Organizational Culture Change

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<u>Abstract</u>

The implementation of an organizational culture change has many complexities and nuances; it is important to acquire the cooperation of employees and collaborate with them in order to reduce resistance and increase participation as such acts could lead to successful implementations. The purpose of this research paper is to describe an approach that will increase employee participation during and after implementation of an organizational culture change. This paper will discuss literary work and scholarly journals that examine organizational culture change, its recommended approaches, and its effects on an organization and its employees. The review of literature will demonstrate the importance of why this topic should be researched. This study will consist of both quantitative and qualitative data collection through the use of surveys and key informant interviews. The collected data will be examined to provide further insight and explanations which will support or oppose this approach. The aim is to create an approach that can be used with employees whenever an organizational culture change is or to be implemented. This paper provides value by offering an approach to exchange information between employees of identical or comparable classification status or employees of different hierarchal classification status.

The researcher conducting this study is an employee of Social Services Agency. This study was conducted as an independent study for the purposes of fulfilling a graduate research study requirement. This study was not sponsored or endorsed by the organization.

Chapter 1 - Introduction

The one constant in society and the world is change. It is something that occurs frequently in our daily lives. An individual's daily drive from home to work is an encounter with change each day. It is practically impossible for an individual to determine the type of traffic he/she will encounter ahead of time. Due to this rationale, it is likely that the individual (driver) will have to make some form of adjustments to his/her driving. These adjustments can range from the speed of travel to the driving route. In either situation, the individual will be forced to make some sort of change. Undoubtedly, the driver will have to make adjustments to his/her speed while he/she is driving. This change can be one that is forceful or one that is voluntary. In this specific situation where the individual is driving, the forceful change can be due to speed limits, which is a change as a matter of law. Or, the change can be voluntary due to the flow of traffic. In this example (driving), it would appear that individuals are more willing to change. Then, why doesn't this same logic apply to organizational culture change?

Review:

Research Problem

What method can be used to ease the transition of an organizational culture change? One of the largest challenges in both public and private organizations is the ability to identify, manage, and address employee struggles with organizational culture change. When our organization [Social Services Agency] has a new business process that needs to be executed by employees, it can be very difficult to get them to buy-in into the new process. As a way to help remedy these occurrences, there is a need to find a way to constantly prepare and raise awareness of these "culture changes" so that when something new needs to be implemented, the transition is smooth in the sense that there is less resistance. It is possible to accomplish this task by

understanding employees' doubts, apprehensions, and reservations surrounding this subject. A

better understanding of their concerns can be used to find a method which would appeal to those

fears and invigorate a sense of cooperation and receipt of organizational changes.

Research Questions

1. What effective methods would assist in creating change acceptance?

2. How often should these methods be used?

3. What is the best way to obtain employee buy-in for a change that will affect their daily

   work routine?

4. What is the ideal implementation timeframe for culture change?

The research questions provided a way to conceptualize a hypothesis that could address the

research problem. Organizational culture consists of values, attitudes, communication practices,

language, and habitual behaviors. There is a growing trend in organizations where employees

believe that the way they have been doing work and communicating to internal and external

clients for the last 30 years should continue to be the same. However, this archaic way of

business is too complex and inefficient. There is a greater need to move into a more streamlined

and efficient process, yet the resistance persist among employees. Therefore, it is important to

search for a deeper side of employees in terms of an internal connection to the organizational

culture change. The internal connection will manifest a personal feeling of investment which

will potentially cultivate an acceptance for change.

Hypothesis

The hypothesis for this study states a peer-to-peer interactive process will increase

employee participation in organizational culture change at Social Services Agency in Santa Clara

County. This hypothesis was derived through a thought process that started with a research

problem which initiated research questions that eventually led to idea of how to best capture and

captivate employees to accept culture change. There are many ways to implement an

organizational culture change. It can be implemented on a voluntarily basis or a more forceful

approach. The voluntarily basis allows employees to get adjusted to the idea that a change is

occurring and, eventually, they will have to join the rest of the employees in accepting the

change. Conversely, the forceful approach demands that employees accept the change

immediately or they would be forced to change organizations. However, one implementation

strategy is easier than the other, and through the identification of employee's concerns, an

organization can develop methods which would best suit employees as a way to gain their

acceptance of the change. Furthermore, the methods will help define the ideal implementation

timeframe for culture change.

Background and History

        Social Services Agency of Santa Clara County is constructed of multiple departments

which must have interdepartmental relationships in order to properly function and operate

business. These relationships are essential to creating and building harmony and a sense of

collaboration within the agency. However, it is important to note that each department has its

own culture built within it, which may or may not fuse with other departments. It is vital that

each department is able to recognize the culture of another department because it will assist in

the acceptance of that culture or the change that will need to follow it. Organizational culture

change is a challenging event in any organization and Social Services Agency is not an exception

to this notion. This organization has recently gone through an extremely tough culture change

when it moved its caseload model to a task-based model. The caseload model was defined as a

particular amount of cases assigned to a specific worker in the agency. The task-based model is defined as a particular task(s) for any case assigned to any worker.

An organization's culture can be considered one of the major identities of an organization. The culture is what drives the employees in an organization to work and act a certain way. Simpson and Beeby stated, "A culture exists to the extent that evolving patterns of meaning and understanding, anchored in core values, are shared by members of an organisation and used by them as a guide to interpretation and action" (Simpson & Beeby, 1993). There are several ways to learn and understand about an organization's culture and change. One method of acquiring this knowledge is through training and cultural immersion. Wilkinson, Fogarty, and Melville stated, "The curriculum programme and the trainers…endeavoured to set new attitudes; a new value system of acceptance, understanding and interaction prior to any prejudgement…" (Wilkinson, Fogarty, & Melville, 1996). Training will expand the minds of individuals to gain a better understanding as well as possess the necessary tools to adapt to cultural change. An immersion process will physically expose individuals to the cultural change which will help them become saturated in it. Moreover, training must be conducted on a constant basis to assist people remain comfortable and accepting of cultural change.

In an article written by Briody, Tracy, and Trotter (2012), *A story's impact on organizational-culture change*, it describes how the stories of employees can be used as a model to understand and promote culture change in an organization. An organization's culture consists of many items which range from communication styles to the attitudes of its employees. There is often an overlooked portion of an organization's culture; the human factor of the organization's employees. An organization must assist its employees in seeing the value in change by shedding its traditional methods of conducting business but retaining its essence in

order to adapt to the changing times. Briody, Tracy, and Trotter stated, "We discovered a strong desire among all organizational members to move away from an 'old way' viewed as directive and authoritative…" (Briody, Tracy, & Trotter, 2012). These views and thoughts should be addressed when creating and implementing culture change because it will create a personal investment for the change within each employee. This article offered one method of addressing the human factor which will greatly increase the desire of employees to participate in culture change. The major focus of the article was how a story was able to create organizational culture change.

The process of gathering stories should not be to find that one perfect story but rather a search for meanings. As David Vickers mentioned, "…each audience member has the possibility of a different interpretation of the same story" (Vickers, 2008). Along with obtaining meanings, it is equally important to do "a process of listening and asking questions…rather than deciding strategy without gathering the full facts or questioning them" (Vickers, 2008). As an individual listens to a story, it is important to ask questions because it will lead the storyteller to provide the necessary details. The major purpose of the narrative analysis is to give "…voice to more stories although it is never possible to say that all stories have been recovered…" (Vickers, 2008).

