



Shedding Light Upon Logistics Manager Everyday Work Practices

A Practice Theory Perspective

Master's thesis 30 credits

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Abstract

Purpose: The purpose of this research is to contribute to logistics research arena in management practices using qualitative methods. Because previous research paradigm has been dominated by quantitative methods, where managerial work practices have been neglected or understated. Hence, by using the qualitative method the study can enrich the importance of manager work practice in logistics and bring to surface the elements of practice, which are mainly associated with human relations, behaviours in everyday work practices. Accordingly, this gap as indicated by journal of business logistics (JBL) is being called the “white space”, that is qualitative methods not being so much applied in logistics research area. In addition, since logistics is multidisciplinary and where the work practices of managers in logistics is an important area and needs to be brought to surface in service management is deemed important and therefore selected for study.

Methodology: The methodology used in the study is abduction with micro-ethnography for 4 weeks, which uses participant observation, short-interview, in-depth interview, and documentation as way of collecting data. The case is logistics organization in Helsingborg, where the author himself works and sees this as an opportunity of access as well as research. Two logistics manager are being studied, however, one being the project manager only for new service logistics and the main focus in on the operations manager of one of the sites of the logistics organization in Helsingborg.

Findings: findings have been interpreted using theoretical framework of practice theory by zooming in to the daily work practices of logistics manager and zooming out by analysing and discussing the relational aspects of practice theory in manager’s work.

Contribution: What is in the theory to practice has been bridged, using practice theory as framework to contribute to the work of manager in logistics, where the efficiency of flow, storage of inventory is important and decision making which is mainly influenced by the managerial behavioural and work practice which is understated in previous research in logistics has been study, in order to contribute to the service management area of logistics.

Keywords: Practice theory, management work, logistics manager, work practices, zooming in and out.

Preface

Writing a master thesis requires support, inspirations, and encouragement from some people and it would be honor for me to thank those people for being part of my thesis directly and indirectly.

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1 Introduction

1.1 Background

In logistics research as pointed out by Näslund (2002), the use of quantitative methods have been used to answer many logistical research questions and some only by qualitative methods or mixed or both and further argued that this could be seen as pre-dominant research paradigm, which focuses more on dominant methods such as quantitative rather than qualitative in a complex and applied research field of logistics. Also Frankel et al (2005, p.189) argued in the same context, where they examined six years of logistics research articles published for the Journal of Business Logistics (JBL) in which they constructed a broad philosophical framework as illustrated in Figure 1.

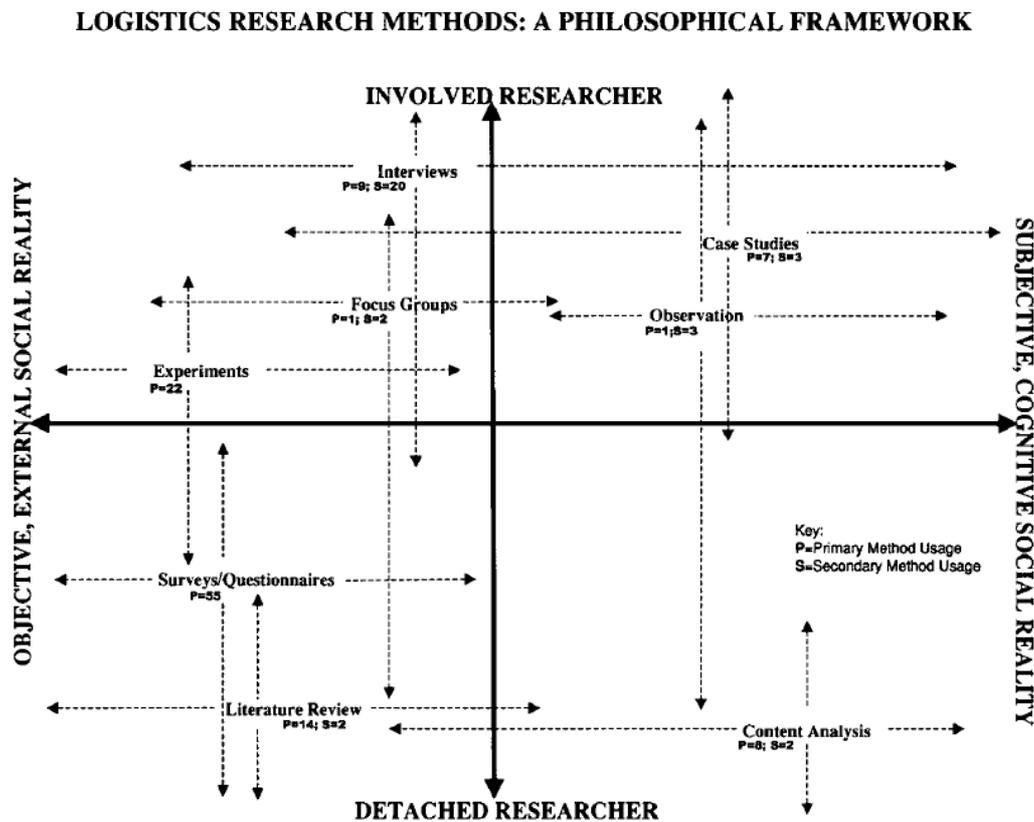


Figure 1 Logistics Research Methods: Philosophical Framework (Frankel et al, 2005)

In the philosophical framework by Frankel et al (2005, p.14), the “y” axis shows the more involved researcher and “x” axis shows a detached researcher, the purpose of the two axis is to show the involvement of researcher in data collection methods and his/her closeness to the phenomenon. Furthermore, the “x” axis illustrates the subjective (constructivism), cognitive social reality, which is constructed socially and on the left side the objectivist view, where the researcher views the social reality external to him or her. However the important aspect of given framework is that it was used to trace the development of methods used in logistics research between 1999-2004 each year by journal of business logistics (JBL). The results extracted from JBL research indicated that, majority of the logistics research was based on detached, objective and external perspective, whereas only few research methods included qualitative methods to study cognitive social perspective. These research numbers for qualitative study were so low that it could almost be described as a “white space” or blank. Similarly as pointed out by Bowersox (1996) and Frankel et al (2005 pp.19-20), since logistics is multidisciplinary and cross-functional area, therefore, it requires more value and should gain more relevance by knowing and understanding what is happening within or between organizations and asserted that benefits are also available in the “white space” such as; logistics research conducted in an organization by observation or communicating (using qualitative methods instead) with professionals (managers, people) performing logistics in action, therefore by using qualitative methods a researcher can come more closer to the reality that’s exists in the social world of logistics management in action.

1.2 Purpose and Research Question

Therefore this is exactly the purpose/intention of this paper to contribute to the logistics management using qualitative methods in the area of management practices, Additionally as pointed out by Tokar (2010, p.4) logistics research have great challenges to achieve and requires greater richness and therefore the importance of building theory in logistics and SCM cannot be ignored or understated and in addition a research study can significantly improve practice performed in logistics. Accordingly, as stated by Dunn et al (1994), theory development in logistics research is relevant to practice, which will ensure that the practitioners see the benefits in time. Therefore, since management practices as point out by Tengblad (2012, p.1), is more to do with complex and interrelated issues and to deal with these issues managers need to work with social issues, such as: human relations, behaviors in everyday work practices and other social factors. Similarly, as suggested by Barley et al, (2001), this is a management which uses a perspective of a manager's behaviors and activities (practices). As a consequence, the author believes that every day work of manager can possibly contribute to the development of theory in logistics research domain. Additionally, since knowledge about the methods in the “white space” is considered a “plus” because the research society in the global arena is very much suited for inquiring into “how and “why” in cross-cultural and social world research (Frankel et al, 2005). Therefore, this study attempts to use the well-established inquiry of “how” and “why” to explore the social phenomena of management work practices by a logistics manager using a case study for a theory development in logistics domain and for this reason the research question which leads this study to, is:

'How logistics operation manager performs everyday practices at work? And, why logistics manager work in the way they do?'

Contribution

By using the practice theory framework in logistics research, the study attempts to bridge, what is in theory to practice by looking at the behavioral issues of management practice, where judgment and decision making are crucial can yield important insights in logistics research, Accordingly, as point out by Tokar (2010, p.3):

“The lack of behavioral research suggests that as a discipline, logistics and SCM follows instead of leads in a crucial research area. The practical nature of logistics and the vast amount of human interaction in SCM instead implies that these fields should be at the forefront of such research. Thus, there is tremendous potential for realizing significant benefits to practice and developing rich theory from such efforts” (Tokar, 2010, p.13).

2 Theoretical Framework

2.1 Unfolding the notion of practice

Practice theory has its origin in the philosophical work of Wittgenstein (1958), Schatzki (2002) and also in social and cultural theorists, Bourdieu (1976), Giddens (1979), Lave and Wenger (1991), Gherardi (2009) and Rose (2010), where the focus was mainly associated with everyday working life, organizational studies, education and leisure studies (Moring 2013). Practice, as Moring (2013) points out is not a theory itself, but consists of many theoretical perspectives. In other words as Nicolini (2012, p.8) and Schatzki (2001, p.2) put it, there is no such a thing as a unified practice theory because practice has existence is many scholarly traditions dealing with exchange of social events between people, existence in the text, signs, semiotics or processes having their own history, vocabulary and basic set of assumptions and for that reason, there is no such things as a unified practice theory and as such no clear definition.

However, in the social theory arena (Schatzki, 2012; Coorradi et al, 2010; Nicolini, 2012) the importance of practice is constructed on the phenomena of knowledge, meaning, human activity, science power, language, social institutions and where human transformation occur are the aspects of the field of practices. Additionally, as Nicolini (2012) pointed out that, authors such as Ortner (1984), Schatzki (2001; 2002), Reckwitz (2002), and Rouse (2007) considered that a practice-based view of the social life can be used to resolve many problems that are unresolved by other traditions, most importantly when explaining the world in terms of irreducible dualisms among actor/system, social/material, body/mind, and theory/action. Nicolini (2012, p.3) further suggests that, practice theory has an explanatory power, where it dissolves (rather than resolve) long lasting dualisms, and by adopting such theoretical stance, it creates a shifts in the way we understand the social world or organizational work matters, such as; management work. In other words by using practice theory perspective one can see the overlapping effects of practices between actor/system, social/material, body/mind and theory/action on how they affect each other. However, in order to do that, as pointed out by Reckwitz (2002, p.7) first we need clarify what practices are and if there is a distinction between practice and practices. In German language there is a difference between praxis and praktiken, practice (Praxis) in the singular form describes the whole of human action instead of theory and just thinking. ‘Practices’ however in the context of social practices is something different. on the other end “Practice” (Praktik) is associated with behaviours consisting of many forms of activity elements that are interconnected to each other, such as: bodily, mental, things and their use, background knowledge in the form of understanding, know-how, emotions or motivational knowledge. A practice can be someone’s way of cooking,

consuming, working or dealing with investigation and signifies patterns consisting of multitude or single and mostly unique actions reproducing the practice. In other words in order to cook food, some people would follow a process of cleaning the vegetables/meat before cooking, which can be part of actual practice of consumption but instead represents in itself a practice which is reproduced again and again. Additionally as Reckwitz (2002, p.8) points out, the single individual as bodily and mental agent acts as a carrier of this practice in a routinized ways of understanding and knowing are the qualities of a practice and not the quality of an individual itself. Hence, practice is a routinized way, where different bodies are acting and moving, objects are used, and interactions with subjects are taken in time and space and same pattern with different bodies and mind. Additionally as stated by Reckwitz (2002, p.8) and Schatzki (1996), since practice is a nexus of doing and sayings, therefore it is not only understandable to the agent itself but also understandable to an observer inhabiting within the same culture. Moreover, as Nicolini (2012) points out, practice theory also considers the importance of activity, work or performance in a continuous, routinized, or recurrence in social life and its structures. Such as, for example, without voting activity there could be no democracy/authority/government, therefore voting as an activity gives existence to these aspects of society (Nicolini, 2012) and they are repeated in routine manner or in other words as pointed out clearly by Nicolini (2012, p.3) “Practice theories are inherently relational and see the world as a seamless assemblage, nexus, or confederation of practices”.

As far as organizational studies are concerned (Nicolini, 2012) to understand organizational phenomena, the basic unit of analysis is practices and not the practitioners. Because practices comes first and only once we can grasp the understanding of practices involved which then makes the existence of agency/actor-ship made possible in specific conditions. In this case study, it is the everyday work practices of logistics manager. Therefore, the focus is on practices and not the individual. Moreover, as mentioned earlier practice theory has an explanatory power where it dissolves (rather than resolve) long lasting dualisms, and by adopting such theoretical stance, it creates a shifts in the way we understand the social world or organizational work matters, such as; management work (Nicolini, 2012, p.3). But in order to dissolve the practice theories and to clarify individual human conduct, Reckwitz (2002, pp.9-15) has contrasted the traditional practice theories by representing a contemporary view of practices as nexus of body, mind, things, knowledge, discourse/language, structure/process, the agent/individual as a shifted status in practice theory.

2.1.1 Shifted Status of Practice

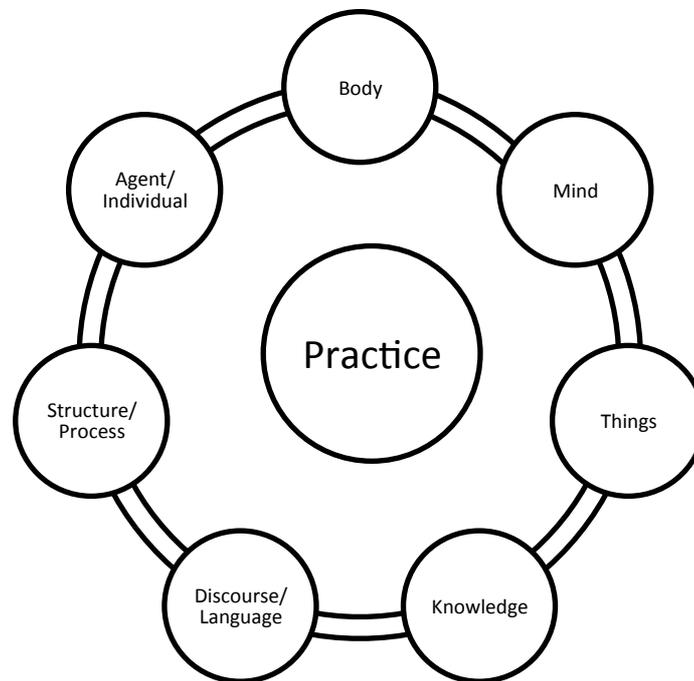


Figure 2 Shifted status of practice (source: Reckwitz, 2002)

Body:

According to Reckwitz (2002, p.9) practice theory views body as a routinized bodily activity derived from the interconnected complexes of behavioral acts, which are the movements of a body. Also in bodily activities the social practice are also attainable through training of bodies in a specific way or in other words practice is seen as a constant skillful 'performance of (human) bodies. For example: talking, reading or writing in a certain and routinized way by a person. Moreover as Nicolini (2012, p.4) points out, practice theory considers the role of body with material in social affairs because material as a resource makes it possible for the body to act or perform activities and therefore practices can be seen as a combination of both body and material and if not combined, a practice is inconceivable. Also it is emphasized that bodies are not to be taken as instruments used by agents/individual, but as pointed out by Nicolini (2012, p.4) and Reckwitz (2002, p.9) bodies are in a routinized social practice can attain skills and performance's in a certain way and therefore with time they become the site of a social order and not an instrument. Furthermore, since both body and materials participate in the process of practice this makes them more durable over time and additionally in the sphere of social practice, objects also bring into the action the results of other practices as resource (s) and thus it makes a practice in hand to utilize or benefit from the practice acquired for another purpose which was historically situated in another time and space (Nicolini, 2012, p.4).

Mind:

Practices are not just merely a routinized bodily performance but also a set of mental activities and hence rely on routinized way of comprehending the world, wanting, of knowing how to do something (Reckwitz, 2002; Bjørn et al 2015). The mental activities are very important in practice approach because the mental and bodily activities relies on each other

and cannot be separated and can be seen as one entity and also one needs not to access what people think, but to get access of mental activities to see how it becomes part of the practice (Bjørn et al 2015, p.15). Also, since mental routines and knowledge along with bodily activities are part of the practice and social too, thereby, there is no distinction between what is inside or outside the mind and body (Reckwitz 2002; Bjørn et al 2015). In other words one good example could be, in a football game to understand one could see the certain type of bodily behaviors performed by the player (s) and the mental level since the aims of the player (s) is to win, can be seen in the emotional level of a player (s) (Reckwitz, 2002).

