divide their enemies. President Bush has divided his friends and united his enemies. That's going to make it very difficult for anyone in his party to win the Presidency in 2008.

Bush Accomplished Little

Positional leaders often start well. They are confident. They make decisions quickly, and they don't vacillate. But they tend to be rigid, and as time goes by, the people who follow them become less confident in them rather than more confident in them. For that reason, they often have a hard time finishing what they start.

When any leader's tenure comes to an end, you have to ask one question: What has he or she accomplished? As President Bush's term comes to a close, Americans will ask that question. I suspect they will find it difficult to find many positive answers, as is often the case for a leader who takes a positional approach to his work. Because people will follow a positional leader only within the parameters of his title and position, he is very limited in what he can accomplish.

Merely holding a leadership position doesn't guarantee your ability to lead people or to accomplish anything. If you want to succeed in your leadership, you need to connect with people, build relationships, develop consensus, and help your team succeed. Do that, and the odds are very good that you will be able to finish what you start—and win over a lot of people in the process.



The culture or the leader?

An organizational view of the chicken or the egg question

Deloitte Culture Perspectives