This paper will explain culture change and the method that can be used to build acceptance within the employees of an organization or agency. The next chapter explores literary works that describe many aspects of organizational culture change. It identifies some cultural influencers, from management to history of an organization. There is also an observation of culture, change, opportunity, employees and managers, storytelling, and an interactive process. The following chapter will explain the research methodology used for this

study which utilizes qualitative approaches to observe an organization's culture and its

employees. The final two chapters provide results and findings discovered from the study and

recommendations to effectuate or neutralize those findings. It is important to acknowledge and

recognize change, change is the only constant that throughout time.

Chapter 2 - Literature Review

The literature review chapter explores several themes that encompass organizational culture change. One important theme is cultural influencers which consist of leadership, management, employees, an organization's history, regulations, policies, and practices. There are other themes that bring focus to an employee's participation in organizational culture change and their interaction with managers. This focus leads into the art of storytelling and employee statements, and how influential storytelling can be in the process of change. There is an exploration into the psychological effect of storytelling upon employees and how telling a story can become selling a story. Furthermore, the literary journals in this chapter describe collection of information and how an interactive process can create and build connections among employees in the mist of change.

Cultural Influencers

The culture of an organization is deep-rooted in the individuals who have been working in the same organization for many years. In many ways, these individuals probably assisted in creating the culture which exists in the organization. However, an organization's culture has many influences. These influences are the things that shape where an organization is and where it is going. In that same token, these same influences are what could make it so hard to change the culture of an organization.   Hartmann and Khademian stated, "The culture was influenced by leadership, but also by the history of the organization, the pursuit of professional success, the nature of the work, and efforts to ensure accountability throughout the organization through compliance with rules, policies, and practices" (Hartmann & Khademian, 2010). The history of an organization is its foundation. The pursuit of professional success is a product of the workers' drive to maintain an established culture while fulfilling their personal goals. The nature of the

work is a result of the many years that workers have spent conducting work in a particular

manner within an organization. In addition, the rules, policies, and practices are the traits that

create the boundaries for an organization's culture. In order to modify an organization's culture,

one must prepare a strategy to shift these influences into another direction.

Leadership can influence an organizations culture. It is important when creating a culture

change that the leadership of an organization is heavily involved. The leadership sets the

standard by which others in an organization follow. The leadership is responsible for leading by

example because they are the face of an organization. Importantly, the history of an organization

plays a huge role in its culture, but it is often forgotten like a distant memory buried deep in the

hippocampus. Frequently, an organization's history gets entangled with employees' work

history in an organization. An organization's history was built upon particular values and ideals

which constituted to its vision, mission, and objectives. As employees pass through an

organization, from initial hiring to retirement, they create their own work history (a separate

entity within the organization) that is passed down throughout the years which evolves into the

worker's culture. The worker's culture may not necessarily align with the organization's actual,

original culture. The issue is that over time the two separate cultures have been muddled into

one another that it makes it difficult to tell the two apart. In other words, the two cultures have

been infused into each other that employees and future employees cannot recognize the

difference.

Culture, Change, and Opportunity

The power culture can be a single leader (i.e. CEO, Directors, etc.) that has and wants the

control of everything that occurs in an organization. This is an individual that requires his/her

staff to run all final decisions through him/her for approval. Endersby and Cronin (2011)

mentioned, "Charles Handy[3] described four types of organizational culture: power, role, task and person". The first type of organizational culture (power) is "…characterized by an all-powerful head whose rays of power and influence spread out from the centre" (Endersby & Cronin, 2011). On the contrary, a power culture can also have many senior leaders which control individual parts of an organization and he/she can make quick, decisive decisions without the consent of a higher authority. This same culture will also exhibit a need to be performance-based which acts as a drive for competition and positive results.

The second type of organizational culture (role) is "characterized by rationality, role culture can also be described as bureaucratic, but without the negative connotations often attached to the term, although roles and procedures are important" (Endersby & Cronin, 2011). The role culture can be experienced in many different departments within a public organization. As the name states, an individual's "role" is the main focus of this culture. A person's position in the hierarchy of an organization is who will control the nature of the environment. In this environment, one's position supersedes another person's performance. Endersby and Cronin (2011) noted, "This cultural type is suited to a stable environment and tends to be found in large, established organizations".

The third type of organizational culture (task) is "…orientated around projects or tasks and may look familiar because of a recent trend towards matrix organizations" (Endersby & Cronin, 2011). The focus of this culture is rallied around expertise and performance. An organization may have broken down its business process into a task-based model. In other words, there is a main project or objective that is achieved by all individuals thoroughly completing their tasks. Each individual is responsible and has control over his/her task. It is vital that each individual produces quality, timely work as the success of the project is dependent

on the associated, distributed tasks. Endersby and Cronin (2011) noted, "The emphasis is on

getting the job done…influence is based more on expert power than position or personal power".

There is no "formal" leader revealed in this culture because each person brings a specific

expertise for the different parts that construct the entire project.

The fourth type of organizational culture (person) "…results from a group of individuals

deciding to band together (perhaps sharing back-office functions) so that they can pursue

individual interests, which have some common ground" (Endersby & Cronin, 2011). This

culture can be two-fold, where there is a group that works together for a specific goal or two

groups that work together as individuals but against each other as a collective whole (e.g. one

group versus another group in the same department). A group of individuals that work together

understand that they need each other in order to achieve their individual goals. There is no

distinction in position and each person serves an equal role. Schein stated, "For a heterarchy to

function, therefore, requires that in each link there is a common language and common cultural

understanding. Once that common understanding has been achieved, building trust becomes

possible: But it must be built, it cannot be assumed" (Schein, 2009). This formation supports

the cliché that there is strength in numbers. Although a cliché, it does hold true in many

circumstances. In my observation, the unions in some organizations are a perfect example of

this. The other side of this culture is when there are two groups within the same department that

grow frustrated with each other because there is a disagreement on how to pursue group-

individual interests. These frustrations can manifest when certain individuals do not feel that

their personal interests would be served from the group's actions. In my observation, frustration

can also manifest when individuals do not agree with the method of a particular action(s) even

though their individual interests would be served. As a result, some individuals detach

themselves from the original group to form a second group that will cater more towards their needs and interests.

Culture Change

There are numerous ways to define a culture. One word that provides a sound definition is diverse. When culture is mixed with organization it presents culture in a new light. In this purview, culture is rooted in the methods of conducting business, internal language, work habits, history of an organization, values, goals, and ambitions of an organization. Masodi, Ahmadi, and Salavati stated, "Organizational culture…determines the way in which the members of an organization perceive and interpret the reality within and around their organization, as well as the way they behave in that reality" (Masodi, Ahmadi, & Salavati, 2013). This view of culture shows how different the definition of culture can be to outsiders looking inward at an organization and those insiders looking outward. The reality is often different between the two groups, which can make things difficult for the insiders; as they may get caught in-between their own reality and the organization's reality. For this reason, culture change can be problematic. However, some principles for creating that culture of change are "…common understanding, reality, and empowerment/inclusion" (Painter, 2011). Painter stated, "Common understanding: This principle ensures that informed decisions are made through inviting diverse viewpoints, while at the same time, establishing a larger collective organizational intelligence" (Painter, 2011). This is an excellent observation because it breeds a collaborative effort between employees and management. Culture change affects various parts of an organization and it is crucial that as many of those to-be affected individuals participate in the early stages of that change in order to ensure mutual acceptance of the culture change.