Things/Materials:

Things or materials are one of the important elements of practices and to perform a practice in much assistance it requires the need for objects/materials in a certain way (Reckwitz, 2002; Nicolini, 2012). Also, practice theorist shares the view of practices as holders of objects/materials as it does for bodies (Bueger and Gadinger, 2014). Additionally as Reckwitz (2002, p.12) further exemplifies, to play a game we sometimes need certain objects, such as balls or goals in football game and if stable role and relations between agents, things/objects, mind and body exist, thus reproduces the social in practices as well. Accordingly as point out by Nicolini (2012) when things/objects along with body and mind participate in practice, they make this performance/achievement more durable/sustainable as time passes by and when objects are used they bring into practice the results of historical practices and creates a connection in space and time. Additionally objects types can also be analog as well as digital technologies and are part of routinized practices and embedded elements of a practice (Bjørn et al, 2015).

Knowledge:

Every social practice holds particular forms of knowledge (Reckwitz, 2002). And by adopting a practice based perspective, the knowledge can be seen as keeping an expert skill from which it has an ability to create social/material activity, and this understanding can be seen as collective and shared understanding among others also in practice as well (Reckwitz 2002; Nicolini, 2012; Orr, Nutley, and Bain, 2016). Furthermore, since knowledge is an understanding of particular ways of the world, such as, knowing objects, humans and single act of agent in the collective shared knowledge is also not in the single minds and also articulated in discourse (Reckwitz, 2002; Nicolini, 2012). Additionally, knowledge is not only a way of understanding but also has connections with know-how, certain way of wanting and feeling, for example, learning how to act, how to speak, what to say, how to feel, what to expect, and what things mean and more specifically these wants and emotions are not part of individual mind but are forms of knowledge to practices (Reckwitz, 2002; Nicolini, 2002).

Discourse/Language:

According to Reckwitz (2002, p.12), in practice theory discursive practices is a type of practice, which creates the world of meaning using language and sign systems. In discursive practices, carrying meaning in the scene of action by actors where they can influence others and situation is not the only purpose and is not enough to explain the world, but discursive practices needs other forms of social, material, bodily, mental activities and patterns in routinized manner, for example, forms of understanding (Knowledge), know-how (grammar and its practical uses), motivation, materials (sounds to computers) (Reckwitz, 2002, p.13; Nicolini, 2002). Therefore, in practice theory discursive practices go along side-by-side with other social practices and shows us an alternative to the extreme forms of textualism that mainly emphasis or reduces organizations and the world into texts, sign communications (Nicolini 2012). Also, in practice the use of language exists in a routinized way, for example,

in a routinized discursive practice the agents/actors associate certain meaning to certain materials in order to understand and act upon it.

Structure/Process:

In practice theory, social structure reside in the routines (process) of social practice, for example, routines of bodily moves, understanding, wanting, using materials are all interconnected in practice and thus structure does not exist only in the minds or patterns of behaviors but also in the routine (process) of social practice in action (Reckwitz 2002, p. 13). Also according to Nicolini (2012, p.3) practice ways are primarily processual and views the world as ongoing routinized and repeated achievement and this applies to social structure as well, because organizations or other spheres of social life only exist as long as these processes are performed in routine manner. Moreover, in practice theory since routines are carried out in time and space, in repetition and reproduction of social order, this also implies breaking and shifting of structures in everyday crisis, for example, lack of knowledge by the agent, when confronted with problems in a situation (Reckwitz 2002, p.13). Similarly as pointed out very clearly by Nicolini (2012, p.3),

“The relation between practice and its material conditions-between ‘structure and process’- is conceived recursively as two-way traffic. It also suggests that social structures are temporal effects that can always break down, be taken down, or collapse if and when the plug is pulled” (Nicolini 2012, p.3).

The Agent/Individual:

The agent/actor presents himself/herself as either, homo economicus: that mainly refers to a self-interested figure or (semi) rational decision maker, or homo sociologicus: a norm-following, role-performing individual or as a homo practicus: seen as a bearer of practices, a body/mind which not only carries but also performs social practices (Nicolini 2012; Reckwitz 2002). Also as pointed out by Nicolini (2012, pp.4-5), practice theories has given space for initiative, creativity, and individual performance because these are viewed as an important elements in the performance of a practice and therefore requires adaption to new situations instead of mindless repetition or complete invention. Accordingly as stated by Reckwitz (Reckwitz 2002, p.14), agents are part of the performance of practice that also includes not only body but also mental routines because they have the understanding of the world in terms of know-how and motivational knowledge in a specific practice and thus every agent in a practice carries out multitude of different social practices and the agent/actor can be seen as crossing point of practices comprising of bodily-mental routines. However, the focus is not on the individual but on the practice and the horizon of understandable actions that it performs (Nicolini, 2012, p.5).

Lastly, as discussed above different authors represented a contemporary view of practices as nexus of body, mind, things, knowledge, discourse/language, structure/process, the agent/individual as a shifted status in practice. However as Nicolini (2012) points out, this contemporary view of practice is caused by the need of research society looking into finding a new social theory, which is basically based on the reasoning that phenomena such as knowledge, meaning, human activity, science, power, language, social institutions, and historical transformations takes place and constitute as elements of the field of practices and these elements of practice theories originates from different disciplines and share/exhibit partially family resemblance with each-other via complicated network of similarities and dissimilarities. And for that reason as Nicolini (2012) further emphasis, these different theories can be mobilized in order to help us better understand practice, and practice based

understanding of everything social, sense of work, organization, and other social phenomena and by mobilizing them together does not express the idea of unification but on the opposite, to use them as a toolkit by representing practices in an reiteration of two basic movement: zooming-in on the performance of practice, and zooming out of the relationship in space and time in order to bring to surface to relational aspects of practices and their importance to organization and research arena.

2.1.2 A palette for zooming-in and out on practices

The theory and method package by Nicolini (2012, p.219) presents zooming in on the local performance/achievements of a practice in space and time in order to make sense of it and other activities. A zooming out process occurs when a study is able to increase the horizon of observation and thus allowing and following the interactions/connections between practices and their products in the process. The zooming in (Ybema, 2009; Nicolini, 2012) and out as an iterative process ends, when we are able to provide a plausible and justifiable account of both the practices and its consequences on the dynamic of organizing, showing how the local (site of management, for example, logistics manager activities) provides in the sense of broader effects. Also, zooming in and out is attained through the switching process of theoretical lenses, which helps in understanding of practice by reading the results of one form of theorization through another (Nicolini, 2012, p.219)

Palette for Zooming-in

As pointed out by Nicolini (2012, pp.220-223), the idea of zooming in is not attainable by putting one particular practice under microscope, but rather expanding the number of tools in our bag of tricks, for example, by switching theoretical lenses and considering equally important aspects in local performance from objects to discursive practice and others in the scene of activity. Nicolini (2012) further exemplifies these as a palette for zooming in (Nicolini, 2012, p.220).

Table 1 A palette for zooming in (Nicolini, 2012, p.220)

Focus	While conducting research
Sayings and Doings	“What are people doing and saying, what are they trying to do when they speak? What is said and done? How do the patterns of doing and saying flow in time? What temporal sequences do they conjure? With what effects? Through which moves, strategies, methods, and discursive practical devices do practitioners accomplish their work?” (Nicolini, 2012, p.220).
Interactional order	“What sort of interactional order is performed by this specific practice? How does this differ from similar practices performed elsewhere? What positions does this specific practice make available? How are these positions negotiated or resisted? What type of collective interests are sustained and perpetuated by the specific practice? How are asymmetries and inequalities produced or reproduced in the process?” (Nicolini, 2012, p.220).
Timing and tempo	“How are the saying and actions temporally organized? How do the patterns of doing and saying flow in time? What temporal sequences do they conjure? With what effect? What temporality/rhythm is produced by the practice? What is the relationship between the different temporalities and rhythms brought to bear on the scene of action by different practices?” (Nicolini, 2012, p.220)
Bodily choreography	“What is the material and symbolic landscape in which the practice is carried out? How is practice accomplished through the body? What sorts of things are made present in the scenes of action through the bodies? How are bodies configured by the practice?” (Nicolini, 2012, p.220)
Tools, artefacts, and mediation work	“What artefacts are used in the practice? How are the artefacts used in the practice? What visible and invisible work do they perform? In which way do they contribute to giving sense to the practice itself? What connections do they establish with other

	practices? What sort of things do they carry into and make present in the scene of action? Which type of practical concerns or sense do artefacts convey to the actual practising? What is the intermediation work they perform?" (Nicolini, 2012, p.220)
Practical concerns	"What are the mundane practical concerns, which ostensibly orient the daily work of the practitioners? What matters to them? What do they care about? What do they worry about in practice? What do they see as their main objects of activity? Where do they direct their efforts? What do they see as the things to do next? When would they say the practice has been accomplished?" (Nicolini, 2012, p.220)
Tensions between creativity and normativity	"How are mundane breakdowns addressed? What are the main ways in which practitioners make themselves accountable in practice? What do they do? How do they talk about it? What discursive resources do they use to sustain the local regime of accountability? Where and how are the disputes between right and wrong played out? What are the contentious areas of the practice? Where are the main tensions? For example, are the tools and the practice actually aligned or are there conflicts and tensions between them? And what about the formal and informal rules? In which directions is the practice being stretched?" (Nicolini, 2012, p.220)
Processes of legitimation and stabilizations	"How are novices socialized? What are they told? What stories are used in this process? Do the practitioners use the practice to identify themselves as a community? How is the difference between insiders and outsiders brought to bear? How are practices made durable? What doings, saying, and artefacts are employed for the purpose?" (Nicolini, 2012, p.220)

Palette for Zooming-out

Activities are not a product of individual practice but of many practices that are not in isolation, or independent but depended on the other practices and thus practices are relational and historically situated in both space and time (Nicolini, 2012; Ybema, 2009).

"We can state that practice is always a node a knot, and a conglomerate of many types of material and human agencies that have to be patiently untangled. For this reason, the study of practices cannot be limited to focusing on the details of their accomplishment, and requires instead that we also strive to appreciate how the local activity is affected by other practices; how other practices are affected or constrained or enabled by the practice under consideration; and what are the material consequences of such relationships. In other words, practice can only be studied relationally, and they can only be understood as part of a nexus of connections. In order to understand what happens here and now we also need to understand what happens somewhere else-next door, or much further afield" (Nicolini, 2012, cited in Latour, 2005, p.44; Schatzki 2002).

Therefore in order to see relational aspects of practices we need to zoom out and follow the trails of connections among practices; through observation we see how they form network and how practice collaboration and action produce effects and in order to do that, we need focus our attention of the following aspects as described by Nicolini (2012, p. 230).

- "What are the connections between the 'here and now' of the practicing and the 'then and there' of other practices? Which other practices affect, enable, constrain, conflict, and interfere, etc., with the practice under consideration? How are configurations, assemblages, bundles, and confederations of practices kept together?" (Nicolini, 2012, p.230).
- "How does the practice under consideration contribute to the 'wider picture'? In which ways does the practice reproduce existing social arrangements or generate tension and

conflict? How do different arrangements of practice establish the social world of interactions, scene of action, organizations, and institutions in which we live? What worlds do they conjure for the practitioners?” (Nicolini, 2012, p.230).

- “How did we get to where we are? What are the interests, projects, hopes, and maneuvers, etc., that led us to the current state of affairs? How could that world be otherwise?” (Nicolini, 2012, p.230).

Furthermore, as pointed out by Nicolini (2012), the zooming out process is rhizomatic in nature, because when zooming in is used, the study can see how the activity is carried out in on site, whereas, the zooming out process (Ybema, 2009) exposes the relationships between practices.

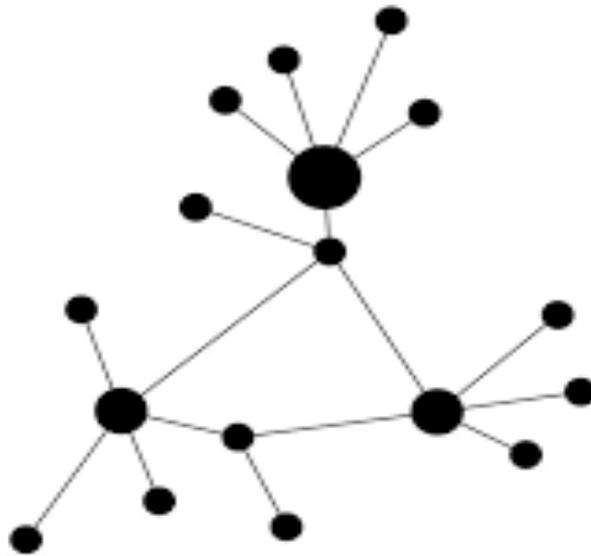


Figure 3 a rhizome of relationships between practices (Ybema, 2009, p.129)

2.2 Management work as a Practice

Mintzberg (2009, p.9) pointed out that management work is a practice and that managing is not science or nor a profession, but instead, it is a practice adopted from experience and rooted in context. In the same terms, Tengblad (2012, p.37) pointed out that, the view of managers, as visionaries or a goal settlers are too simplistic, biased and can produce a distorted images in both theory and practice and further suggested that complexity in managerial work affects manager behavior and as a result their work too. However, Mintzberg (2009, p.9-13) further elaborates on why management should be seen as a practice instead and presented a pyramid as illustrated in Figure 4, Managing as Art, Craft and Science, and discussed further.

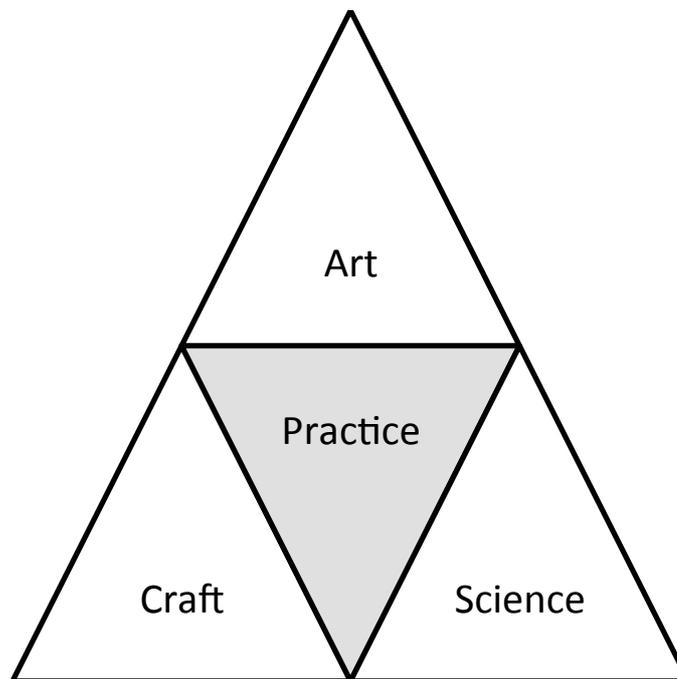


Figure 4 Managing as art, craft and science (Mintzberg, 2009)

2.2.1 Management is not Science

As point out my Mintzberg (2009, p.10) using a pyramid in Figure 4, managing is not science but instead an art which is rooted in craft and craft is more about acquiring knowledge from managers work as it goes along. However, Mintzberg (2009) views art as giving ideas for integration and craft for creating connections by building on tangibles experiences, whereas; science providing the order because some of the work in an organization does not require an immediate or direct manager attention, since there are other people like IT experts or other specialist doing their work too in their own specific areas. However, since managers are mainly focused upon the complex problems such as managing people and other social and management issues at work, this makes the practice of work “soft”. Similarly as pointed out by Tengblad (2012, p.338) and Schon (1983) work practices that are mainly associated with leadership, innovation, and strategy cannot be explained by using a formula, because they are socially complex, situated and situational specific and for that reason it is important that

manager's learns from their actions/practices instead of science only. As Mintzberg (2009, p.10) clearly stated

'Put together a good deal of craft with the right touch of art alongside some use of science, and you end up with a job that is above all a "practice" (Mintzberg, 2009, p.10).

2.2.2 Management is not Profession

Mintzberg (2009, p.12) pointed out that professions such as engineering or medicine must be learned in a formal way because then it is possible for a specialist or professional to perform better than a layman. However, in management, it is completely the opposite, because not all managers are academically qualified for management, yet we can still depend on them. Managers are by definition as Mintzberg (2009) points out, responsible for either whole organization or specific department or unit and therefore to get things done, managers usually work with other people in the department/unit whom report to him and others who do not. Therefore, managers need to know a lot in their specific social context and situation in order to make good decisions. Also, in a specific context, managerial actions mostly depend upon tacit knowledge, which again is obviously not easily accessible and can only be attained using practices in the job. Additionally the knowledge gained from other situational context cannot be easily transferred to another managerial position, since the situational context can be different. Therefore as suggested by Tengblad (2009, p.347), it is not easy to say that why management studies still consider theory rather than empirical evidence as way of understanding work practices of managers and thereby practice theory being not so much widespread, although managers tend to depend more upon their co-workers and expect only from academia to provide ready-made new-models based on formal rationality for formal and ideal management. However in the real world, managers are confronted with people and complex social issues at work and as earlier discussed managers need to know more knowledge of a specific context/situation by using practice instead. Therefore, ideal management techniques in textbooks are not fully capable for resolving complex issues at work. Therefore, it can be said that management cannot be considered as a profession using formal ways of working but instead as a practice in specific situational context.