A significant step in planning and implementing culture change is "…diagnosing the current culture type within the organization and decide if change is desired" (Koutroumanis & Alexakis, 2009). Change should be completed as a method to enhance the current state of affairs. It is not always prudent to change for the sake of change because this could cause an adverse effect to the members of the organization. Sitnikov and Bocean stated, "Integrative model of organizational change process mixed with culture management is based on Plan, Do, Check, Act…Implementing this model without achieving an effective integration could cause confusion, inconsistency and incompatibility" (Sitnikov & Bocean, 2012). The idea of culture change can sound laborious and overwhelming; therefore an organization must take the time to understand and identify key strategies to secure success. Levin and Gottlieb noted, "…six principles provide overarching guidelines for framing the conduct of culture realignment efforts: (1) Understand the Required Scope of Change; (2) Model, Teach, and Embed; (3) Use Multiple Levers; (4) Create Broad Involvement of Key Organization Constituencies; (5) Manage With Rigor and Discipline; and (6) Integrate Into Daily Work Life" (Levin & Gottlieb, 2009).

The first principle directs that culture change should not be an attempt to change all aspects of an organization. In other words, identify key areas of the organization that need change and implement changes for those areas. The second principle shares that an organization should convey to its employees why the proposed change is important and how it will benefit to their future success. The third principle identifies the use of multiple methods to effect employee behavior and its impact to employee's thought processes. The fourth principle indicates that a collaborative effort must take place between all members of the organization. The fifth principle states the need for proper planning, direction, and accountability to achieve the overall goal. The sixth principle mentions that the culture change must be integrated into the daily work and

operational management of the organization. These six principles establish a strong pattern that if followed may provide for a success implementation of culture change.

Culture change creates a strong bond between an organization and its employees. As a result, "organization change happens when people's knowledge, creativity, and openness to change are at play" (Conceição & Altman, 2011). This statement shares certain areas that need to be stimulated by a coming change in order to reap acceptance from those most affected. One's focus to these key areas will develop keys to success. It is equally important to have "detailed communication plans…that articulated the purpose of…the timeline for the process; and key deadlines to remember" (Guidroz, Luce, & Denison, 2010). Communication is a critical part of the culture change process because it keeps individuals abreast of the situation. More importantly, it demonstrates to all members of the organization that they are an important element of the organization and a part of the change. This form of communication will create an internal connection with individuals; thus, building a personal investment into the change and diminishing "low morale, suspicion, resistance to change, and stale practice…" (Anonymous, 2011). A meaningful facet of culture change is to recognize the emotional support that it creates amongst individuals and the partnership with the organization, because change is as valuable as its meaning to an individual.

<u>Information Collection</u>

There are many challenges in obtaining employees' perspectives and point of views. The collection of information needs to be diverse in order to cover a broad spectrum of individuals in an organization. Another vital part of the process is where and when the information is collected. Briody, Tracy, and Trotter stated, "We gathered the perspectives of a cross-section of organizational members…in various settings including along the assembly or subassembly lines,

in skilled-trades areas, in break rooms, in offices, and in the cafeteria." (Briody, Tracy, &

Trotter, 2012). When information is collected from a variety of employees within an

organization, it allows the observer to gain an idea of what key factors need to be targeted in

order to get the most out of the employee. The main idea behind retrieving information from

employees in different work settings is employees have different levels of comfort and

vulnerability. The various settings could lead an employee to divulge more or less information

which will provide valuable data to aid in the process of change. It is also important to speak

with the same employee in multiple settings because it could create the full picture and it could

provide more than one perspective for the same concern. Furthermore, it could form

dissimilarities between traditional methods of doing business and what is to be the new

method(s) of doing business.

Employee Statements

        Each employee in an organization has his/her own thoughts about their organization and

the types of changes which would help move their organization forward. However, it can be

problematic to find the proper way to best extract this form of information. Briody, Tracy, and

Trotter mentioned, "Perceptions in the form of statements and stories, along with behaviors we

observed in manufacturing environments, helped us to construct a model of this collaborative

'ideal'" (Briody, Tracy, & Trotter, 2012). The ability to collect as many statements and stories

as possible from employees could help guide change agents on how best to implement a culture

change. Along with that, change agents must share these statements and stories with other

employees because it could build a level of rapport and trust. It may demonstrate to the

employees that their concerns and opinions matter in a way that will shape the culture change.

This could change the employee's participation rate and they could easily embrace or resist the

coming changes. Briody, Tracy, and Trotter noted, "…it reinforces the notion that stories have the potential to create and sustain organizational-culture change" (Briody, Tracy, & Trotter, 2012).

Employees and Managers

An article written by Awasthy, Chandrasekaran, and Gupta (2011), *Top-down change in a public sector bank: lessons from employees' lived-in experiences*, describes the changes in a public sector bank and how that change is viewed through the employees' experience. This is a vital point because often times the employees' view of an organization's change may or may not be taken into consideration by management. This could be perceived as a serious miscalculation by management because in order for a change to truly take effect, the employees must implement it. If one half (management) of the organization moves forward with a change but the other half (employees) of the organization refuses to move forward with the change, then it could create a standstill and it is possible that nothing will be accomplished. This is why management must look into the change from the perspective of the employees. Awasthy, Chandrasekaran, and Gupta (2011) noted, "The change process also involves change in values, preferences, and attitudes towards a particular activity". This view will generate an understanding which will help management align employees' attitudes with the change. However, before asking others to change, it is important that the change starts at the top.

An organization has many integral parts. These different parts are what allow an organization to function properly. One important part is the employees and the other is the mangers. As for managers, Schein stated, "…we should test managers' cognitive tendency toward trusting employees, to believing that people are self-motivated and capable of self-control" (Schein, 2011). There needs to be a strong relationship between managers and

employees. The building of this relationship starts with trust; therefore, some managers should put aside any predisposed bias of their employees. It is vital that both parties are aware of each other's perspective(s) when an organizational culture change is to be implemented. One strategy to capture this information is by using a narrative analysis. David Vickers stated, "…narrative analysis is about the use of stories as a primary way of making sense of an experience" (Vickers, 2008). An organization can go through many changes over time and shared experiences from employees who went through past changes can provide some insight. David Vickers also stated, "Narrative shapes the organizations by social interaction" (Vickers, 2008). The social interaction could generate ideas and understanding to assist employees with an organizational culture change.

Storytelling

When an organization is going to implement an organizational culture change, it should involve as many members of different job positions (within the organization) as possible. Fronda and Moriceau stated, "The approach is to use storytelling as a form of analysis of different positions within an organization…" (Fronda & Moriceau, 2008). This is an important part of the process because it could allow different perspectives to be observed. In addition, this form of activity could help reduce "…'classical' resistance to technological innovation but also a more contemporary resistance to organizational innovation, and more widely cultural resistance to changes in social norms" (Fronda & Moriceau, 2008). The different members of an organization will demonstrate an array of organizational responsibilities and "the storytelling act will be actually a privileged way to access the complex nature of organizational life" (Musacchio Adorisio, 2008). One aspect of this process to be cognizant of is "…the time of the events does not always correspond to the time of narration, that is to say that the events are presented in

narrative in a way that does not always correspond to their chronological evolution" (Musacchio Adorisio, 2008).

Psychological Effect of Storytelling

The art of storytelling can appear to be simple or complex depending on the individual. It is important to keep in mind that "…storytelling can be seen as a form of seduction based on emotional response and thereby preventing a change process within the organisation" (Lapp & Carr, 2008). A listener needs to be observant of such behavior in order to avoid being swept by this form of storytelling. Lapp and Carr mentioned, "…using metaphors to effect organisational change, it is not storytelling; but storyselling…that fosters unambiguous guidance and provides poor advice to the storified…" (Lapp & Carr, 2008). A good storyteller could make another individual believe and invest wholly into what he/she is telling that individual. This could be a place for concern because the storyteller could sway an individual's opinion one way or the other. The effects of this action or "…being storified are that: paradigmatic change and organisational change do not occur; they occur for the wrong reasons; and or they establish negative change" (Lapp & Carr, 2008). A critical objective is to understand that there are challenges and limits to the use of storytelling in order to have employees agree to an organizational culture change.

Employee Participation

The process of participating in an organizational culture change can have different effects on different employees. It is crucial "when initiating change efforts, an organization needs to assess and understand what aspects of the culture can be facilitators or hindrances and what aspects of the group structures the organization can use to facilitate learning" (Lucas & Kline,

2008). Employees interact with each other on a daily basis and "…characteristics of an organization's culture, and groups within that culture, can influence how individuals and work groups experience…organizational change initiatives and how that subsequently influences their learning" (Lucas & Kline, 2008). Another prime focal point with using stories to invigorate organizational culture change is the type of story; there are "stories of 'the good old days'; stories of deception, taboo and silence; and stories of influence" (Reissner, 2011). In addition to the type of story, an individual should be aware of "sensemaking…a contradiction between expectation and experience in the early stages of change" (Reissner, 2011).

Interactive Process

When conducting an interactive process between employees, it should be noted that "individuals make sense of actions, events and objects, or explain the relationship among them, using the interpretative schemes they have learned through experience and socialization…" (Steuer & Wood, 2008). This form of presenting will allow employees to make connections to one another based on similarities. Koenig Kellas and Trees stated, "Stories meaning to personal experiences, they function to teach family values and beliefs, construct reaffirm one's identity, and provide connections among generations" (Koenig Kellas & Trees, 2006). The act of sharing stories could build a bond between employees which could assist individuals through an organizational culture change. While sharing stories, it would be beneficial to start a "…listing of essential and desirable conditions. An essential condition is a requirement that one or more group members feel that a solution must meet for it to be acceptable" (Likert & Likert, 1978). This is an important step because it helps employees define what is most important to them. It also avoids wasting time on conversations about frivolous topics. Moreover, the method of story sharing is where "participants reflected on the project, its process, and outcomes by responding

to open-ended questions in a self-reflection narrative report" (Flottemesch, 2013). The self-reflection narrative demonstrates a level of apprehension that is relatable to other employees which in turn could increase or decrease their investment to the interactive process.

Summary of Key Elements of this Literature Review

There are several key elements that run through the themes of this literature review chapter. One key element is employees. These individuals are an indispensable resource to an organization and it is extremely important that they are involved in the process of organizational culture change. The involvement of employees in the process will lead to collaboration with management which will increase the acceptance of change. The interaction between employees and managers is another key element because each population brings a different viewpoint to organizational culture change. An interactive process which exercises storytelling is one method of enhancing this interaction. Storytelling is a method of sharing and observing these viewpoints and bridging the gap of perceived misconceptions of organizational culture change. In addition, it is important to note that storytelling poses psychological effects that can positively or negatively influence the listener.

<u>Chapter 3 - Research Methodology</u>

This was an ethnographic and phenomenological designed study. These qualitative approaches allowed for an observation of not only the current culture of the organization but also its employees within the culture. It provided a better understanding of how the employees are affected by the organizational culture change. The key informant interviews and surveys were structured in order to identify significant beliefs, practices, values, and interpersonal dynamics. The information gathered from these interviews and surveys created the baseline for data collection and served as a reference point for future areas of research. These approaches provided a gateway to learn and shape the complexities of organizational culture change. In addition, it provided an in-depth understanding of employees' perceptions, perspectives, and generalizations with respect to culture change.

The research question for this study is what method can be used to ease the transition of an organizational culture change? The research question spawned from the topic of organizational culture change and intrinsic motivation in the public sector. This topic is of interest because it is something that is rarely addressed in public organizations. It is an issue that most organizations are aware of but it is not addressed because it is not a "big ticket" item. However, in my opinion, many organizations would have less of a hardship implementing new programs and processes if they addressed this issue properly. Change is an inevitable part of life that will occur throughout time, and it can cause resistance or progression between tradition and innovation for an organization in the current climate of strained budgets and fewer resources. This presented an opportunity to focus and explore a massive subject considered to be minuscule in an organization's formidable agenda of paradoxical issues.

Research Sub-Questions

The research sub-questions generated the thought process and identifiable key elements that need to be addressed in order to decrease some employee resistance, and build an understanding and/or acceptance of culture change. An organizational culture change needs to hold meaning and value to the employees; otherwise, it seems like a personal agenda instead of collaboration for the betterment of the community. This agency has been around for many years and as a result has created its own internal culture. Due to the many changes in the nation (i.e. economic depression, high unemployment, budget cuts, etc.), the agency has been forced to do business differently in order to keep up with the demand of its community. The way to do business differently involves changing the current culture within the agency. This topic is feasible because the department is currently going through a culture change; however, it is being met with strong resistance.

Research Hypothesis

The hypothesis for this study states a peer-to-peer interactive process will increase employee participation in organizational culture change at Social Services Agency in Santa Clara County. The research hypothesis was developed after various observations of growing inclinations of employee resistance to change. Organizational culture change is a process that is meant to carry an organization forward (not by ignoring traditional values) by taking its core traditional values and embedding them into innovative developments which will help the organization grow with the changing times. In addition, culture embodies values, attitudes, systematic methods, strategies, cognitive processes, and many other conditions that are not fully understood from an outside observer. Change does carry a lot of expectations, which can create unwarranted pressures on employees. The resistance to change is what drives an organization

away from a collaborative effort in creating or implementing change. However, when the entire

staff is involved in the change process it builds trust and creates confidence within the staff. It

also demonstrates to the staff that their opinions and suggestions matter to the overall process of

the organization. These actions will reinforce a positive attitude in each employee and each

employee will be rightfully invested in the change. Thus, the process of change becomes a

collaborative effort rather than a divergence.

Research Assumptions

One assumption in this research is that there is a method that can influence the

acceptance of culture change. Another assumption is participants are willing to be interviewed

and surveyed to provide opinions and observations on organizational culture change. Other

assumptions include the existence of an ideal timeframe for implementing culture change and

employees create resistance during times of change.

Dependent and Independent Variables

The independent variable is a peer-to-peer interactive process. The dependent variable is

will increase employee participation in organizational culture change at Social Services Agency

in Santa Clara County. The independent variable allows for the construction of a connection

between similar employees. This connection creates a bond which opens each employee to

accepting what the other employee is saying about organizational culture change. Thus, this

bonding experience will heighten the internal need and charge to participate in the change

(dependent variable). The expectation is that the independent variable will generate an internal

drive and motivation for employees that will minimize their resistance to change and escalate

acceptance. In return, the expectation is that this recognition will raise the likelihood of the

dependent variable being achieved. In order to obtain a firm understanding of the terms used in

the independent and dependent variables, the major terms will be defined using operational

definitions.