As Tengblad (2012:348) put it well, "The wish to create a better world is admirable, but the ideal management world is not the real world of managers. We need to educate students about this real world of management work practices that exists outside the theoretical textbook world" (Tengblad, 2012, p.348)

2.2.3 Type of Management Work Practices

To Consider management as practice, Tengblad (2012, p.348) formalized these into categories that represent practice perspective on management using matrix with two dimensions as follows.

First, dimension reflects a deliberate work with intentionally driven activities that is preplanned or reactive action prompted by environmental trigger. Second, dimension either reflects formal management activities, such as; speeches or informal management actions, such as; instinctive decisions or habitual actions and when combined, these two creates a matrix composed of four types of managerial work action or activities (Tengblad, 2012).

Table 2 Four types of managerial work (Tengblad, 2012)

	Work with intentionally driven activities (deliberate)	Work with activities that arise from unintended events (reactive)
Formalized work behavior (systematic)	A: Classical management (Taylor and Fayol; Ansoff, 1965) Strategy formulation, planning, budgeting, forecasting, formal decisions-making, leadership, Human Resource Management, etc.	B. Disturbances and crisis management (Liker, 2004; Weick and Sutcliffe, 2007) Systematic work with customer complaints, deviations from economic planning, grievance handling, etc.
‘Un-formalized’ Work Behavior (Habitual)	C: ‘Muddling-through-management’ (Lindblom, 1959; Kotter, 1982) Habitual decision-making, networking, politicking, dialogue-based-information exchanges	D: Management of ambiguity and constant disturbances (Walker et al., 1956; Watson, 1994/2001) Dealing with organizational problems that are urgent complex, unforeseen, and/or ambiguous

Type A: A classical management textbook adopted from the time of Taylor and Fayol; Ansoff (1965), the classical view of management mainly took interest in scientific operational and management sciences and extends till computer-aided-management (Tengblad, 2012, p.348). These textbooks mainly referred a formalized work behavior which are systematic in nature, also Type A is most commonly found in textbooks such as, operations management along supply chain by Russell et al., (2009) and other similar textbooks (Tengblad. 2012, p.348).

Type B: Is a type of management primarily developed in the area of quality management where error reduction, statistical techniques and other formal ways of solving problems are of main interest Tengblad (2012, p.348). Type B, is usually associated with process monitoring such as, for example, customer services using standard operating procedures in order to monitor the progress and deliver services (Tengblad. 2012, p.348).

Type C: Unlike type “A” and “B”, type “C” management is associated with ‘Muddling through management’ by Lindblom (1959) and Kotter (1982) and has not been prominent and neither has it produced a reform movement among scientific researchers, consultants or practitioner-believers. Because Type C as described by Kotter (1982), is a type of management which is more about ‘agenda setting along with fragmented and hectic work environments that allows managers to practice informal activities, such as: socializing and politicking and is considered as a deliberate actions (Tengblad. 2012, p.348).

Type D: Type D management is not very common in formal settings. However it is considered to be important management work practice because managers who are struggling with unexpected, unforeseen and complex and usually are learning from experience or advice by colleagues (Tengblad 2012, p.348).

This practice theory perspective in this study takes Type C as ‘Muddling through management’ (Lindblom, 1959; Kotter, 1982) is more relevant to this study because, the study is conducting research where management is dealing with hectic work environment and has informal activities, also as pointed out by Makkonen (2012) organizational issues are also solved through exercise in muddling through rather than a complete rational and formalized process. Therefore this study approaches the case study as muddling through management and uses practice theory to explains what sort of behaviors and other social practice does a manager goes through in order to solve every day work.

3 Research Methodology

The research question for this study, which is “*how logistics operation manager performs everyday practices at work? And, why logistics manager work in the way they do?*” directs this study to adapt a case study approach, as suggested by Yin (2009) case study method is very much suitable as a research method for “how” and “why” questions. Also as pointed out by Silverman (2013) right methodology should be selected in order to answer the research questions. Therefore, since this study is about logistics manager performing everyday work practices, so to come closer to the reality and social world of logistics management in action, which is complex with interrelated issues (Tengblad, 2012, p.1), the use of qualitative methods is more appropriate and suited for this case study. Furthermore, The use of qualitative method provides all the relevant approaches to unformalized work of manager, accordingly as point out by Bryman (2016, pp.400-401), the qualitative research is associated with the following:

- Word, as using words for analyses, instead of numbers.
- Point of view of participant, the perspective of people under lense provides what they deem important and produces the clue/tip of orientation.
- Researcher is close, researcher involvement with the people (as ethnographer) being studied so that we can clearly understand the world through their eyes.
- Theory emergent, theoretical understanding from data collected.
- Process, Attuned to the process of events unfolding over time with interconnections between actions of participant (s) in social setting, in this case the logistics manager everyday work practices.
- Unstructured approach, in order to get actor (s) meaning, and of many concepts emerging out of data collection.
- Contextual, the case study looking for an understanding into behaviour, values, beliefs in the context of which is studied.
- Rich and deep data, the contextual and lengthen in social setting produces rich and deep data.
- Micro, the study (micro-ethnography) mainly focused on the small-scale aspects of social reality, in this case the everyday work practices of logistics manager is the focus.
- Natural Setting, qualitative research studies people in their natural environments.

However in contrast to pure induction, as May (2001) suggests that a researcher always has particular interests or ideas, therefore this study takes a qualitative research approach of abduction. Abduction treats the empirical evidence with theory in a constant manner, which helps the researchers to select and use theory to interpret the findings. Therefore, induction is starting point however deduction supplements the findings in order for us as researchers to comprehend and understand the reality (Kovács and Spens 2005, cited in Alvesson and Sköldbreg, 2008). Hence, this study uses abduction as research approach in order to interpret the empirical findings that will come out from methods used in the research.

3.1 Research Approach

3.1.1 Using micro- ethnography as an Instrument

In qualitative studies as pointed out by Bryman (2016), ethnographer immerses him/herself within a group of social setting for an extended time in order to observe behavior, listen to a conversation between people and asking questions. Also, as pointed out by Hammersly and Atkinson (1983, p.2) ethnographer participates either overtly or covertly among people's daily life in order to see what happens, listening, asking questions and collecting other data. Therefore, as May (2001), quotes Brown (1994), "ethnographer is the instrument of data collection". However, by using ethnography is more than just a simple account of participant observation, because participant observation only uses observations as a method, whereas ethnographer uses multiple methods to gather data, such as; observation, interviews and collection of document (Bryman, 2016, p.423). In additions to that, Ybema (2009) suggest using ethnography instead of surveys helps in the understanding of the everyday organizational life by going into organizational 'field' through a method of shadowing manager work up and close in person yields understanding about how the work is managed. Ybema (2009, p.158) further suggests that, ethnographies carry advantages over other methods, for example. Only observation of naturally occurring events "reduces the researcher's dependence on the accounts of respondents. In other words, it is difficult to comprehend without including the meaning that guides a particular behaviors and practices. Thereby, Ybema (2009) suggest that, using multiple methods (shadowing, observation, interviews, and documents) as a triangulation is preferred to create a richer picture. Though, a full-scale ethnography for a longer period of time is not the aim for this study as Byrman (2016) suggests, in masters dissertation it is very unlikely to be able to conduct a longer period of full-scale ethnography, however it is possible to carry out a form of micro-ethnography in shorter period of time (weeks to few months), where the focus is upon a particular aspects of a topic is recommended.

3.1.2 Gaining Access to Closed Setting in Ethnography

As ethnographer it often a difficult task to gain access to closed setting, selecting a particular social setting as a case study for an ethnography research needs fulfillment of certain criteria (Bryman, 2016, cited in Van Mannen and Kolb, 1985 p.11). And thereby organizational researchers have specified variety of tactics and are often recommended, such as:

- Using researcher own contacts, for example, friend's colleagues and academics to help and gain access. However, keeping in consideration that the selected organization is relevant to the research questions.
- Getting help from 'sponsors' in the organization whom will work as champion. People who can see value in your research.
- Getting access from senior management is crucial, because they are the 'gatekeepers'.
- Explaining in clear terms the aims and methods of the study and being prepared to deal with any concerns.

3.1.3 Active or Passive Participation in Ethnography

Ethnography also involves the participation of ethnographer to certain degree and can be sometime active or passive participant (Bryman 2016, cited in Van Mannen, 1978). And therefore, it requires for a researcher to follow certain ways in order to keep the balance in social setting, such as:

- During non-observant times/role, for example, carrying out semi-structured interviews or collecting documents, the researcher finds himself in day to day routines of work in organization and thereby the researcher has no choice but continue (Bryman, 2016, p.439).
- Also sometimes ethnographer has no choice but to get involved, because failure to participate actively show that you as researcher is not part of the social setting and this lack of commitment leads to the loss of credibility (Bryman 2016, cited in Ryan, 2009).

3.1.4 Summarizing micro-ethnography and the way forward

In this research study, the aim is to use micro-ethnography as an instrument whereby the researcher becomes the instrument of data collection and immerses him in the social setting of the case being studied. Also as an ethnographer, the purpose is also to use multiple methods, such as shadowing/participant observation, interviews and documents. In this way the researcher makes it possible to do triangulations using mix methods was a way of producing richer picture of logistics manager everyday work practices by using zooming in as way of observing one particular site and then and other and afterwards by zooming out in order to see relation among them, by understanding how everyday practices makes possible the role/actor ship of logistics manager. Also, the research is conducted as micro-ethnography by conducting a short and specific focus on practices in a particular case using only five (5) weeks. The researcher is employed as a trainee in the organization (case) being studied, therefore the researcher as an access to the closed setting. Additionally the access for conducting a research has been granted by the senior management, also the aim and terms of the research have been explained to the senior management. And since the researcher is employed as a trainee in the organization the researcher acts as an active and passive ethnographer during different times of the day where shadowing/participant observation is not possible, for example, when the author (trainee) is conducting his own duties or collecting other data such as interviews and documents.

3.2 The Case-Context

The logistics company X, is based in Helsingborg and mainly have been doing business in fruits and vegetables business. However now company X has expended their warehouse management and other service logistics in the area of e-commerce for furniture, household and industry tools and materials and bagged food warehousing and distribution as well. The company X uses customized IT solutions for warehousing and transport management. The company X highly values 'passion', 'Innovation' and 'Responsibility' (As given on their company profile)

Passion: Is where the questioning and inventing new is an important part of learning and development, and this is further developed through the actions of management in their work in order develop their business and themselves too.

Innovation: The focus on cost cutting and quality is seen as a way towards improvement, where taking 'responsibility' together is given importance to have a better outcome.

3.2.1 Reasons for case selection

- Firstly of all, the case is deemed important because the company has just recently started providing logistics service about 6 months back to a e-commerce organization dealing with furniture. Thereby a new warehouse is being established during this time period where the company is trying to settle down and thus makes this an ideal situation to understand how logitics manager copes with everyday work, where most of the work is unstructured and depends upon the previous experiences and knowledge of the manager and other management team.
- Secondly, the author works full time along with the manager as a trainee and see this as opportunity to get a closer look at the world of logistics management in practice by managers.

3.2.2 Manager "A"

Manager 'A' is mainly responsible for projects initiated by Company X in Helsingborg region.

The manager 'A' as wider set of a duty that includes some of the following.

- Responsible for the scope of projects with the help of senior management in Head office in Helsingborg.
- Making work plans to identify activities needed to complete the project work, mainly warehouses.
- Deciding the time and resources to initiate and complete the project work.

- Plan development for project with senior management and other supervisor or inventory management staff at different warehouses.
- Deciding the projects objectives and measures in order to evaluate in the end.
- Helping responsible staff at projects by giving introduction to policies and practices.

3.2.3 Manager ‘B’

Manager B is mainly responsible for everyday work at distribution center of e-commerce business, mainly selling furniture and other household products. Manager ‘B’ as an operations manager has the following duties every day.

- To ensure incoming delivers processed and stored properly by checking shipping documents or other concerns such a quality.
- To make sure the inventory has a storage place.
- To check outbound orders leave with the right product, quantity and quality by leading a team of operations staff.
- Managing staff by coaching, mentoring, and related HR issues (pay, holiday etc.)
- Driving performance of staff by using management skills, for example, communication and interpersonal skills.
- Prepare documents including invoices to clients.
- Coordinating with clients on daily issues.
- Partially managing new projects within warehouse.

3.3 Unit of Analysis

As Nicolini (2012, p.7) clearly points out, in practice-based approach the basic units of analysis for understanding organizational phenomena are practices and not the practitioners. Practice thus come first, because it is only once we appreciate the set of practices involved in a scene of action that we can ask what sort of agency and ‘actor-ship’ is made possible by these specific conditions. In other words, in order to understand (unit) practices, the study first needs to understand the set of practices that logistics manager performs, which makes it possible to comprehend his/her role in the management of everyday logistics work. Therefore the study aims to understand the set of practices by a method of zooming in and out in order to answer the research questions, “How logistics manager performs everyday practices at work? And, why logistics manager work in the way they do?”

In that respect the unit of analysis is: “Practices”

3.4 Data Collection Methods

The study uses three methods of data collection during the 5 weeks of study, firstly, shadowing along with participant observation as initial way to start and understand what's happening in the everyday work of logistics manager. Secondly, using interviews to complement the ongoing findings from short-interviews (Manager 'A' and 'B' and an in-depth semi-structured interview with Manager 'B' only, since he is the one responsible for warehouse operations. Furthermore, documents have been collected in form pictures from the warehouse management system (WMS) and some areas of warehouse. All three methods have proven to be relevant for a qualitative study and thus have been used by the author.

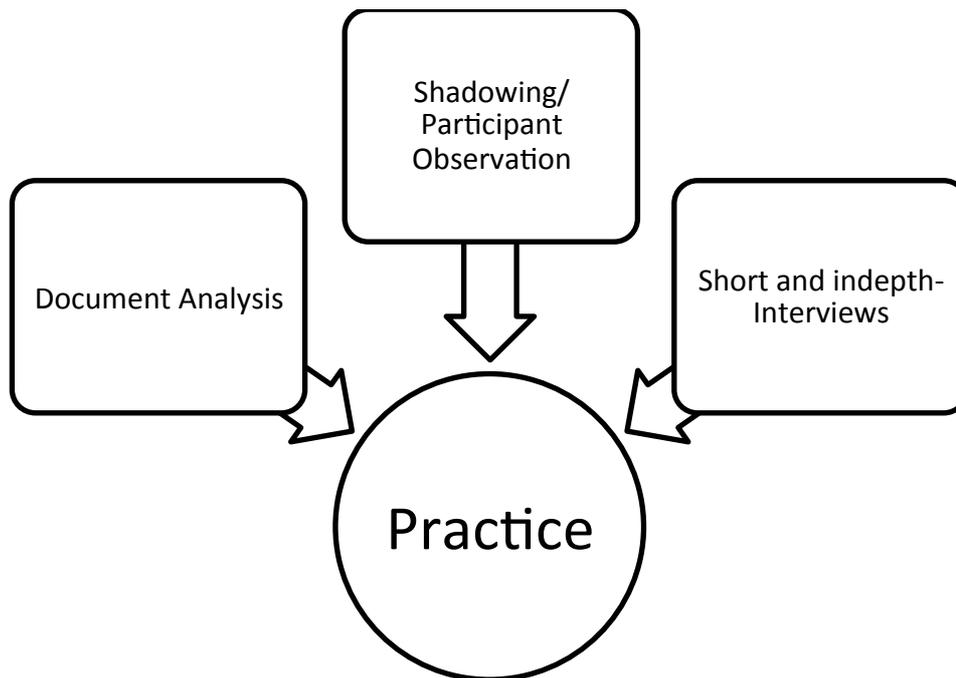


Figure 5 Data collection methods

3.4.1 Shadowing/Participant Observation

Shadowing: Shadowing is method for data collection where a researcher follows people, wherever they go and whatever they are doing (Vie and Åsvoll, 2012). Accordingly, in order to shed light on sociality that goes around practices, the researcher can get important insights by zooming in on activities carried out by beginner or learners by using the method of shadowing (Nicolini, 2012; Czarniawska, 2008). Besides, shadowing can be used to reveal many aspects of organizational process through following the events, which includes attending meeting, shadowing people and also by focusing on the matters that mainly occupy the daily routines (hearts and minds) of an organization member while they are making important decisions about projects during different stages of its implementation (Ybema, 2009, pp.31-32). Additionally as pointed out by Vie and Åsvoll (2012, p.302), shadowing is a unique research approach and has elements of other research design particularly case study design or grounded theory method. Also, (Vie and Åsvoll 2012, p.302, cited in Mintzberg, 1973, p.231; Czarniawska, 2007) while using this approach categories are to be established

during and after when the observation method is applied. And this iterative process of coding, making recordings, tabulating and analyzing on daily basis indicates the abduction method (Vie and Åsvoll 2012).