Operational Terms and Definitions

Peer-to-peer interactive process: This process is defined as a process where more than

one employee and a moderator gather in one location (i.e. a conference room, an office, an

auditorium, or a break room) to discuss the new organizational changes. The discussion will

include how it affects their work activities, habits, working language, work beliefs, internal (co-

worker) interactions, and client interactions. It will also include discussions of what business

processes and workflows are working or not working and how they can be improved, computer

application shortcuts, how employees feel about the changes, and what they want to see in the

future. The moderator's participation in the process is to keep the employees focused on the

discussion topic while documenting the discussions and their actions. Increase in employee

participation: Represents a greater ability to adapt to organizational change as compared to the

new technology initiative implemented in 2010. It will also include the change in use of the new

computer applications, business processes, and workflows. Coupled with that, will be the

number of employees that changed their work hours to accommodate the new office hours of

operation. Participation is defined as the frequency of use of new computer applications,

business processes, and workflows to complete daily work activities. Employee is defined as

permanent and/or probation full-time employees and part-time employees from 2010 to present.

These employees consist of Eligibility Workers, Eligibility Work Supervisors, Application

Support Staff, and managers.

The organizational culture at the Social Services Agency of Santa Clara County is deep-rooted in tradition, multifaceted, and archaic in its approach to processing applications. There are certain individuals who are instilled with entitlement beliefs and values and create resistance when those beliefs and values are challenged. The work beliefs that have been instilled in certain individuals is that each person should have a certain amount of cases and he/she should only need to work on those specific cases opposed to working on any case. Individuals have become satisfied with working a certain amount of cases per day, having a specific number of appointments per day, and more in-person contact with clients. The tracking of daily work has become more robust, which creates a micromanagement approach that leaves some individuals unsettled. Individuals are involved in starting and finalizing the work of others in their respective units of which they did not have to do previously. Individuals must learn new acronyms, computer applications, and sending automated correspondence instead of hand-written correspondence. There are other individuals who believe in innovation and advancing the organization into the future. The clash of both sets of individuals throughout the organization fabricates a tug-of-war that keeps the organization at an impasse. In this study, organizational culture is described as working language, work beliefs, habits, internal interactions, and client interactions. Organizational culture change is characterized as the new items which have created the culture change. These items are new computer applications, business processes, workflows, and office hours of operation (work hours).

Data Collection Process Overview

The data collection process was conducted through surveys and key informant interviews about their personal experiences and observations on implementation of organizational culture change and the current state of organizational culture change. The key informant interviewees

included four (4) program managers, two (2) trainers, and one (1) Information Technology (IT)

manager. These individuals were selected due to their expertise and key roles in the

implementation process. The IT manager is the information and technology expert that oversees

the technology piece of the organizational change. The program managers direct the operations

of their respective offices undergoing the change. In addition, some of the program managers

are responsible for creating and managing implementation workgroups, defining role

responsibilities, and building business processes. The trainers have expertise in organizational

culture change and provide training to the staff on this subject. A representative sample of the

employee population will be used to conduct this study. The representative sample was achieved

by a random selection from a list of eligibility employees and Application Support staff. The

surveys were distributed to a large number of Application Support staff and Eligibility staff. The

Application Support Staff has expertise in clerical functionality and provides support for the

eligibility staff. The eligibility staff (Eligibility Worker and Eligibility Work Supervisor) has

expertise in the administration of social services and benefits; the Eligibility Work Supervisor

supervises a unit of Eligibility Workers. All surveys and interviews were administered by the

researcher and author of this paper.

Controlling for Bias

In order not to expose the study to any bias, the survey and interview questions were

constructed in a logical order and they were not presented in a random order. The questions

were specific and concise, and there were no sub-questions. The survey and interview contained

the following types of questions: behavior questions, opinion questions, knowledge questions,

attitude questions, and motive questions. The structure of the questions was open-ended

questions which allowed participants the flexibility to answer in their own words, and provide

the researcher with detailed information. The researcher used a total of 7 questions during the

interview process for the IT manager and program managers. The interview of the trainers

consisted of a total of 8 questions. The researcher constructed a survey with 8 questions that

consisted of 3 multiple choice questions, 2 questions which required yes or no answers, 2

questions which used Likert scales, and one fill-in question which required the respondent to list

his/her answers.

Prior to beginning the interviews and distributing the surveys, the researcher explained

the purpose of the study, the purpose of the interview, confidentiality, anonymity, and how the

responses will be used. The researcher also expressed gratitude and appreciation to the

participants for their time and participation. During the interviews, the researcher asked the

questions in the same order, did not deviate from the written questions, add additional questions,

or expand on questions, and maintained the same tone of voice. All interviews were allotted a

total time of one hour and all interviews were completed within one hour.

Internal and External Validity

There are a few considerations to be taken into account in regards to internal validity.

One such consideration is employees' work schedules. Employees can have a variety of work

schedules due to office hours of operations or their choice could be severely limited by a change

to the office hours of operation. Employees may or may not be able to participate in the peer-to-

peer interactive process due to schedule conflicts. Similarly, the offering of overtime could

affect work schedules or the frequency of use of new computer applications, business processes,

and workflows. Another consideration is different moderators used during the interactive

process as each moderator could have a different style or method of focusing employees on

discussion topics. There is an aging of employees affect over time as they continue to participate

in the interactive process over time, as well as changes in their behavior. Moreover, employees could react differently if they know that the peer-to-peer interactive process is part of a study.

This study holds external validity in that it can be replicated in other social services agencies in other counties or states. The application of this study with other social services agencies or organizations would probably produce different results given the size of the organization and/or the number of employees at the organization. The results of this study could serve as secondary data for other local organizations, out-of-county, or out-of-state organizations. In addition, this study could be applied not only to public organizations but also private organizations. It may be difficult to apply the specific findings of this study to other organizations, but it could reveal similarities in certain areas of the findings from the other organizations upon further research. The largest variance in findings from local, out-of-county, or out-of-state public and/or private organizations will be based on their already existing culture.

Chapter 4 - Results and Findings

The purpose of this study was to gain a better understanding of the opinions, thoughts, and perceptions of employees on how to facilitate organizational culture change. The methods used to gather this information were key informant interviews and surveys. Key informant interviews and surveys were structured in order to identify significant beliefs, practices, values, and interpersonal dynamics. The responses from the key informant interviews and surveys were compiled and analyzed to address the research questions.

Results

Key Informant Interviews

Seven (7) key informant interviews were conducted for this study and included managers and trainers within the organization.

Interview Question 1 Results

The first interview question asked managers: "What do you personally do to assist workers with their daily activities?" The main purpose of this question was to find out if there is or a lack of support for workers in their daily activities which may cause a dissension for change. Scholarly literature tells us that when an organization goes through change, it is important to provide employees with support throughout the process. Otherwise, change becomes difficult and it builds resistance within employees. One respondent stated, "I provide a venue for venting whenever necessary and hopefully provide input to resolve the challenge and/or live with the consequences of the challenge." This is an important remark because employees want to be heard. There is a need to know that someone else cares about what they are going through and

someone is willing to find a way to resolve it. If there is not a venue for individuals to express themselves, then it will build up and eventually become a much bigger issue.

In a similar fashion as mentioned above, another respondent stated, "I have an open door policy which provides availability to staff to ask urgent questions or report urgent issues." This idea goes a little further than just having a venue. It actually allows for a closer and more intimate communication. There are some individuals (extroverts) who are comfortable speaking in a public venue where as introverts prefer something smaller which is addressed by the other respondent. Along with that, an "open door policy" demonstrates to employees that their concerns, opinions, and/or suggestions are valued by the leadership. This form of openness evokes trust and diffuses any growing misconceptions about coming changes. In addition, it creates an atmosphere of collaboration rather than authoritarian.

The first question asked to the organization's IT manager was slightly altered to include a technology aspect. The IT manager answered, "I resolve individual user issues that get shared with staff development so that they can update their curriculum/user documentation." This shows a vital circle of communication because staff development administers training to employees. The alignment of these two departments will provide that the same information is being shared to employees therefore reducing the chances of miscommunication to staff in regards to organizational change.

The first question asked of trainers was: "What would you include as learning objectives for a training program on organizational change?" The main purpose of this question was to determine if the learning objectives would assist with the transition process in an organizational culture change. One respondent stated, "Be able to identify key changes, reason for change, and when they take effect. Learn how your role within the company has changed and what stays the

same. Know what resources are available and where to go for questions/concerns during and after the transition." The trainer identified that in organizational culture change, employees must be informed on how they are affected. Similarly, there should be available resources for employees not only to find answers to their questions but also keep them updated on the latest information.

Interview Question 1 Analysis

There is a common theme exhibited from the responses to question one of the interviews. The respondents expressed that there is a need for a two-way communication between management and staff. This process would allow each group to understand the other's point of view and perspective. As Awasthy, Chandrasekaran, and Gupta (2011) state, "This negative reaction is largely because change brings with it increased pressure, stress, and uncertainty for employees" (as cited in Armenakis & Bedeian, 1999; McHugh, 1997). This literature reference maps exactly to what the respondents address. By providing an avenue for employees to express their feelings and thoughts, it releases the pressure and stress of the organizational culture change.

Interview Question 2 Results

The second interview question asked managers: "What value, if any, does culture change training have for employees of this organization?" The main purpose of this question was to understand the awareness level of managers for culture change training. This question would also help identify the importance level of culture change for employees from a manager's perspective. One respondent stated, "When culture change training is consistent, thoughtful, and inclusive it has a great value to this organization." The respondent is sharing that it is not simply

"good-enough" to have training on this subject, but it is equally important to have training with meaning and involvement. Scholarly literature tells us that when individuals are included and engaged in training, they are more likely to be invested into the culture change. The investment aspect is what is desired because it will carry through all employees in the organization. Another respondent stated, "Changes in attitude towards work efficiency, improvement in communication style (internally and externally), and accountability." These values are the result of the investment factor that comes with "consistent, thoughtful, and inclusive" training. When these values are instilled in each employee, it will help the organization grow and be fruitful.

The first respondent from the previous paragraph also stated, "When we recognize, learn and care about each other in this respectful manner, work task and goals are achieved with minimal dissension and the following statement becomes true: It is amazing what you can accomplish when you do not care who gets the credit." This statement is the pinnacle, desired outcome for culture change training. It is rare to hear something like this but it is exactly the shift in cognition that is need. Typically, people love to receive credit or take credit because it improves their chances for advancement in an organization. This "no care" belief for whom gets credit is something that should be practiced and followed. An organization would be more powerful and forward thinking if it shared this same belief. Another respondent stated, "For the most part, I think culture change training is only a primary step towards achieving real change. The concepts of the training will need to be accepted and reinforced by leadership and peers." The respondent highlights a great point here because culture change training should always be a continuous process. This process does not always mean taking a training session, but rather it should be a process that is "reinforced by leadership and peers". In other words, each individual is responsible to put into practice (on a daily basis) what he/she has learned from training.

The second question asked of trainers was: "What would you consider to be key learning outcomes to achieve in this training program?" The main purpose of this question was to understand what employees will take away from the training and whether it will assist in minimizing employee resistance to change. One respondent stated, "For each individual to understand the changes and be able to adopt and apply the new business processes in their daily work life." The ability for employees to understand changes and adopt those changes is what will lead to less resistance. At times, resistance comes from a place of fear or the unknown. Training will help curb that feeling and turn it into comfort and acceptance. Another respondent stated, "What the changes are and how they impact staff involved." This respondent is speaking to the same theme as the previous respondent. The changes need to be outlined and shared with staff because it makes the changes known, therefore reducing fear. Similarly, the impact of these changes to staff will provide them with the knowledge of what adjustments need to be made in order to accommodate these new changes.

Interview Question 2 Analysis

There is a general theme from the responses to question two of the interviews. The respondents believe that there is value in culture change training for employees. An important aspect of this value is training will lead to change in attitudes and provide employees with tools to handle the transition process. As Conceição and Altman mention, "In the new organizational culture, organizational learning is a central characteristic…because training and development are valued, protected in the budget, incorporated into project planning, and make…an attractive place to work" (Conceição & Altman, 2011). This literature reference maps what the respondents believe about value and training. Training helps development employees' understanding of organizational culture change and enhances their acceptance of it.

Interview Question 3 Results

The third interview question asked managers: "How often do workers receive training on organizational culture change?" The main purpose of this question was to see if the organization has this type of training for employees of all levels, the frequency of the training, and if managers are aware of this training. One respondent stated, "I am not in a position to answer this question any longer. I personally have not had this training is quite some time." Scholarly literature tells us that this response implies that there is awareness but it is not something of high value. In other words, it has a low importance on the "agenda" of the organization. This response also leads one to believe that the training was available for managers but not for line staff. Is it beneficial to have this training for managers and not for employees? Another respondent stated, "This training topic is a component of every major organizational shift we've had. We are currently in the midst of a series of trainings where managers and supervisors are learning the tools required to usher their teams into the next evolutionary phase of our organization taking into consideration our mantra: We make a difference through people, service, and performance." Again, there is a recurring theme here that this training is available for management but not for line staff. The largest part of an organization is its front line staff, who is impacted the most by cultural change, yet it would appear as though they do not receive this training. A third respondent stated, "I have no idea." This would add to the consistency that this is an area that requires more attention and development to counter the resistance and increase the participation in organizational culture change.

The third question asked to the IT manager was: "Describe technology's effect in organizational culture change?" In recent times, technology has become a huge part of organizational culture change. The purpose of this question is to find out how technology has

impacted culture change. One respondent stated, "My hope is that technology provides a mechanism to make work more efficient and information accessible." Often times, when an organization implements change, there is a technology component that accompanies it. The general belief is as the respondent noted, "…a mechanism to make work more efficient…" There are pros and cons in using technology; one pro is possibly efficiency but one con is the learning curve of the new technology which could have an adverse effect to efficiency. However, given the respondent's response, it would appear that technology has aided the organization and provided employees more access to information.