Participant Observation: Participant observation in contrast to positivism, encourages a study to make no prior assumptions about what is more relevant, but instead motivates the researcher to immerse into the day-to-day activities of the social life, in order to unfold and understand the phenomena (May, 2001). Additionally as May (2001, p.148) further elaborates, participant observation provides the researcher to develop ideas from observation rather than test ideas. Also since the social life of people are changing thereby to understand the changing nature of this phenomena, the researcher must become part of a social setting and also has to adopt and keep in consideration some aspects of practices in participant observation.

- Initial approach is more about, for example, looking, listening, experiencing and recording everything down.
- Spending timing and securing relationships among people.
- Engaging in the activities of the organization/group by understanding and investigation and not just hanging around.
- Writing field notes by describing places people and events.
- Using observation as a guide for important questions and further to complement those when conducting interviews, thereby helping as researcher to interpret the phenomena observed earlier (May, 2001).

In this study, shadowing has been used mainly during general meetings with manager B and project meetings with manager A and B because it was almost impossible to follow both manager A and B everywhere. However, the use of participant observations as a main source of data collection have been used during the everyday work practices of manager B, since the author was closely associated with inventory management and optimization therefore from the time of inbound to outbound all the communications from manager B and other issue until outbound were observed by the author himself. Also field notes were taken after the observation, whenever there was time to sit and reflect upon the daily listening to people and manager and notes on events. The field notes from shadowing and observations are in located in Appendix 1.

3.4.2 Documentation

In case studies, documentation is a relevant source of information (Yin, 2001; Ybema, 2009). Because, companies or organizations produce large amount of documents for either public (annual reports) or internal use (memos) and therefore such materials is often used by ethnographers as part of their study (Bryman, 2016). Also, the collection of documentation data helps alongside the collection of observational data to enhance the understanding in a case study, Hence, the present events can be situated in an historical context by conducting a comparison between the interpretations of the events with the findings in the documentations related to those events (May, 2001). Similarly, as pointed out by Yin (2001), documents can be used to corroborate in order to augment the findings from other sources. However, as pointed out by Ybema (2009, p.34) to get access to these documents the researchers needs a permission from the representative of the organization to be able to use the documents. And once the access is established, the researcher may collect following types of documentation data, such as:

- Minutes, reports, files of correspondence and unpublished materials (Ybema, 2009).
- Letters, memoranda, emails, personal documents (diaries, calendars, notes) (Yin, 2009).
- Agenda, announcements (Yin, 2009).
- Administrative documentations, proposals, progress reports or internal records (Yin, 2009).
- Newspaper, articles in mass media (Yin, 2009)
- Manuals for newly recruited employee (Bryman, 2016).

Such documents can be very useful to researcher conducting a case study of an organization using method of participant observation (Bryman, 2016).

In this study, first of all permission was granted by the operation manager to access documents, however, the company names or staff information was requested to be kept secret. Moreover, the documentation data was collected in order to complement the findings from participant observation, short and in-depth interview. The documents collected were mainly of warehouse management system and the some excel sheets, these findings were further corroborated with other findings in zooming in and zooming out process.

3.4.3 Interviews

Interviews are important source of information in case studies (Yin, 2001) and can be guided conversations instead of structured queries. In ethnography, as pointed out by Ybema (2009, p.35) interviews can be used during participant observation. Thus, Interviews produces understanding of people's biographies, experiences, opinions, values, aspirations, attitudes and feelings (May 2001, p.120). However, as pointed out by May (2001), Ybema (2009), interview should preferably consist of semi-structured rather than structured to allow maximally to the researcher. Accordingly as stated by Bryman (2016) qualitative interviews allows to be less structured rather than quantitative, where the focus is to maximize the reliability and validity by measuring key concepts, however in contrast, the qualitative interview questions are more open-ended, in other word in order it can reveal interviewees'

personal perspectives. In addition, some are the important elements of qualitative interviews as described by different authors.

- Interview as guided conversations instead of structured queries (Yin, 2001).
- Focus on interviewee point of view (Bryman, 2016)
- Initially interviewer can depart from interview guide but then can ask new questions in order to follow up and yield more insights (Bryman, 2016)
- Semi-structured interviews to allow dialogue between interviewer and interviewee (May, 2001).

In this study, two types of interviews have been used, short interviews during participant observation/shadowing with manager A and B and in-depth interview with manager B only since he was the only operations manager for the warehouse and responsible for the everyday work, whereas manager A was seen occasionally during project meeting only and therefore the author was only able to conduct short interview with him. Moreover, the short interview conducted during shadowing/participant observation were mainly unstructured and open for both managers, this was intentionally done in order understand the perspective of manager both managers and yield more insights. Furthermore, the process for in-depth-interview was semi-structured and mainly open in sense that, the author wanted to get better understanding of Manager B beliefs and views on every day work practice. The open questions designed were mainly constructed from the previous findings from shadowing and participant observation and in this-way; interviews were guided conversations rather than structured queries.

3.5 Research Quality

There are four criteria's mainly used to achieve quality in empirical social research, construct validity, internal validity, external validity and reliability (Yin, 2001). Therefore, the study aims to fulfil the needed requirement from these four criteria for research quality by applying them through strategies during different phases of a case study.

Table 3 Criteria's for achieving quality in social research (Yin, 2001)

TESTS	Case Study Tactic	Phase of research in which tactic occurs
Construct validity	<ul style="list-style-type: none"> ◆ use multiple sources of evidence ◆ establish chain of evidence ◆ have key informants review draft case study report 	data collection data collection composition
Internal validity	<ul style="list-style-type: none"> ◆ do pattern matching ◆ do explanation building ◆ address rival explanations ◆ use logic models 	data analysis data analysis data analysis data analysis
External validity	<ul style="list-style-type: none"> ◆ use theory in single-case studies ◆ use replication logic in multiple-case studies 	research design research design
Reliability	<ul style="list-style-type: none"> ◆ use case study protocol ◆ develop case study database 	data collection data collection

Construct Validity: As pointed out by Yin (2001, pp.40.42) there are three tactics available to a researcher to construct validity, First, using multiple sources of evidences that can complement each other, second, to establish chain of evidences, and Third, the draft of case study reviewed by key informants. In this study, construct validity has been achieved through collections of multiple sources of evidences, by conducting participant observation as an initial approach, later conducted short informal interviews during shadowing at different times of the day to corroborate the findings from observation, shadowing, short- and long interviews and additionally the collection of documents were also performed to further complement the findings.

Internal Validity: As stated by Yin (2001, p.42), internal validity is mainly associated with explanatory case studies, where the aim is to explain why event x causes event y. accordingly as pointed out by Bryman (2016, p.41) internal validity is mainly concerned with “causality”. Therefore, since the aim of this study is not prove causality, thereby it is not considered in a study where the focus is exploratory.

External Validity: External validity (Yin, 2001; Bryman, 2016) deals with whether the findings are generalizable beyond the immediate case study. Yin (2001) further states that, in survey research, the outcome relies upon statistical generalization, whereas as in case study

approach, the use of analytic generalization is used in order to generalize a specific set of findings to a broader theory. Therefore, a single case study is enough to achieve external validity. Hence, the author uses single case study with analytic generalization by analyzing the findings with practice theory, which is of course a broader set of theory.

Reliability: As stated by Bryman (2016, p.41), reliability is mainly concerned with whether the results are repeatable. Similarly Yin (2001, p.45) points out that, the main objective for checking if the findings are repeatable is because, if there was another study using and following the same procedures as followed by the initial study and should be able to arrive at the same findings and conclusions. And therefore, as recommended by Yin (2001), the study should document with the case study protocol or develop of case study database. In this study, development of case study database has been selected instead of protocol approach, because a protocol approach is mainly used in survey studies where the focus is expected findings and structured interview questions (Yin, 2001), whereas, development of case study database mainly consist of what is observed and noted by the researcher, case study documents that are relevant to case to be collected during the study, and narratives, where open ended answers are recorded (Yin, 2001). Therefore, in order to enhance reliability of the case study, the study collected available evidence (field notes, documents, and interviews) and integrated them in order to converge upon the facts of the matter and their tentative interpretation (Yin 2001, p.121).

3.6 Analyzing Data

According to Yin (2001, p.126), Data analysis mainly consists of examining; categorizing, tabulating, testing and or merging collected evidences to draw empirically based conclusions. These empirical evidences as pointed out by Bryman (2016) in qualitative study mainly emerge out from interviews or participant observations and takes the form of large group of unstructured textual material and is not considered not to be easy task to analyses.

However, Bryman (2016) recommends some general approaches to qualitative data analysis: such as,

- Analytic induction - as a general strategy for qualitative data analysis.
- Grounded theory - the most common and prominently used for general qualitative analysis.
- Coding - a part of grounded theory approach where data is coded in relevance to the theoretical framework.

In this study, the author uses grounded theory approach. Because as Bryman (2016, p.572) points out, grounded theory approach is largely used as a framework for analyzing qualitative data, it consists of coding as a process where data is broken into different parts and given names, however there are many types of coding processes, such as; open coding, axial coding, selective coding, theoretical coding and others. The best coding process, that deemed fit with the method and the aim of this study is, theoretical coding. Since, the approach is abduction in this study, therefore theoretical coding is more relevant for this purpose, similarly as pointed out by Charmaz (2006. p.63)

“Theoretical codes specifies possible relationships between categories you have developed through your focused coding, Theoretical codes are integrative they lend form to the focused codes you have collected and these codes not only conceptualize how your substantive codes are related, but also move your analytic story in the theoretical direction” Charmaz (2006, p.63).

In this respect, the study started developing theoretical coding right after the initial stage of participant observation and also included the toolkit for zooming in as process for collecting evidence on a particular practice, as earlier discussed in theoretical framework zooming in is used as a (Nicolini, 2012) bag of tricks, in other words a bag of theoretical lenses in order to bring to surface the equally important aspects of managerial practice, through shadowing, participant observations, short-interviews and documents these were achieved. However, firstly, these finding/evidences were theoretically coded with its relevance to practice theory of body, mind, things, knowledge, discourse/language, structure/process and agent/individual. And secondly, in order to see the possible relationships between categories and move the analytic story in the theoretical direction (Charmaz, 2006), the zooming out process by Nicolini (2012) was used to see relational aspects of practice theories to make sense of, ‘how logistics manager performs everyday practices at work? And, why logistics manager work in the way they do?’ Thereby, seeing the relational aspects of broad practice theory framework used during zooming out as process of analyzing the findings.

4 Findings by zooming-in and analysis by zooming-out

The findings and analysis go hand-in-hand; the zooming in was conducted during the collection of data using participant observation, shadowing/short interviews, indepth interviews and documentations. Theses findings are part of Appendix chapter, since they hold the raw data collected. However, during the zooming out process the relevant findings are selected and intepreted using theoretical framework of practice theory with each practice that Manager “A” and mainly “B” conducted, the morning meeting, deskwork/computer, roaming around, general meeting and project meetings. And after that, connections between these practices are discussed as “rhizome” which exposes relationships between manager (s) practices (Nicolini, 2012; Ybema, 2009). The aim of the process is to build plausible appreciation and explanation of the research question, ‘how logistics manager performs everyday practices at work? And, why logistics manager work in the way they do?’

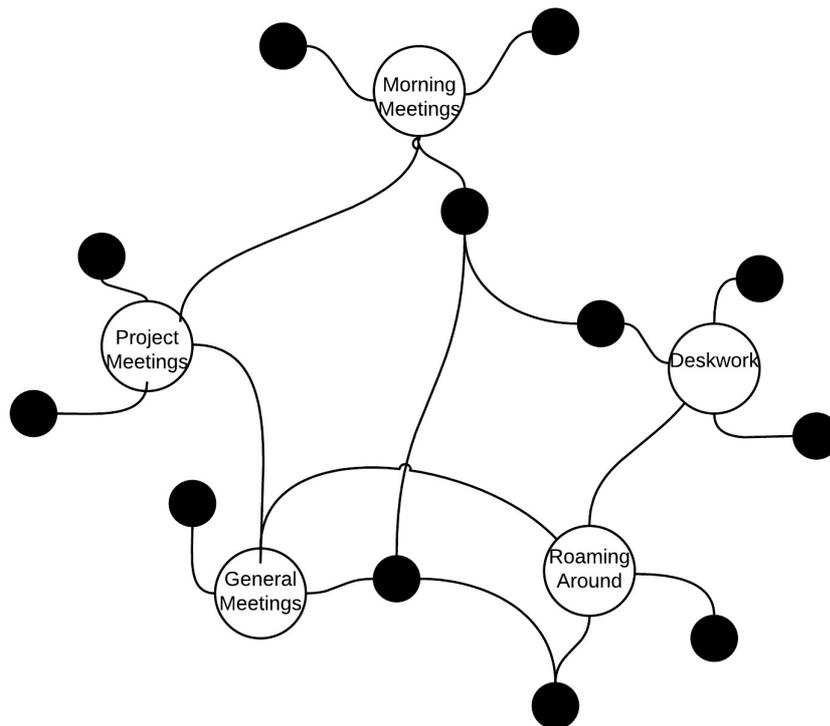


Figure 6 Rhizomes exposing the relationships between practices, inspired by Ybema (2009, p.129)

This section uses zooming-in and zooming-out process as a technique to analyze the relational aspects of practice theory (Nicolini, 2012) because as discussed earlier practice is not in isolation but depended on each other in space and time. Therefore, in order to see connections the study need's to zoom out and follow the trail that makes the everyday works practice of a logistics manager possible. However, initially the focus will be on the following aspects of practice element, agent, body, mind, things/materials, knowledge, discourse/language and process/structure on each practice performed by the manager in routine and later by zooming out as rhizomes, where exploring the connections between these practices is possible.

4.1 Morning Meetings

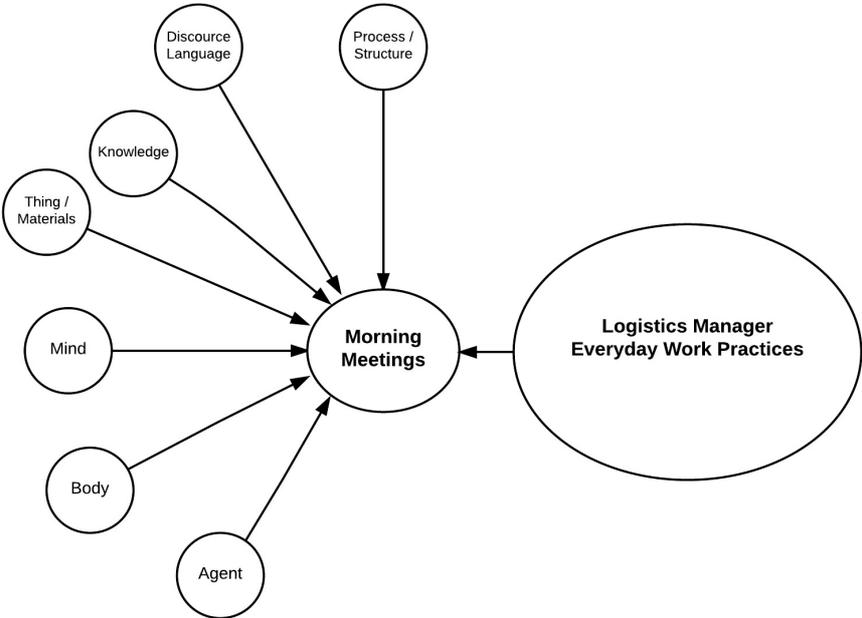


Figure 7 Morning meeting, a practice by manager B (Source: observation, shadowing, interviews)

Manager B mainly conducts the performance of morning meeting as practice in that way he acts as an “agent” (Reckwitz 2002; Nicolini, 2012) and performs practice using bodily activities (Reckwitz 2002; Nicolini, 2012) such as talking, reading or writing. This was observed in routinized way, during four weeks of observation. Manager “B” mainly discusses the routines of the day, the agenda what need to be done, how and who will do it. These findings are corroborated with the findings from interview, this what the Manager B, had to say:

*“The first thing I do, to check how we have to do, at inbound and plock and then I decide how many people should at every position, and then we have the morning meeting, and this one I don’t know how to say it in English? Stämpla (employee check in and out)” **Manager B.***

Also, almost every day partial concerns were shared with staff, for example, the amount of inbound and outbound information was shared, for instance on one of the occasions, the manager B emphasized that,

*“Today, we will only pick 500 orders, because that’s the minimum requirement by our customers, So we can do some other stuff in the warehouse, Maybe, what about fixing some inventory on the picking location” **Manager B.***

These practical concerns also push in tensions, such as accountability in work, mainly staff would argue sometimes about work, which was left undone from the previous day, however these concerns were mainly taken end of the morning meeting by manager B. Furthermore, these meeting also includes mental activities (Reckwitz 2002; Nicolini, 2012) where understanding of, how to do something were discussed in routine way. For example, in many instances questions were asked by employees to the manager B or other colleagues, because ideas and knowledge were shared between people and problems were discussed and this is exactly what Reckwitz (2002, p.11) described as the understanding of situation in a collective and shared manner with everyone in practice. Furthermore, the bodily actives also included the use of face-to-face meetings, as mentioned by the Manager B himself during the interview:

*“To the employee, I hope, in 95 % I speak to the people face to face” **Manager B.***

This practice of meeting face to face can be seen as discourse practice (Reckwitz, 2002), where the importance is given to way of communication and language used, the manager B emphasis upon the social aspect talking and listening to employee.

Moreover the agent, Manager “B” not only carried out his bodily and mental activities in a certain way but also used things and materials in a certain way (Reckwitz 2002; Nicolini, 2012) and was also the holder of things and materials too (Bueger and Gadinger, 2014), this was observed during the Friday meetings, which were kind of special for employee, so they can have some fun, the projection system was placed permanently in the conference room next to the manager room along with tables and chairs, that were organized in certain way so that everyone could sit together and able to face the projection on the whiteboard.

*“For people to get to know each other, hmmm, I think that is the main reason for people to get to know each other. Also because it’s fun, you have to have fun at work! Then often the warehouse is big now and often you do not talk to everybody every day, I think that is a good opportunity so everyone could speak to each other” **Manager B.***

Along with projection system, computer, table and chair are placed in a certain and routinized manner also the use of whiteboard, markers and paper very common, when quizzes were conducted in order to entertain as well as make people to know each other, in other words ice-breaking among new and old employees was considered a must. Finally, these meeting were also seen in routinized manner even when the manager B was not around and some colleagues were assigned the task to conducted theses as necessary, because as described earlier in the theoretical framework by Reckwitz (2002), social structure reside in routines of social practice, these are routines of agent, body, mind, things, knowledge, discourse/langue reside in the process and structure, therefore this observation directly reflects the theoretical proposition.

4.1.1 Summarizing the zooming-in and zooming-out palette for morning meetings

These meeting included the use of actor, manager B with bodily activities such as standing and talking to people, trying to look at everyone and deliver the days agenda. Manager B always made sure the artefacts/things is made available in the scene of action, because things like chair, whiteboard markers were tools needed by him to communicate through writing as well as speaking at the same time. The whiteboard would usually be left like it was from day before in order to follow the next it day after, in this way it helped the manager B not to rewrite or remember what was said yesterday. Also, practical concerns were the main part of these meetings because an operational work needs action and actions need some planning before initiating. Therefore manager B always talk about the importance of necessary things to be done before finishing the day something which could be done afterward, such as, for example, maintain outbound order to least 500 a day; making sure the flow of inbound is good and storage issues are dealt with every day. In additions, the morning meeting held connections historically in space and time and in future with the rest of the day work practices by manager B since this was the launch pad. In this way the morning meeting contributes to wider work practices of Manager B and are repeated in a routinized way everyday

4.2 Deskwork and Computer

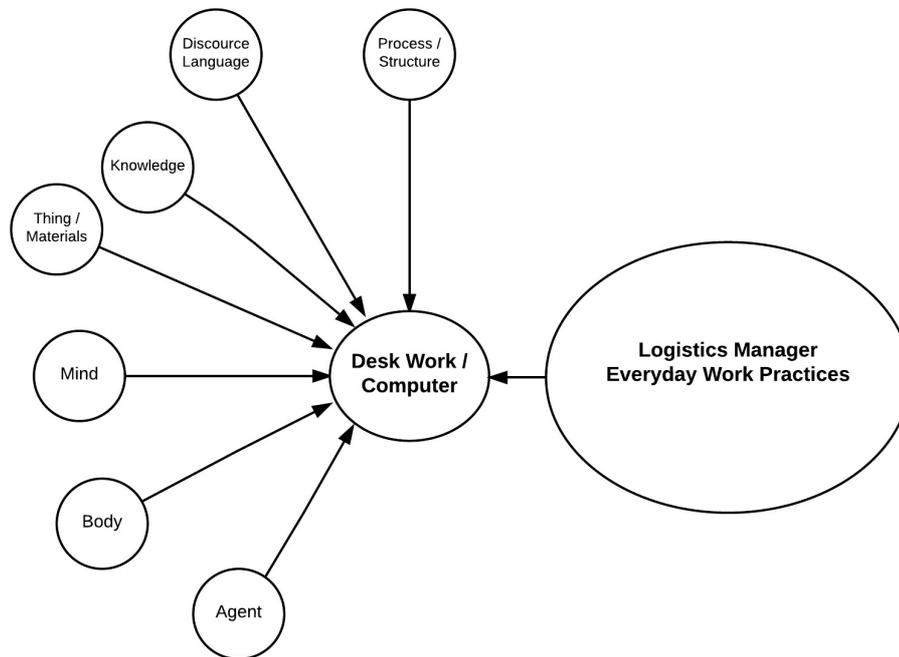


Figure 8 Deskwork/computer - a practice by manager B (source: observation, shadowing, interview)

Manager B always performed deskwork along with computer as a performance of practice, he acted as an agent with bodily routines, such as, sitting in his own private office using the desk and computers, these can be seen as bodily activities with things and materials in practice, because (Nicolini, 2012; Reckwitz, 2002) materials are resources which the agents need to use in order to perform activities.

During my observation, after everyday morning meeting, I found the Manager B, mostly at his computer desk working and whenever I approached him, I found him working on either excel, or HR system. There were few instances when I found him working on the warehouse management system (WMS), these were either when he was sending messages to employee to their trucks which are occupied with computers or when he was checking the inbound to plan or ask me about the placement or optimization of the warehouse. So, that we can optimize the inventory by placing the right article on the right place according to the height, depth and width of a picking location. Accordingly as mentioned earlier in theoretical framework, the thing or objects are analog as well as digital technologies that's are embedded elements of a practice (Björn and Osterlund, 2015). Also as stated the manager B during interview;

*“Warehouse system is a must! Otherwise, we would be picking with pen and paper. We based our all production on this, so yeah it is very important” **Manager B.***

While, observing I found Manager B, mainly working on schedule of the production staff, their incoming and outgoing timings, and other HR issues.

*“Yes, actually I don’t use the warehouse system that often, hmm only for like sending messages, like three or four times a day, the only system i use every day is HR system that controls the pay, than i just use the emails” **Manager B.***

In this way, “knowledge” is also seen as an important aspect of Manager B practice, as mentioned earlier in the theoretical framework, knowledge is an understanding of knowing how to use a certain object (Reckwitz, 2002), which in this case the manager B as an agent holds and conducts in routine “process/structure”. I also found him also using email most of the times, there were many instances when he emailed me about daily work regarding article optimization and this was quite often during the research period, it was almost between two or three email to me and of course there was constant communication with customers (clients) with whom Manager B was the point of contact. Also, there was a lot of use of mobile to communicate with, when I was somewhere in the warehouse or with other supervisors, as I observed many times, when a supervisor got a call regarding an update on the inbound or when the supervisors wanted to ask him questions or update during the production about issues or problems. Hence, The use of “discourse/language” in written email and spoken via mobile is also seen in the work of Manger B, as mentioned earlier in the theoretical framework, discourse practices carry the meaning of using language (Reckwitz, 2002) and signs. Accordingly digital objects were also used as a discourse, such as when sending messages to warehouse employee via WMS system as seen on the figure given below, manager B and other supervisor mainly used the digital systems to delivers written messages to warehouse employees.

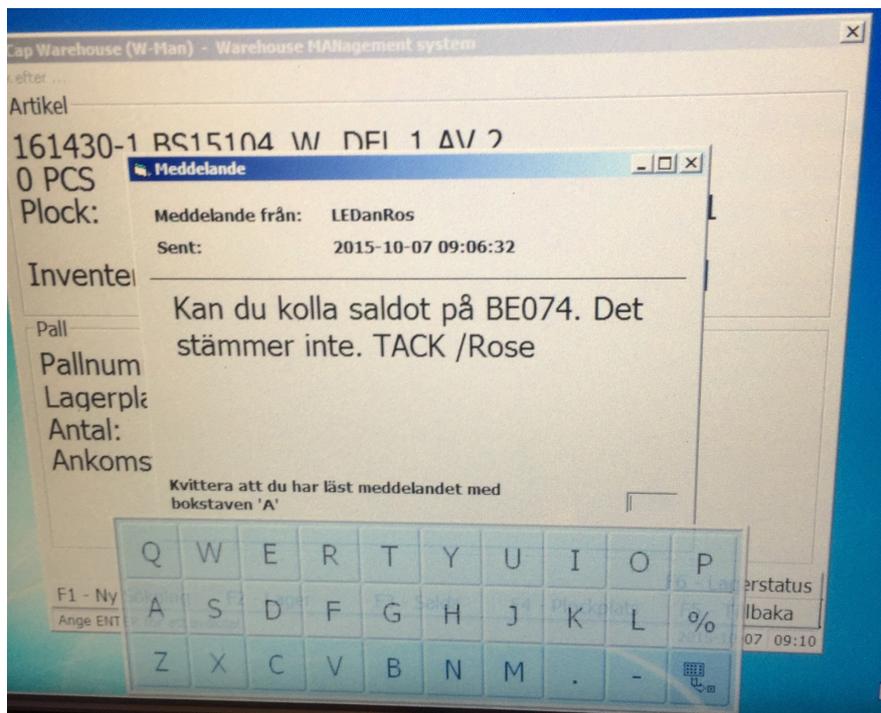


Figure 9 Communication to Staff by manager B using WMS system

And through by observation, the deskwork of manager, which consisted of, warehouse management system(WMS) also human resource system (HR) and emails were part of

everyday practices, a process in practice (Nicolini, 2012). Which I also believe is very important for day-day running of warehouse.

4.2.1 Summarizing the zooming-in and zooming-out palette for deskwork/computer

The deskwork/computer by manager B mainly hold digital artefacts, which is used by the agent manager B in his own private room. The practical concerns with deskwork and computer are with planning the operations production as well as the HR issues of staff. These artifacts also creates connections with other work practices in space and time, to be more specific, it helps manager plan the production at inbound and outbound in future and helps the manager to look in the past and be guided by some statistics. The artefacts are used also to communicate with clients via email also. However, in managers B point of view it is also barrier between him and the staff, because he things this is boring and likes to go and roam around, therefore this practice hold a connection with roaming around, the morning meeting in future just in case the manager wants to deliver a new agenda the morning and also with project meeting where important information delivered by the clients via email or data from WMS system being used during the general meetings and project meetings.

4.3 Roaming Around

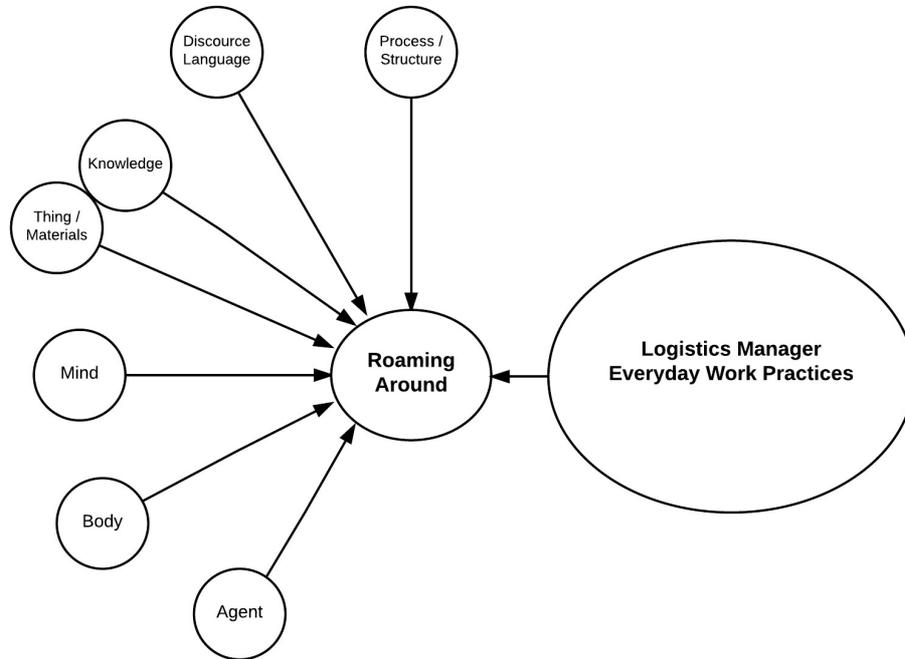


Figure 10 Roaming around, a practice by Manager B (source: observation, shadowing and interview)

Manager B would quiet often roam around the warehouse usually after sometime in the morning during my observation, I found the Manager B using whiteboard placed in the center of warehouse, which is near the outbound area. He used the whiteboard most of the times during my four weeks of observation, where he draws line and sections according to the timings of everyday work. The theses sections, as seen on the whiteboard Figure 10, the whiteboard outlines targets to be achieved and productions outcome so far on the picker side. The whiteboard was updated hourly in order to show the plockers, how good or bad is the production so far. Other staff members also used the whiteboard if they wanted to communicate things like, problems with picking locations or inventory issues. The whiteboard task was done on daily basis during the production time. It seemed like a routine process, or a practice.

Hence, this observation relates with (Reckwitz, 2002; Nicolini, 2012) agent, the manager B using his body, mental as his understanding of targets needed to be achieved, materials as whiteboard/markers, discourse as written language on the whiteboard, knowledge of how to use the whiteboard and what kind of targets are more realistic for today's production including the routinized process is observed as a performance of a practice. Accordingly as mentioned by the Manager B himself during the interview;

*“We have the whiteboard because it is the measurement of how good is the productions going, so everybody's know if we are doing a good or maybe or hopefully not sometimes a bad job, hmmm we have this pressure every day, we have to pick, like 500 orders or we can't go home, and therefore I think it is very important that they can check every hour to see the updates so they know, if it is going good or bad” **Manager B.***



Figure 11 Everyday production statistics (source: Observation)

Also during the roaming round by manager B, he liked to speak to people and sometimes jokes around to make people happy and have some fun, through my observation he liked to be around people most of times listening or trying to help them. Accordingly as described by manager B in an interview:

*“Yes, and I do not like to sit by the computer all day, because I think it is boring. Then I think they like it, when I am down there at the warehouse, I believe that” **Manager B.***

The, discourse and language can be seen as form of social practice (Reckwitz, 2002), where the manager B as an agent performs this through his bodily, mental activities in routinized manner by talking to people smiling and telling jokes is way of social practice.

Also, during my observation sometimes, Manager B would take a truck and pick some order from the warehouse himself or unload a container, in one the instances, I asked him why was he picking orders? Since it was not his job to that, His answer was:

*“When plockers see me picking the orders, they get motivated, I do this most of the time, I like it” **Manager B.***

And during the interview just too corporate, the findings from observation and find in-depth understanding about why does he do that, and his answer was:

*“Often I just roam around, but I like to help people as much as possible, because I don’t want to be the BOSS! I want to be the leader, I don’t want to be the guy with fancy suits sitting up here, shouting and pointing at everyone, and I want to be down at the warehouse and doing things! Unloading a container, pick some orders” **Manager B.***

Furthermore, apart from wanting to work with people in the warehouse using discourse and language as a practice, the manager also pointed out something about understanding and knowledge during the interview:

*“First of all it is “understanding”, I think it is hard to explain or how do you say it, I can’t say if they are doing a good job or bad job, if I don’t know how to do it” **Manager B.***

This directly relates to the Knowledge as an element of practice, as mentioned earlier in the theoretical framework, management is not a profession like, doctors or engineers. It has to be learned (Mintzberg, 2009) and manager sometimes need to work with people to understand the social problems or issues they face in specific work context. Also, knowledge (Reckwitz, 2002; Nicolini, 2012) is not in the single minds of people but embedded in practices, for example, the know-how, what things mean are forms of knowledge to practice.



Figure 12 Everyday progress meeting in warehouse before ending the day work (source: observation)

Also, just before the end of the day every day the pickers are communicated via the WMS system to gather at the whiteboard spot, so that the manager B can communicate the whole day progress. Sometimes, the production was head of its target and then only the pickers would be given one hourly early leave. However, when the production was slow, the pickers were also asked, if they can stay a bit longer in order to complete the daily target set by their clients.

4.3.1 Summarizing the analysis of zooming-in and zooming-out palette in deskwork/computer

The roaming around was mainly associated with the following palette of zooming in and when analysis using zooming out these were the outcomes, Manager B acted as an agent carrying out this activity every day, where the saying and doing were mainly talking nicely

telling jokes to staff member in order to boost their moral and working spirit and by doing these discursive practical actions manager B was able to influence to the production output in the warehouse. There was obviously a lot of interaction between the manager B and the staff, since he himself trying to work among them in order to understand how the job is accomplished, this was kind of negotiating strategy with staff because they felt proud of their jobs when the manager himself joined them during the work and this was done by manager at least every second or third day of the week. The timing was also an important aspect in the roaming around of manager B, since the roaming around was conducted just after deskwork practice, the staff actually knew and expected the manager to around those timings of the day at warehouse, yes there were some exceptions due to meeting, however the roaming around was seen in more timing and tempo way. Bodily activates influenced the situation where the manager B while working with the staff would like to show how fast he is able to pick the order and finish it, that shows commitment to work and making other staff to focus and work faster. Tools and artefacts were definitely part of roaming around, when the whiteboard was updated every one morning, since the deskwork practice provided to the manager enough data about day's target. Also, manager B used tools such measuring type and sometimes a laptop computer on the floor while wanted to use the warehouse management system (WMS) to update the statistics one hour before on the whiteboard before end of the day. This practice of roaming around was made possible by previous practice such as morning meeting, deskwork and as well as affected the future practices in space and time, which included project meeting, the next day morning meeting, deskwork as well. This actually seems like a round circle moving forward with time and changing it dynamics as required by its environment.