The third question asked of trainers was: "What will you consider success for this training program?" The main purpose of this question was to gauge their idea of success and what they believe is important in the training. One respondent stated, "Having each trainee buy-in to the changes and not have a negative attitude towards them. Change is generally seen as a negative thing, success in training change would be to have trainees leave the session seeing the potential for increased productivity, better service, etc. and want to try to apply the changes as soon as possible." The respondent made a critical point when he/she stated that "…each trainee buy-in to the changes…" because it is difficult to implement changes when there is no buy-in. The lack of buy-in is what creates polar magnetism amongst employees and fuels resistance. Another interesting dynamic here is a belief that there is a "negative attitude" towards change. However, it is possible that an individual has a positive attitude towards change and training will just continue to reinforce that positive attitude. This is an important observation because a training program could be constructed differently depending on the mindset of the trainers about the trainees.

Interview Question 3 Analysis

The shared theme from the responses to question three of the interviews demonstrates that training for organizational culture change is scarce. There seemed to be an emphasis that for any training that is given on this subject, it is given to management. This is an area of concern because the majority of the employees in an organization are its line staff. In addition, it is mostly the line staff that will feel the effect of an organizational change; therefore, they should be the ones to receive such training. As Levin and Gottlieb state, "Culture change is accomplished by getting groups of people to change how they perform their work together" (Levin & Gottlieb, 2009). This literature reference maps how vital working together can achieve success in culture change. There is a need to recognize that improvement in the area of culture change should be shared with all employees to increase awareness.

Interview Question 4 Results

The fourth interview question asked managers: "What do you consider to be the top 3 concerns of workers in terms of their accepting organizational change?" The main purpose of this question was to find out how the managers have prioritized workers' concerns. One respondent stated, "(1) Their daily work routine will be different, (2) Will they have the tools necessary to do their job, (3) Will they get the answers to questions they have to do their work." Scholarly literature tells us that the concerns mostly surround the way in which employees' work is affected. These concerns are what build stress and anxiety for employees and it is the deep-rooted meaning as to why they put up resistance to change. Another respondent stated, "High workload and short processing time frames, providing top-notch customer service." This respondent is expressing a similar theme as the first respondent which shows that workers need

to know to what extent their work is affected. In this response the workers are concerned that the change that will affect their work will consequently affect their "top-notch" customer service.

A third respondent stated, "(1) Will this truly be an Agency-wide endeavor or is this just window dressing? (2) What are the consequences if I do not comply with the training material? (3) How will it impact my life?" The respondent made excellent points here because it speaks to the history of the organization as well as the amount of effort given to culture change. Truly, for there to be change, it must be an initiative that is apportioned throughout the agency. If only one segment of an agency experiences change, then it causes a gap among employees and departments. Also, it demonstrates a level of importance to some employees and not to others, which leads to animosity and resentment. Coupled with that, the mystique that an outer appearance is not of equal measure to the inside will strengthen the counteraction to the change. A fourth respondent stated, "Workers' primary concerns are: (1) the change will result in additional work, (2) unknown impact to the work or how they do their work, and (3) fear of not being able to perform well in the new environment." The unknown is an obstacle that blocks individuals from taking "risks" or exploring new territories. In this case, the unknown manifests fear due to uncertainty of work performance in a changed environment where workers once built a daily regimen.

The fourth question asked of trainers was: "How long will it take to create a training module for organizational culture change to administer to staff?" The main purpose of this question was to determine the length of time it would take to begin training staff. One respondent stated, "Creating the materials depends on how big or how many changes are happening, how in-depth the material should be, and the delivery method. Less change may need only a high-level overview of the changes, whereas more changes or major changes would

need a lower-level, more detailed, hands-on approach." A minor change would mean that training could be constructed in a short time frame and administered to staff within weeks. Conversely, a major change would be more complex and require months of preparation. Another respondent explained, "It would depend on the actual changes and how many people are impacted. To properly research, perform needs assessments, develop, and prepare it could take weeks." The first respondent echoed, "I heard there being some sort of standard in training, something like 4 to 8 hours of preparation time for every 1 hour in the classroom." Given this understanding, a half-day (4 hours) training would take approximately one week to create; therefore, a major organizational culture change could take 3 – 4 months to generate a training module.

Interview Question 4 Analysis

The theme expressed from the responses to question four of the interviews is workers are most concerned about their work. They believe that their work will be impacted negatively because organizational culture change will increase their workload, shorten the amount of daily work time, and change how they do their work. These are all valid concerns but it can also create a misconception about organizational culture change. For this reason, it is critical to address these concerns by "empowering individuals and encouraging a collaborative approach to organizational problem solving" (Simpson & Beeby, 1993). This literature reference maps a method to reduce misconception of culture change. A collaborative approach with workers will minimize the "negative thoughts" about organizational culture change and allow receipt of positive ones.

Interview Question 5 Results

      The fifth interview question asked managers: "How do you include line staff in the planning and implementation of organizational changes?" The main purpose of this question was to actuate if managers involve their staff in the early stages of organizational change. Scholarly literature tells us that one of the best ways to generate buy-in from staff is to immerse them in the planning and implementation stages because it creates ownership and a personal connection to the change. One respondent stated, "Involve them as early as possible in the process by way of workgroups and committees. Allow them to have a say in the To-Be processes. Acknowledge the wealth and experience they can provide to successfully transition to the desired goals." It is vital to create workgroups and committees because it is an outlet where all employees of all classifications can come together and learn about the different facets of each other's job and how it will be affected. A particular change to an organization may affect one department or a set of employees more than another department or employee, which is why it is important to know to what extent they will be affected. In addition, the acknowledgement in the workgroup that everyone has something to bring will be conducive to the creativity process and evoke change advocates amongst the group. Another respondent stated, "Form committees that consist of clerks, workers, supervisors and managers. Have an open communication and encourage participation and feedback." This statement follows the same idea of the first respondent in that a diverse group will provide a greater range of participation and, thus, elicit a variety of viewpoints.

      A third respondent stated, "Staff involvement in application development and implementation is critical to a successful launch. They need to be part of the decision-making process and be seen as subject matter experts among their peers." This statement made an

important distinction that staff will be seen as "subject matter experts" among their peers. This

is one of the best methods of exercising change on an expansive scale. Employees can view

change from management as a "personal agenda" against their status quo; however, change from

their peers will be viewed on an equal plateau and avoid a defensive state of mind. A fourth

respondent stated, "Ask! Encourage! Make the opportunity attractive! No penalties for

participation! Ensure that planning sessions are focused! Only schedule what you really need

and do not waste anyone's time." These are great phrases that should be practiced when

including line staff in the processes of organizational culture change. When an opportunity is

attractive, individuals are likely to participate because it internally creates that "good feeling"

and curiosity. This is a similar feeling produced by advertisement companies to lure people into

department stores.

          The fifth question asked of trainers was: "What is the most effective way to administer

the training to staff (i.e. classroom, webinars, printed materials, etc.)?" The main purpose of this

question was to determine the best effective method to present training to staff which will

capture their attention and develop acceptance for change. One respondent stated, "I've

participated in both classroom and webinar trainings, unfortunately, the feedback I've heard from

webinar training has not been terribly positive. The trainees feel disconnected from the trainer,

there isn't the same level of communication, some are less attentive, and you mostly only

reach strong auditory learners in the audience." Scholarly literature tells us that this is an

indication that most employees would prefer some form of human contact to best receive the

information that is presented. Another respondent stated, "I feel this would need to be face to

face and also a combination of audio and visual props and printed material. A good mix of

several modalities." This demonstrates that the strength in absorbing information comes initially

from an in-person presentation and it is reinforced by visual props and printed material. This

observation aligns with the discoveries of survey question one, where employees ranked "written

with visual aids" as a very important method of communication.