4.4 General Meetings

General meetings were only held when there was a need to discuss issues, such as the optimization of inventory as the flow of inbound increased sometimes during the week, when the manager asked us to inform him how we are doing right now and what could be done to ease the flow. Most of the times either I or my other colleague member were asked to draw on the whiteboard and explain how we are going to fix the issue or problem and sometimes verbally too. These meetings were not part of a routine process but based on the need-to-need bases however occurred most of the times.

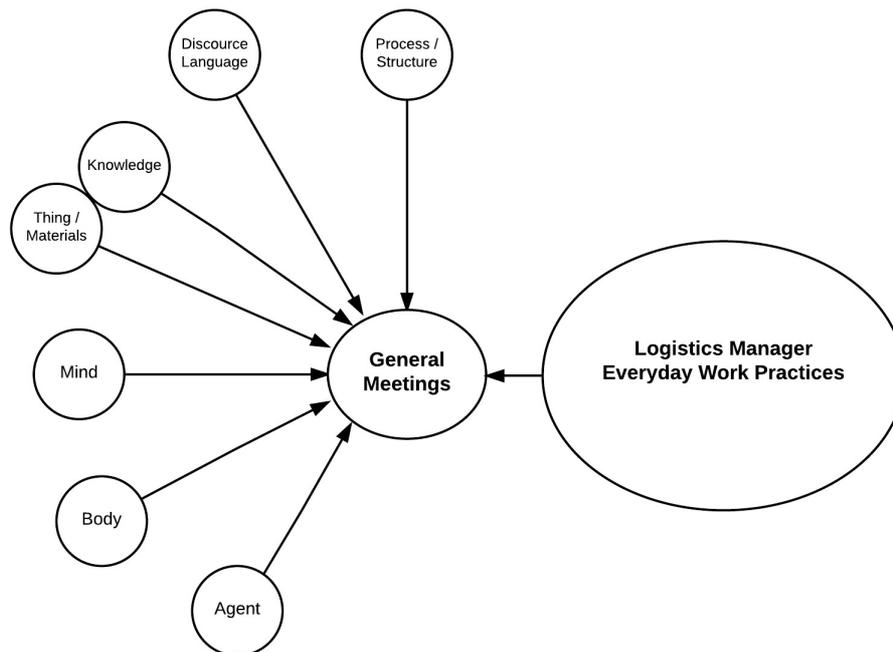


Figure 13 General meeting, a practice by manager B (source: shadowing and observation)

Usually the production follows a routine of inbound, buffering up the pallets or filling in the picking locations and at the same time outbound as orders are picked and shipped to the customers. In between the inbound and outbound, there is inventory management, which is necessary in order to have a consistent flow of incoming and outgoing without having to face the issues of storage. However, some were the practices conducted by Manager B in order to address these and manager B would usually call upon supervisors or article placements for general meetings.

During my shadowing, Manager B would usually call us in his own room, where the use of whiteboard and marker is very common. Also, one thing I noticed was that, he never sits in his own chair and would rather prefer standing and talking and discussing the issues and sometimes the use of computer would also be needed to check the in-bound flow or email from customer for the days delivery, these emails or correspondence were used to enhance the understanding of on hand issue during the meeting.

These general meetings certainly connect with the agent, which in this case is Manager B, and also carries bodily activities, when he talks and stands in certain way without having to sit in his own chair, shows the behavioral acts (Reckwitz, 2002). The use of whiteboard, computer indicates the practice of things and materials (Reckwitz, 2002; Nicolini, 2012) in the scene of

action. Manager B always uses general meetings to discuss the issues in warehouse, he call this “open door policy”, during the interview when I asked him about communication, he said:

“I think that is important because, when I have problems, I can call employee D and J, and they always answer, so and Help me! I know I have been working here for 10 years and sometimes you have to talk to your boss or and it is frustrated, you just keep trying to call them or find them then, when you find them their door are locked and you can’t talk to them”

Manager B.

Knowledge is another important factor while manager is conducting these meetings, as mentioned earlier in the theoretical framework; it is a collective shared knowledge (Reckwitz, 2002; Nicolini, 2012). This is exactly the purpose of these meeting where questions are asked and knowledge is shared, for example, on one of the occasion’s manager B asked me:

“What is your opinion on the inbound, how can we optimize the inventory, there is too much coming in today” **Manager B.**

Also, discourse/language was very crucial as mentioned earlier in theoretical framework; the agent can influence the situation by discursive practice (Reckwitz, 2002; Nicolini, 2012), such as motivating people by listening and using motivating words and bodily and mental activities. This was also seen to be true as it was observed during my shadowing of manager B during general meeting, for example, as I quote from the interview with Manager B:

“You can’t do everything by yourself, just to delegate and maybe the best thing is to listen to other people, sometimes you do know the best, sometimes you don’t, so listening is very important, and I think you have to gain people trust” **Manager B.**

4.4.1 Summarizing the analysis of zooming-in and zooming-out palette in deskwork/computer

The general meeting by Manager B, held quiet important insights into managerial work as muddling through, these meetings highlighted the stress level of everyday work, when the manager seemed worried sometimes about an issue, since these meeting were held privately in his room, he had the opportunity to show is emotional side, sometimes he would be in an stress mode or happy and one could easily see that in his discursive practices. The interactional order was face to face and provided to the manager as well as to us the chance to raise any issues during these meetings. Furth more, the timing and tempo of these meeting were on need-to-need basis and mainly initiated while there was something either happening bad or good in production. Tools and artefacts were present in the scene and held in a constant position, sometimes the use of whiteboard or computers were necessary. Moreover the connection between general meetings with all other practices were kind of important, because general meeting were only called by manager B when there was some issues in other areas of the production. Therefore, there is no doubt that general meeting as a practice held important position among other practices.

4.5 Project Meetings

Project meeting were held on two times during my 4 weeks study period. The project was about designing a new warehouse area, for which I was the main project leader. During the course of this project, the discussion was mainly held in a conference room face-to-face with manager “A” and “B” and very less using telephone/mobile. However, I took my field notes from shadowing and observation and wrote some of the discussions I had with both Manager “A” and “B” regarding the project.

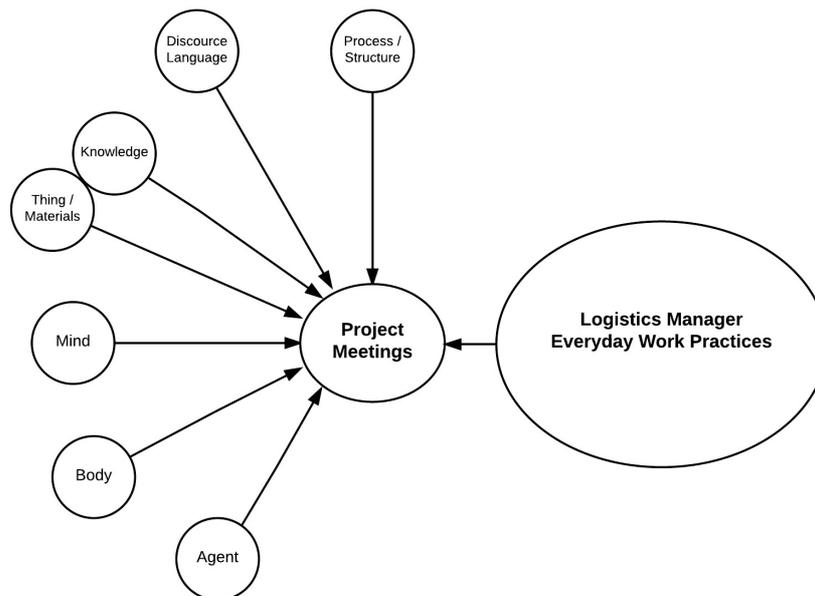


Figure 14 Project meeting, a practice by manager A and B (source: shadowing, observation and interviews)

Project meetings were held mainly in the conference room; the use of whiteboard was very crucial, as the extension of a new warehouse area was drawn out on the whiteboard. As seen on the figure the use of whiteboard as materials were used by actors with bodily activities, where most of the discussion was held without sitting but constantly designing of a new warehouse in an iterative process of sharing previous ideas, knowledge and experience by Manager “A”, “B” and including me as well. However, the main source of information, ideas and knowledge was from both managers. Accordingly as mentioned earlier in theoretical framework, manager’s work is not purely science but an art, which is crafted by acquiring knowledge from experience as it goes along (Mintzberg (2009). Also the use of knowledge during project meeting was very crucial as many times I heard Manager A, said:

*“We used the same warehouse designing process before,
We have to have these lines going from one end to another and then turning back the other
side, if we do like this then the truck would hit each other” **Manager A.***

During the discussions, I asked Manager A. how many picking locations we should create on the warehouse management system.

*“Well, from my experience, I would say let's look at the warehouse drawings on the
whiteboard and analyze the excel sheets with the amount of articles we have and measure the*

*size of the rooms. Also, it depends how you would like to have it. You can decide yourself, but we can also visit the new area and then we can discuss also” **Manager A.***

The emphasis on drawings, digital materials as excel sheets and the information it contains was given a lot of importance, since Manager A had a lot of previous experience he is more confident about it, similarly as pointed out in theoretical framework, when things/objects along with body and mind participate in practice they make this performance/achievement more durable in time and space and brings into practice the results of other practices by creating a connection in space and time (Nicolini, 2012). Also during conversation regarding the shelving system at new area in warehouse, I asked how should we plan these; I think they need to carefully plan according to the heights and depth?”

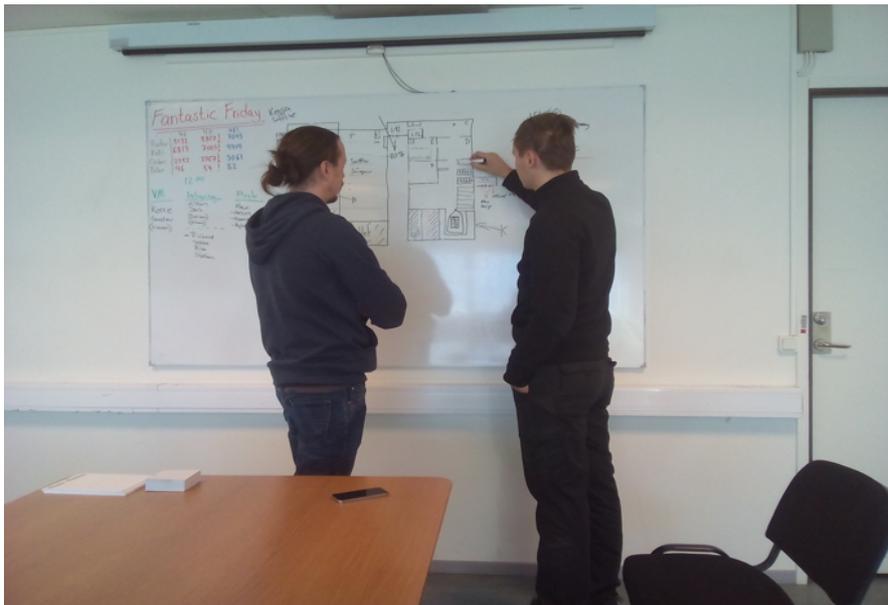


Figure 15 Project meeting, a practice by manager A and B (source: shadowing, observation, interviews)

*“Maybe we can lift the shelves to a bit higher to fit the pallets and lower the third floor picking place, so plockers can easily pick, but right now this is too high. We should lower it. Also it is better that you become part of when they are going to move everything from the other area, because then you can yourself and decide also” **Manager A.***

Delegation was seen an important factor in project as well, since I was made responsible for the whole project, although I didn’t have so much previous experience but the emphasis was on as described by Manager B,

*“Don’t worry, you will get it when you do it, so don’t be afraid, just do it” **Manager B.***

Hence learning was part of doing it. Also during the course of project there were some important tools (materials) used for the measurement of area, a laser scanner and measuring tape, with markers and tape were given to staff, as see in the Figure 17.



Figure 16 Things and materials, a practice by manager A and B (source: shadowing, observation and interviews)

*“Also you need some measuring tools and markers, I think it would be good if you take those and plan the new warehouse area. What do you say?” **Manager A.***

Things and materials were very important, as earlier mentioned in theoretical framework the routine process of using things and materials reside in the doings (Reckwitz, 2002; Nicolini, 2012) but not in the individual, as it can be seen here in this situation, I was given a task to perform measurement by using things and materials to repeat what has been done before in time and space, this is practice which has historical connections and have been repeated again by another person, thereby the practice does not reside in the individual but has its own existence as well. Similarly as pointed out by Manager A, during my shadowing:

*“Well, also when we were planning the other warehouse, me, and other colleagues used to do these things ourselves, so we can learn you know it is good knowledge. Therefore, I think we can do the same here” **Manager A.***

Here, the emphasis is on discourse as well as knowledge, the manager a, way of speaking and give directions indicated a particular ways of knowing but in shared collective knowledge and not in the single minds.

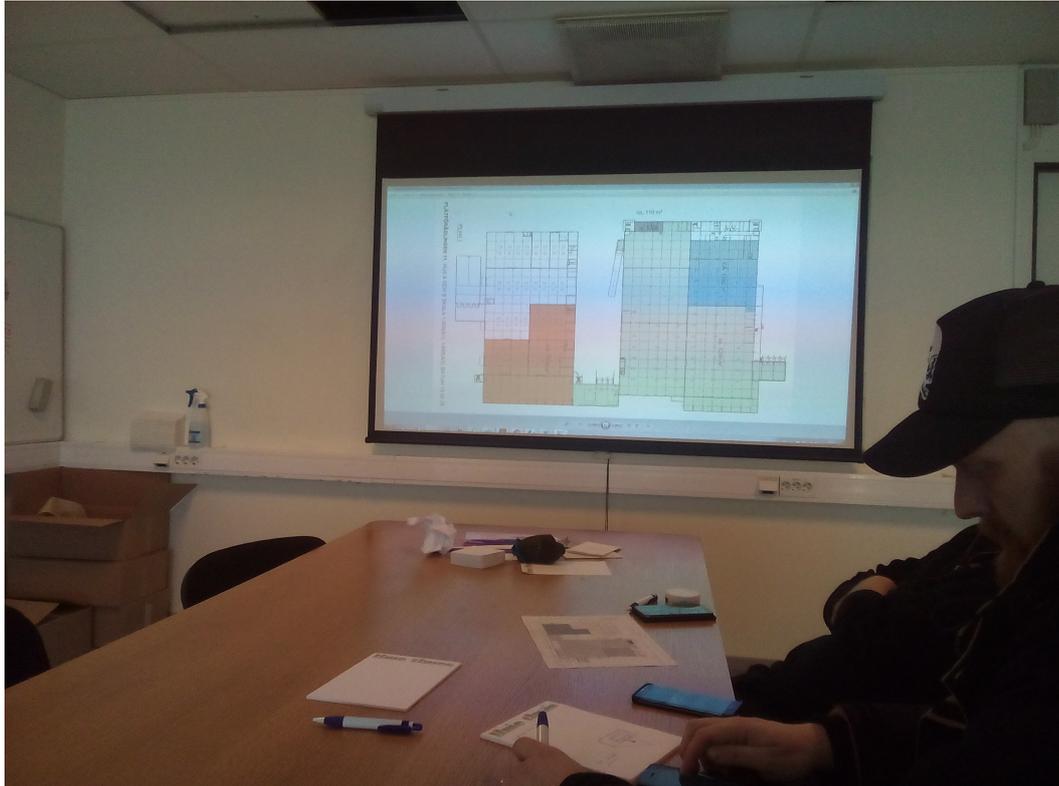


Figure 17 Project meeting (2), a practice by manager A and B (source: shadowing, observation and interviews)

Both manager “A” and “B” were very helpful and always emphasized on the helping me out with the project, since manager A represented the region and was responsible for other projects also, in this case manager B, since he was the operations manager ‘B’ and most present at site, always interacted with me if I needed advice, information extracted from warehouse management system (WMS) or other tools and sometimes even during stress situations he would help me out with my work too. Also, during shadowing in one the many other instances of everyday work, this is what he had to say, when I asked about measurements while designing warehouse layout.

*“Yes, but I think there is few things different here also and we need to deal with them in different way. We have furniture instead of fruits and vegetables. Leave some extra space for each pallet, But! You can decide and if you need help, just give me a call on my mobile or come to my office” **Manager B.***

4.5.1 Summarizing the analysis of zooming-in and zooming-out palette in Project Meetings.

The agents/actors whom carried out the project meeting was mainly manager A and also manager B. First of all the sayings and doing during those meeting was mainly ideas, previous knowledge from other warehouses management experiences in the company by both managers, as it was seen by the authors, the discursive/language that was used was somehow filled with confidence and authority over understanding how to do something. The interactional order was open and practical in sense that the most of the meeting was conducted face to face, manager A always emphasized on the collective understanding and thus always the author to attend these in order to get better understanding of new projects

within an existing warehouse. Also the timing and tempo for these meeting were based on the overall project deadline, however short discussions were help by both manager during the roaming around. Additionally tools/things were important aspects of project meetings, since whiteboard, marker and computer provided visibility of, how the warehouse should be designed? And how the flow of picking and other issues will be managed. Also, during project meetings tensions and creativity were going side by side, creativity also created responsibilities and for both manager, however since Manager B was mainly responsible for operations, therefore most of the work was delegated by him and since production requires constant eye on everyday work, thereby projects would deviate manager B focus from his work.

4.6 Exposing the Relationships Among Practices

It has to be acknowledged that the work of managers is no doubt difficult in many ways; the use of body, mind, materials, discourse/language, knowledge and process/structure in everyday practice is a laborious and which requires a lot of time and effort. Starting from the morning meeting, deskwork/computer, roaming around helping and talking people, general meetings and project meetings are each individual practices and requires elements of practice. However, the structured routine of practice shares a lot in common and are also depended upon each other, such as the planning of, what need to done today at inbound and outbound and assigning appropriate workforce and delivery these plans through morning meeting using discourse/language, including materials and things, thereby without planning initially the manager is unable to deliver the agenda for a morning meetings. In this scene of action things, knowledge, bodily activities are part of both practices the planning and morning meetings. The deskwork/computer before and after the morning meeting is very crucial as well, managing HR issues plays an important role in the production, during the roaming around of manager B, HR issues would also be discussed with employee regarding pay or overtimes, when if the manager would ask them to stay over to finish the orders. The deskwork/practice is also related to the inbound staff, where the manager could easily communicate with clients and find out, how many containers would arrive today and this information was feeded to inbound staff either via the roaming around or using things/materials such as mobile phone. The deskwork/computer was also used to communicate with staff during the production and this addition was also used with roaming around or visiting the employee to come to the nearest point for face-to-face meeting. Additionally, the roaming around as a practice proved to be very vital in day-to-day production by talking and working with people, the manager understood and acknowledged the knowledge earned and problems seen by him. The walking around the warehouse made sure the agenda, which was agreed upon in the morning meeting was delivered and the manager B also confirmed roles of the staff during the performance. The roaming around as a practice also assured the manager of what is happening with project, for which the timelines project agenda are usually set during the project meetings as a practice. Also including the general meetings where ideas about small issues in productions were discussed but also complemented via roaming around of manager B. in many assistance as earlier discussed in the findings manager B would pint point issues in the warehouse which were discussed during the general meeting, through the use of sometimes materials/objects such as using the WMS system during roaming around to check, how much buffer space are empty or by discursive practices of walking and talking to article placement employee.

As the last word for this chapter, manager B practices such as, morning meeting, deskwork, roaming around, general meeting and project meeting are nexus of practice and embedded are the elements of practice such as agent/actor, body/mind, discourse/language/knowledge which are used in the performance of practice thereby the manager role become possible for which he is hired in the first place.

5 Results and Discussion

The aim of this chapter to reiterate back to the research question which is,

'How logistics operation manager performs everyday practices at work? And, why logistics manager work in the way they do?'

And to answer the research question, the study presents an analytical description of manager work practices by explaining the meaning of the findings and why are they important in critical way by extracting the important insights from previous chapter this chapter presents these as key patterns found in all five everyday work practices (activities) of logistics manager in two main broad categories: (a) leadership and social skills, and, (b) the importance knowledge with the input of technologies, are found to be two broad categories as dominating factors and indicating how the daily work practices are performed and why they are done in such a way. The purpose is not to repeat the findings and analysis chapter here but to unfold the hidden aspects found in previous chapter four (4) and through these two categories the discussion is conducted critically in order to present the underlying meanings, it's possible implications and how it can contribute towards the understanding of logistics work of manager in a warehouse, which is mainly associated behavioral issues of management practices, where judgement and decision making are important by manager.

5.1 Leadership and Social Skills

All five practices (activities) by manager A and mainly B indicates the use of leadership and social skills in terms of personal confidence were the use self control/awareness of the situation, working under pressure, staying calm and working with people as people skills are present. These are further summarized as sub-categories: communication skills, awareness of situation and understanding of social role.

5.1.1 Communication skills

Language skills in terms of verbal and conversational skills during morning meeting, roaming around, general meetings and project meeting by manager A and mainly B can be seen as important element. Where both managers talked to different people from different backgrounds with different languages is a skill is no doubt very useful skill, since not everyone in all those meeting or seen during roaming around were fluent in Swedish language, the use of English as well as Swedish went along side-by-side and provided both

managers to work around with people from different backgrounds. Also the emphasis on effective listening was given importance as admitted by manager B himself, because this is seen a good way to connect with people and also see as one of the many other ways gaining people trust. Including the communication by Manager B during the morning meetings and roaming around which mainly comprised of both face-to-face meetings where the use of communication focused on positive achievements, such as during the production the manager would write on the whiteboard (using tools) to communicate about which employee (s) has better performed or how the overall production by everyone is right now. This type of communication as discussed earlier in the findings helps in building healthy working environment, where people are motivated to learn and develop further, the loyalty is gained so that when there is need of human resource the manager can always count upon his loyal employees, such as for example, human resource needed while production faced shortages. Also during the morning meetings by manager B, direct feedback for employee everyday production was given to everyone so that its helps everyone collectively in the understanding of where the company is heading. And also during these sessions as mentioned earlier by manager B during interview, listening is seen as an important behaviour by a managers, because it is one of those many other ingredients which helps in building trust between employees and managers. This practice by manager B was also observed while he roamed around and listened and gave attention to what other employees at to say. Therefore for communication practice by the manager is either face-to-face or by using tools and artifacts such as whiteboard and technology, a warehouse management system, where messages are send to the employees and this practice of communications is seen as very important aspect of social skills that the manager practice in his daily work routines.

5.1.2 Awareness of situation

Awareness of situation is seen as a leadership quality of manager A and B, since both were aware of situation in hand or in other words both made sure that enough information is acquired before comprehending an issue or situation. For instance, both manager A and B, mainly visited the new project sites time to time and attended project meeting. And also just before morning meeting and general meetings by manager B, enough information was gathered in order to prepare for day production to resolve employees HR issues. These objectives are mainly achieved using digital tools such as warehouse management system (WMS), email correspondence with clients and internal with other colleagues and using excel sheets for data analysis, HR systems and also during the roaming around of a warehouse and visiting project site (s), working with people in warehouse during production in different areas of inbound and outbound in order to get to know how things are done in practical and thus provided awareness for warehouse management and production performance. This awareness of situation also went along side-by-side with staying claim under pressure when things didn't happenened as they were expected based upon previous information/knowledge, for example, in many instances the inbound deliveries came late or were higher in volume then expected. Therefore, it can also be said that it is not important to be aware of the situation but it is also very fruitful of being able to deal with unexcepted situations is also a good way for solving problems which both managers seemed to grasp and understood and resolved issues such as when during general meetings with supervisors and inventory management people where

solving unexcepted deliveries that is directly impacting the inventory storage are important. Also awareness of situations along with previous knowledge and experience of running warehouse helped manager A and B to take on the spot and fast decisions, which as a result helped managers run smooth day-to-day business activities of warehouse which is mainly associated with inbound, storage and outbound process where space, time and management of human resource is a must.

5.1.3 Understanding of Social Role

Both manager A and B understand quite clearly what makes other people tick, In other words they understand people behaviour, thinking and feeling and how to correspondently react back. As earlier mentioned in the findings and analysis, the use of face-to-face meetings is given crucial importance in order to understand how people are behaving or feeling during work. During morning meeting practical concerns regarding warehouse management always pushed in tensions between employees, since everyone is accountable and responsible for their duties and were questioned by the other staff members therefore in these situations calming down the social atmosphere and making sure everyone is heard upon is seen as mainly the responsibility of manager B. In this way manager B plays an important role as a referee watching closely and maintaining the order of the house by making sure the rules of good social behaviours are always present and practised by other employees too in a routine.

Also manager B knows how to play different social roles during the production work and this is mainly achieved using practical work by manager B with other employees as a way of acceptance by other employees, in other words manager B becomes part of the social subgroup within the social environment of the warehouse using informal ways to get access and to know people face-to-face and understand how processes of production are followed and maintained. As a result this helps the manager to understand how the business activities of warehouse management is carried out in practical, this provided manager B first hand information by working along with other employees regarding their work duties and how they are performed. This role playing aspect as team member by manager B is also seen during the general meetings, where the focus is not to be the boss but to be a leader, showing, giving guide line and working with supervisors to conduct brainstorming sessions using tools such as whiteboard or other digital technologies to understand and find solutions for issues and problems is seen as a collective and shared knowledge practice. This approach in-turn not only helped manager B to deal with everyday warehouse production issues but also helped him understand different employee and their social issues at work, in other words this approach gave him the access-key to better manage people and listen to their ordeals and solve their problems and ultimately achieve smooth warehouse production.

Also general meetings, roaming around and project meetings helped manager A and B recognize employees and their efforts, which in turn helped the employees in their development within the company, because employees want recognition in my instances employees were praised and talked about during the morning meetings, this is practiced by the manager in routine in order to be effective in management of people and to know and recognise each individual employee in the social environment of warehouse.

Lastly for *leadership and social skills* it can be said that without the use such skills by a logistics manager in this particular case, it would difficult to run everyday business activities of warehouse, because the need of manager in this complex and new service logistics is to do his best by motivating and stimulating the social environment through his behaviour because the social environment is mainly consisting of human factor because it is the resource needed at every business process. And this type of management is certainly a muddling through management where work is fragmented and hectic and allows the manager to practice informal activities by socialising and politicking is seen as a crucial and a deliberate action. Therefore there is a need for a competent manager having such qualities for everyday running of logistics warehouse services, as accordingly quoted,

“Every Soldier as a right to competent command” Julius Caesar.

Therefore, both competent manager A and mainly B in this particular case holds leadership and social skills and aware of the situation in hand and understands their role in the social environment and thereby are able to manage with these skills the everyday work in the logistics management.

5.2 Knowledge and Technologies

The interesting aspect that emerged out to the surface in finding and analysis is the combination and use of knowledge, and knowledge being the coin in a way it has two sides tacit and explicit and also the use of technology (WMS, HR systems, Excel sheets, mobile telephone) by manager A and B in their everyday work practices. Knowledge with the input of technologies is used side-by-side in the behaviors and decision making of both managers A and mainly B during warehouse operations which includes planning before the morning meeting, roaming around, general meeting and also while planning warehouse optimization and project meeting with staff members. The knowledge as tacit and explicit is discussed along with the input of technologies in two sub-categories below, tacit knowledge with the input of technologies and explicit knowledge with the input of technologies.

5.2.1 Tacit knowledge and input of technologies

In the everyday work practices of manager B, the manager himself from the situation on ground acquires tacit knowledge. This insight has emerged from the findings and analysis which were extracted during the interview and observation of Manager B. Tacit knowledge is a learning by doing (bodily) physical and mental work with inbound staff, where the understanding of how much inbound volume can be handled (received) and stored and how much volume at outbound can be processed in partial terms is understandable to manager B, since he believes that unless or otherwise he himself is not present at the scene of action, one cannot say if other employees are doing a good job or a bad job. Also, since the organization is new in the area of furniture handling, thereby responding to unpredictable situations is only possible through learning and practice and thus attaining knowledge for future use. These are mental activities where knowledge is learned from experience and not from manuals only. Also the use of technologies as input tools in this process of learning plays an important role, where the use of mobile telephone conversation with inbound, inventory management and outbound employees are constant and provides correct information about what is actually happening on the ground and along with the use of warehouse management system (WMS) provides crucial and correct live information about warehouse inventory, as earlier mentioned manager B believes warehouse management is the core on which the service logistics concept is based and running. In that way, WMS provides constant and correct information into day-to-day operations of warehouse management to manager and other staff member too. In other words, here the use of technologies as an input is used to capture and take advantage of knowledge, such as before the morning meeting the manager is planning the today's agenda on his computer in a routinized manner, the use of projection system while presenting and brainstorming issues and information with employee or also during the general meeting when the WMS is handy while solving problems with supervisors and also during the project meetings the use of WMS, projection system, computers and mobile telephone provides the ability to a logistics manager to capture and take advantage of knowledge learned while doing and experiencing it. Also the knowledge acquired with the input of technologies have an input of other employees too, since they are also the holder of knowledge learned from experience in the past and present in the organization, whereas, explicit knowledge is other side of the same coin of "knowledge".

5.2.2 Explicit Knowledge and input of Technologies

The findings and analysis also suggest the use of organized work patterns in the daily activities, since the process of warehouse management is also influenced by the technological input of warehouse management system (WMS) which works in organized manner from inbound to storage and outbound is structured and which manager B always follows, however there are uncertainties that's the study discussed earlier but there is also some organized tasks, where the use warehouse management system in step-by-step process is crucial to complete the incoming, storing and outgoing process. The organized work patterns are also assigned in the morning meeting by manager B to the other employees, where the employee has to follow a certain process to complete his job, from inbound, to optimizing and storage and outbound as picking order uses a structured process because these are objectives set by logistics company to complete expected production for the day. The knowledge used in these organized work patterns mainly uses processes which are codified and written on either by the manager or other employees using emails, manuals, and also using whiteboard. Such as for example, when during the roaming around of manager B, sometimes he would write down some information which were learned by someone else or himself, so other team can also take advantage of the knowledge shared. Also during the morning meeting as earlier mentioned, knowledge was shared among other employees, so that information/knowledge is shared collectively among everyone using written papers, whiteboard, projection system or computers. Explicit knowledge sharing was also part of project meeting by manager A and B, where the use the projection system with codified layout of warehouse was usually presented to project members. In other words, these are existing knowledge stored in a database. The organized work patterns by manager B also includes the use desk work where daily or weekly routines of using human resource system (HR) was practiced by manager in order to tackle employee wages and other issues such as, for example, checking in and out employee daily working hours, this type of work activity is codified in the HR system which the manager follows.

6 Conclusion

The thesis used qualitative methods to contribute to the logistics domain, which as earlier mentioned in the introduction lacks qualitative research and is being called by JBL as a “white space” where managerial work practice in logistics have been previously neglected and understated by the research arena. Thereby the major contribution in this study is the use of qualitative methods to bring to surface a richer picture of everyday work of logistics manager and to do that, practice theory as a theoretical framework is being applied in this study to get deeper and richer insights into the work of managers, where behavioral issues and decision making is crucial and are brought forward to understand how and why logistics manager work in a way they do. The key points and emerging facts that support how and why a logistics warehouse manager work in way they do are.

- **Leadership and social skills**, is seen one of the major driving forces of how logistics manager performs everyday work practices in routinized manner, where the use of (a) communication skills to deal with everyday agenda, setting people tasks, using communication skills, (b) awareness of situation by understanding what is more important and how to deal with un-certainties, (c) understanding social role, by adopting and going social with other employees through face-to-face meetings to understand and resolve problems.
- **Knowledge and input of technologies**, is also one of the most important elements of how the manager is dealing with daily warehouse operations, the learning by doing process to gain tacit knowledge where the input of technologies (WMS, HR, Mobile telephone) are capturing information to be used in the learning and experiencing process too. Also the use of explicit and codified information with the help of technologies helped manager to complete an organized work pattern, or by making tacit knowledge into explicit for other employee to follow during the production.
- And also the reason why manager performs in such a way is due to unpredictable nature of the business, the human factor as a resource in the warehouse where social issues are constantly influencing the scene of action, the managers own behavioral and decision making process is also influenced by his leadership qualities, social skills and knowledge is the reason why the manager work in way they do.

Secondly, the contribution is also into the use of practice theory in the area of service logistics, where this study has attempted bridge the gap in service management because previously not so many studies have conducted research in logistics using practice theory, therefore an important contribution in the development of practice theory is being attempted in this thesis.

Finally, it could be said that the everyday practice of managers consists of the elements of practice which are used by a manager in particular space and time in their own way, since all social environment and setting are not the same, however this particular case holds elements of practices such as leadership, social skills, awareness of situation and knowledge with the

use of technologies by manager as broad categories of practice theory. These factors as discussed in the previous chapter highlight important aspect of leadership and social skills, which needs further clarification and focused study and also further research is needed into the use of knowledge in terms of tacit and how technologies help manager capture these type of knowledge during the learning process.

6.1 Limitations

First of all, the study focused mainly on the operations manager B and not so much on manager A, since manager A was only responsible for projects therefore the author had no access to further observe or shadow him or take deep interview session with him as it did with manager B. Also since the focus was on the warehouse operations manager and not so much on project manager.

Secondly, since the author worked full time in the same organization, therefore it was not possible to shadow or observe both managers when they are busy in private conversations or meetings and also not possible during extra working hours after end of the shift also the reflection about observation were always completed during short breaks and whenever time was available.

6.2 Further Research

The further research recommendations that would be of value in the management practices in logistics is influenced by this study and is deemed important in areas such as;

- Studying the leadership and social skills by applying different methods, such as understanding what employee think about their manager's leadership and social skills in logistics, would be interesting to be discussed in detail to understand the other end of the spectrum, because they are the ones mainly affected by managers decisions during the work.
- Studying the input of technologies and knowledge in management practices would also be very interesting to further enhance the understanding of the role of technologies in the work place can help in capturing the tacit knowledge, and how the use of explicit knowledge with input of technologies can help in the management of logistics organizations. This area is obviously, what has emerged in this thesis using practice theory but more focused and detail study can reveal richer and important insights.
- And lastly, further research in the same area of management practice in general using practice theory would be interesting to validate the results acquired in this study or find other emerging insights.

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Appendix

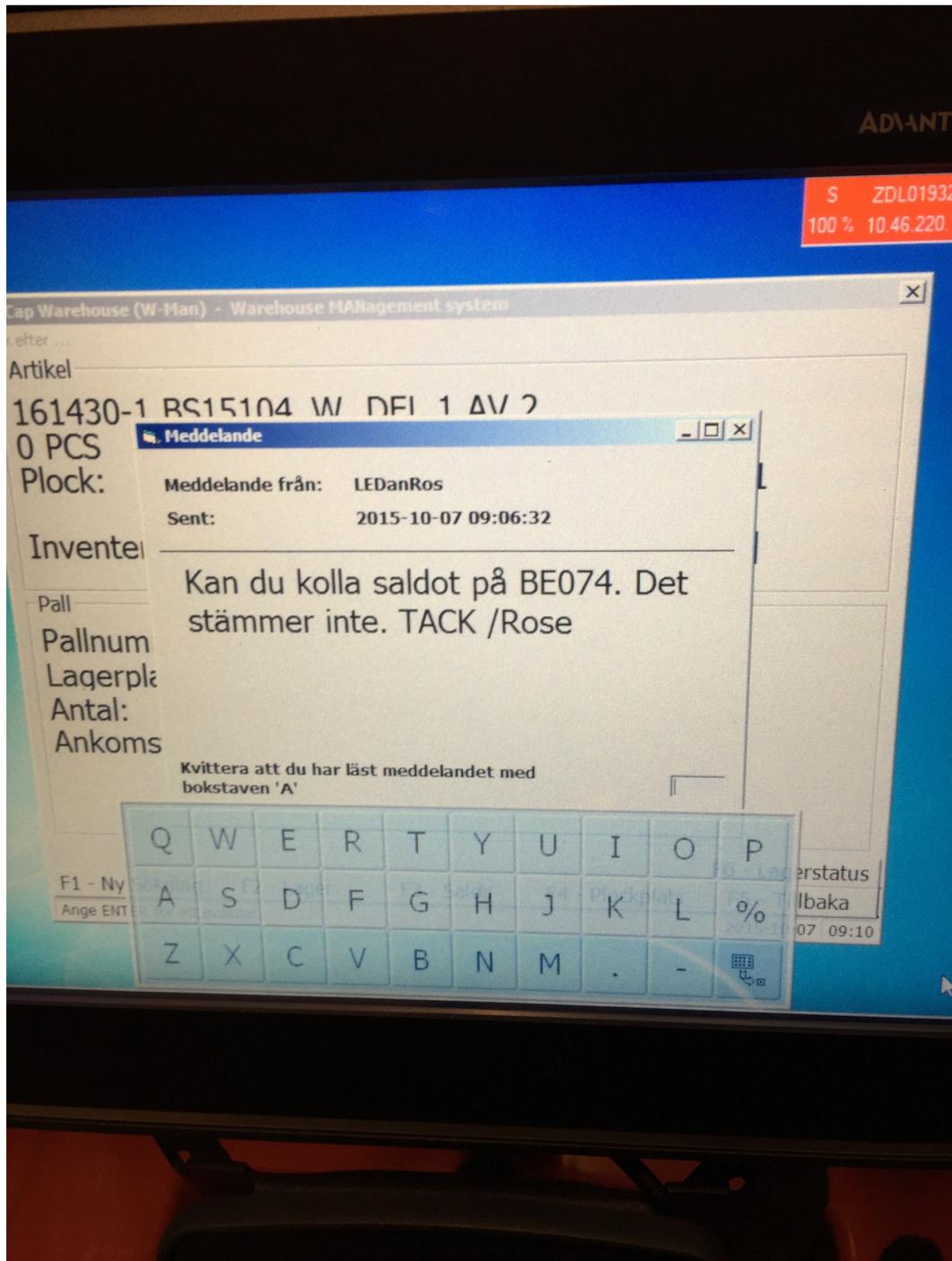
Appendix 1- Warehouse Picture



Appendix 2 - Morning Meetings



Appendix 3- Warehouse Management System (WMS)



Appendix 4 – Interview with Manager B

Manager “B” Interview (Long)

Researcher: Ok, what do you think, what are the normal routines you follow everyday? I mean here now since you are an operations manager at warehouse?

Manager B: “The first thing I do, to check how we have to do, at inbound and plock and then I decide how many people should we have at every position, and then we have the morning meeting, and this one I don’t know how to say it in english? Stämpla (employee check in and out)”.

Researcher: Ok

Manager B: “And then, I do not try to book too much things, because I like to have this, ‘open door policy’, so if someone wants to come and talk to me, I do not want to be at meeting all the times”.

Researcher: Ok, but why do you think like this?

Manager B: “I think that is important because, when I have own problems, I can call employee D and J, and they always answer, so and Help me! I know I have been working here for 10 years and sometimes you have to talk to your boss or and it is frustrated, you just keep trying to call them or find them then, when you find them their door are locked and you can’t talk to them”.

Researcher: so you like to open?

Manager B: “Yeh, I think they call it open door policy!”.

Researcher: ok

Manager B: “So actually! I have the morning routine the I do the same everyday!, then I just try to keep my schedule as open as possible, and except for the last two days every month and the first day of every month, then we have to do invoices. So that is basically my schedule”.

Researcher: ok, that is your daily routines, do you think you do something else other than this, like on the floor, like over they are with people or something, do you go, because I see you sometimes roaming around or checking few things.

Manager B: “yeh often I just roaming around, but I like to help people as much as possible, because I don’t want to be the BOSS! I want to be the leader, I don’t want to be the guy with fancy suits sitting up here, shouting and pointing at everyone, I want to be down at the warehouse and doing things! Unloading a container, pick some orders”.

Researcher: Just to elaborate a bit more, why do you think it is important to unload a container over they are with another person?

Manager B: “First of all it is understanding!, I think it is hard to explain or how do you say it, I can’t say if they are doing a good job or bad job, if I don’t know how to do it”.

Researcher: Ok, so you want to know how it is done? So you can say what is bad or good. Do you mean like that

Manager B: “Yes, and I do not like to sit by the computer all day, because I think it is boring. Then I think they like when I am down their at the warehouse, I believe that”.

Researcher: I also see you around the white board next to the logistics counter.

Manager B: Yeh, I am writing on the whiteboard.

Researcher: Why do you do that?

Manager B: hmhhh

Researcher: I mean, why do you have the whiteboard?

Manager B: We have the whiteboard because it is the measurement of how good is the productions going, so everybodys know if we are doing a good or maybe or hopefully not sometimes a bad job, hmhhh we have this pressure everyday, we have to pick, like 500 orders or we can’t go home, and therefore I think it is very important that they can check every hour to see the updates so they know, if it is going good or bad.

Researcher: so you think it is a communication tool as well as a measurment. Keeps you updated and the employees.

Managers B: Yes, it’s mostly for the employees.

Researcher: Should we move on to the next question?

Manager B: Yeh!

Researcher: ok do you think before we move on to the next question, is there something apart of this from your daily routines or weekly? There is this Friday meeting we do?

Manager B: Yeh, we have the Friday meeting, and we try to do something fun.

Researcher: ok why do you think that is important?

Manager B: for people to get to know each other, hmmm, I think that is the main reason for people to get to know each other. Also because its fun, you have to have fun at work! Then often the warehouse is big now and often you do not talk to everybody everyday, I think that is a good opportunity so every could speak to each other.

Researcher: do you have any meeting, during a project?

Manager B: we do not have that much meetings, but like to talk to everyone, so that is the one reason I like to roam around, hovering!! Just to talk to people how they are doing.

Researcher: Ok, how do you see the importance of physical effort, I see sometimes you drove the truck, but why?

Manager B: like I said before, I don't like to sit on chair, but I would enjoy if my boss comes and help me, sometimes!

Researcher: so you mean, you get motivated?

Manager B: Yes! Like I said before, you can choose to be a boss just sit on you chair and point fingers everything and everyone, or you can choose to be a leader, if you choose to be a leader you have to stay in the front, you have to do things by yourself, cant just point at someone and say, you have to do and you have to that!

Researcher: so mean like, are you motivating them in one-way

Manager B: Yes

Researcher: ok what about your emotional state, your personal feelings?

Manager B: I am quiet a emotional guy, I don't know if everybody can tell that, hmmm I do feel about the employees, when I see people are feeling sad not feeling good, then I am not feeling good, I don't know if it shows everytime, I think sometimes and I am too kind! And having hard time to get angry, but when I do get angry, I get really really really mad! But that like two maybe three or four times a year. It is hard to answer my emotional state on daily basis.

Researcher: Ok, are there any tools or technology that you think are important in your production?

Manager B: you mean like our systems or warehouse system?

Researcher: Yes, WMS or other tools or technology, and why do you think they are important.

Manager B: Warehouse system a must! Other we would be picking with pen and paper. We based our all production on this, so yeh it is very important.

Researcher: alright, but do you do something else with it also, I see most of the times there is communication with it on floor.

Manager B: Yes, actually I don't use the warehouse system that often, hmm only for like sending messages, like three or four times a day! Hmm, the only system I use everyday is HR system that controls the pay. Then I just use the emails.

Researcher: so it is the emails that you mainly communicate and the warehouse system is mainly for employees other than yourself.

Manager B: I rarely use it

Researcher: what about tools?

Manager B: Like?

Researcher: for example: tools like in the warehouse?

Manager B: Scilence...

Researcher: it could be anything, tools and materials like for example: projection used on Friday?

Manager B: OK, yeh yeh, sometimes at the Friday meetings, using the computer to show movies or pictures..hmmm anything else then that I don't know

Researcher: ok, I do know that you use the whiteboard, tables and chairs, for accommodating.. or I would say what kind tools you need in order to make sure that everything that you thinking for day, is gone go through. How it helps you! It can be even small things.

Manager B: like pen and paper, haha

Researcher: yes, pen and paper.

Manager B: Yes, table, chairs and pen/paper and computer and the printer, yeh well I always use my phone! I think the phone is properly the thing, I use most! In daily work, since I started here, my battery is always on like 1 or 2 percent, when I come home.

Researcher: so you communicate a lot on your phone? Ok but to whom

Manager B: mostly with our customers, and our supervisors in the warehouse. I use my phone most of the times but actually I don't like the phone, I like to talk to people face to face, I try to avoid the phone or the email specially when it is possible, but our customers love their phones.

Researcher: so it is only the customers, you think?

Manager B: well mostly it is the email, sometimes they call but it is the emails for our customers and to the employees, I hope, in 95% I speak to the people face to face and sometimes I send messages through the system (WMS).

Researcher: Ok, what about Knowledge, do you think it is important for person in your position, what about your experience from background, like you said before, you worked here, did it help you, How do you see the importance of that?

Manager B: If I havent been working here, I don't think I would have! How do say you say ?

Researcher: Being able to manage?

Manager B: Yeh, either you go to school and learn things! Or either you work! Learn the things by doing it! And I think one of the important things is that I starred at the floor, doing I don't know how to say it! I don't want to say dirty work... because it is not a dirty work!

Researcher: you mean, starting from the scratch!

Manager B: Yeh, starting from the bottom! And I was doing that for few years and then I was able to try something new and started be a leader, in a leading position. And that helped me a lot in the work that I have today!

Researcher: Ok, Do you think there is a process that you follow everyday apart from being more open like you said before, which has to be done

Manager B: the morning routines, then I don't thing there is some things I have to do eveyday.

Researcher: so, it is on day-to-day basis.

Manager B: hmm for me to become better at my job!, I do believe I have to have more structure in my work, I think at the moment! I have to have more structure

Researcher: but why now why not before?

Manager: I needed before as well, but I wont say structure is my biggest or how do I say, I am not good at that, I have to be better to plan my day, I think, because it happens too often, that I forgot or forget something. And I think if have more structure everyday, I might not forget as much as I do! But a the same time I don't want to much structure and too much on my schedule everyday

Researcher: But why do you think like that, too much structure is not good?

Manager B: First of all I think, everyday would be like yesterday! There are things happening all the time, somebody needed my help or if I have too much structure, I am going to feel like I am never going to help anyone.

Researcher: OK, how do you solves problems or situations?

Manager B: most of the problems I try to involve other people, so if there is a problem at inbound, I try to involve employee V, and hopefully I tries to solve that by himself. Often it is not me who solves the problems.

Researcher: so you mean it is the person on the floor?

Manager B: I try to delegate as much as possible, because even I am the opreations manager, if there is a problem at inbound, I am not the guys that knows the most, that's employee V. And when it comes to article placement, then it is you.

Researcher: Ok yes,

Manager B: and on the outbound side, it is employee J.

Researcher: finally, to be a manager what do you need to be? You can say whatever you think.

Manager B: Hmmm, that you cant do everything by yourself, just to delegate and maybe the most thing is to listen to other people, sometimes you do know the best, sometimes you don't, so listening is very important, and I think you have to gain people trust...

Appendix 5 – Short Interviews with Manager A and B

Manager “A” short interviews during Shadowing at Project meeting - 1

Researcher: During the project meeting, I asked Manager A. How many picking locations should we create on the warehouse management system?

“Well, let's look at the warehouse drawings on the whiteboard and analyze the excel sheets with the amount of articles we have and measure the size of the rooms. Also, it depends how you would like to have it. You can decide yourself, but we can visit the new area and then we can discuss also” **Manager A**

Researcher: During conversation regarding the shelving system at new area in warehouse, I asked how should we plan these; I think they need to carefully plan according to the heights and depth?”

“Maybe we can lift the shelves to a bit higher to fit the pallets and lower the third floor picking place, so plockers can easily Plock, but right now this is too high. We should lower it. Also it is better that you become part of when they are going to move everything from the other area, because then you can yourself and decide also” **Manager A**

“Also you need some measuring tools and markers, I think it would be good if you take those and plan the new warehouse area. What do you say?” **Manager A**

Researcher: Yes, I can do that!

“Well, also when we were planning the other warehouse, me, and other colleagues used to do these things ourselves, so we can learn you know it is good knowledge. Therefore, I think we can do the same here” **Manager A**

“Yes, but I think there is few things different here also and we need to deal with them in different way. We have furniture instead of fruits and vegetables. But! You can decide and if you need help, just give me call or come to my office” **Manager B**

Researcher: Ok

Manager “A” short interviews during Shadowing at Project meeting – 2

Researcher: How should we plan the C hall, because the last conversation we had, I think the door from outbound area was supposed to be the starting line, I mean the depth!

“I really like it, when you put line in D hall, the new warehouse area, we can have the same in C Hall, but we can do that later on since we time, so don’t worry about it” **Manager B**

Researcher: when asked about the order of the picking locations?

“Warehouse system behaves in alphabetical order; therefore, we need to be careful about selecting picking location” **Manager B**

Researcher: But, do you know a lot of people have no idea how it works? I knew about this today!

“I am thinking about moving people around to different job roles so they gain some knowledge. I mean other areas of warehouse, it can also help us in difficult situations, and maybe sometimes we are short of staff you know” **Manager B**

Appendix 6 - Documentation



VÅRT
NAMN
ÄR VÅRT
LÖFTE

Vi brinner för vårt företag och vårt arbete. Vi gör det där extra som krävs för våra kunder, medarbetare och partners. Genom ömsesidig respekt och med hjärtat på rätta stället skapar vi en utvecklande miljö som är byggd på glädje och engagemang.

VI HAR PASSION.

Att ifrågasätta och göra nytt är en viktig del i vårt lärande och utveckling. Genom vår handlingskraft visar vi att vi menar allvar med vårt arbete och att utveckla vår verksamhet och oss själva.

VI ÄR NYSKAPANDE.

I vår strävan efter kostnadsmedvetenhet och kvalitet upphör vi aldrig att förbättra oss. Vi tar ansvar och är stolta över kvaliteten i vårt arbete. Tillsammans bär vi ansvaret för resultatet och är delaktiga i såväl framgång som motgång.

VI TAR ANSVAR.