Interview Question 5 Analysis

The thematic consensus from the responses to question five of the interviews is

encourage line staff to participate on some level with the planning and/or implementation

process of organizational culture change. An active participant will develop a bond to the

change and, as a result, he/she will advocate for that change and encourage others to do the same.

The acceptance of change is better received from one's peer because there is a level of mutual

understanding. As Conceição and Altman state, "A learning organization recognizes that the

performance of its members, at the individual and the group development levels, is essential in

today's dynamic environments in order to build up the capacity to compete more effectively"

(Conceição & Altman, 2011). This literature reference maps what the respondents expressed in

their responses, which is to involve line staff in the early stages and throughout the process of

organizational culture change by providing opportunities via workgroups or committees.

Interview Question 6 Results

The sixth interview question asked managers: "What methods do you use to motivate

workers to continually accept new processes?" The main purpose of this question was to

establish if new information was given to workers on a one-time basis or if there is constant

enrichment for workers. One respondent stated, "Communicate the vision for the organization.

Explain why it is necessary to move in a certain direction. Identify key staff onsite that will help

to champion the new change and vision." It is important to communicate an organization's

vision but that vision may not be shared by every worker. As a result, it would have no

motivational impact to the worker. The identification of key staff to facilitate the new change

will provide some form of motivation, but it may fizzle out over time. Another respondent

stated, "My primary approach is to engage workers/users with the changes to systems and

processes. Process mapping (swimlane diagrams) often highlights how the work can be made

better by either an improved process or automation." The respondent pinpointed a method that

addresses how to work through new processes but not how to accept new processes. A third

respondent stated, "Lead by example, provide trainings, keep communication open and be

transparent." It is crucial to lead by example because it sets precedence for workers. It

demonstrates that the change applies to everyone and everyone is experiencing it together. A

fourth respondent stated, "Truly you cannot motivate anyone. People motivate themselves.

What you can do is create an atmosphere in which this motivation can occur." The respondent is

expressing that motivation needs to come from within the worker and the proper atmosphere will

propagate that action. Scholarly literature tells us that external objects and actions can conjure

short spurts of motivational feelings, but internal volition maintains uninterrupted, continuous

motivation.

The sixth question asked of trainers was: "What would be the timeframe (i.e. half-day,

full day, 3 days) to conduct the training module to all staff?" The main purpose of this question

was to identify a time table to complete training for employees of the organization. One

respondent stated, "It would probably be more than one half day session. But full days are too

tough on staff so multiple half days would be good." This response suggested that half-days

would be better than full days because it would optimize the attention of staff. The importance

of the training is to ensure that staff learn and retain the information. Therefore, it would be

beneficial to spread the information over multiple half-days. Scholarly literature tells us that

learning over time provides better retention and recalling of information. Another respondent

stated, "Ideally, no more than half-day trainings seem to be better received than longer trainings.

Half-days (or less) still give staff time at their desks and doesn't seem to disrupt the workday and

work week as much as longer trainings." This is a great observation because people value their

time and attention may be lost during long trainings when workers begin to think about the pile

of work waiting for them at their desk.

Interview Question 6 Analysis

There is a common theme exhibited from the responses to question six of the interviews.

The respondents stated communication is the method to motivate employees to continually

accept new processes. Open and transparent communication about impending changes is good,

but workers must look within themselves to have continued motivation. One's motivation is

strongest when it comes from an internal source. As Awasthy, Chandrasekaran, and Gupta state,

"Attitudes, for instance, are difficult to change as people are generally more comfortable with

what they have learned…fear of taking risks…and possibly the need to maintain tradition" (as

cited in Dunham, 1984). This literature reference maps the importance of why workers must

search internally for motivation because it will counter the already learned traditions.

Interview Question 7 Results

The seventh interview question asked managers: "How do you address worker

frustration?" The main purpose of this question was to indicate areas that need to be investigated

to diminish worker frustration. One respondent stated, "By calling a spade a spade. Do not

sugar coat it, or ignore it. Address it when it is small and resolve what is in your power to

resolve, delegate and follow-up with the rest. But most importantly, keep everyone informed every step of the way." The idea of "not sugar coating" may communicate well with some workers but it may also increase frustration in other workers. Scholarly literature tells us that it is important not to apply a "one-size fits all" approach with everyone because each person is unique in his/her way. However, the notion of keeping each person informed at every step of the process is good practice and it shows workers that they are just as important as the change that is being implemented. Another respondent jokingly stated, "Buy them coffee," followed by, "Listen and understand the issues; encourage them to look for solutions." This method prompts workers to be proactive in dealing with their frustration. It also allows workers to collaborate with management to find a solution to their frustration, which is less likely to be rejected by the worker since they were part of the process. A third respondent stated, "Listen, listen, listen to their fears and concerns. Be receptive to office morale and overall attitudes. Pick up on queues that provide insight on what they may be feeling. Have regular check-ins with the employees." The respondent made critical points in this statement. It is not enough to only listen to the worker but to actively listen to the worker because he/she will provide inside information to how he/she truly feels about a subject. In addition, it is important to observe verbal and non-verbal cues because people do not always know how to properly express themselves verbally. But, their non-verbal cues will highlight that missing aspect.

The seventh question asked to the IT manager was slightly altered to include a technology aspect. The IT manager answered, "Foremost is to acknowledge the frustration that the users are experiencing and if it is widespread, make them aware that they are not alone. If possible, I would engage the technology team to assess the feasibility of making changes." This respondent has identified a piece of selflessness that should accompany an individual when

addressing frustration. This means before attempting to find an immediate solution, first

acknowledge the frustration. The underlining issue to the worker's frustration may be the feeling

that no one is listening to the worker and an acknowledgement could resolve that part of the

issue.

The seventh question asked of trainers was: "What obstacles would prevent this training

from being conducted?" The main purpose of this question was to help define possible

problematic areas that can be addressed for training to be successful. One respondent stated,

"Resources!!" Although it is a simplistic statement, it exposes an insurmountable affair that

plaques many organizations in the nation. Many organizations are forced to make severe

adjustments to their way of business to deal with the deterioration of the economy. As a result,

items such as trainings and workshops for organizational culture change are most affected.

Another respondent stated, "Resources: Time, materials, information, travel time for instructor

and/or trainees and any mileage costs. Attitudes: Resistance to change, negative attitudes

toward training before attending, feelings that training is a waste of time and

unnecessary (from management and staff)." An individual's attitude is a significant segment of

who he/she is and it has ample weight in defining one's outlook of training and change. This can

create a challenge for trainers and it could affect the outcome of the training.

Interview Question 7 Analysis

There is a typical theme from the responses to question seven of the interviews. The

respondents stated that listening is the method to address worker's frustrations. The respondents

understand that it is important to allow workers to express their fears and concerns because it

will provide a form of release for workers. The act of listening allows management to identify

key areas that need further attention which will assist in the process of organizational culture

change. In addition, listening will create a bond with the worker and build a stronger workplace.

As Painter mentions, "This principle encourages people to join together as strong individuals,

while at the same time, becoming a strong community…" (Painter, 2011). This literature

reference maps a possible outcome from the suggested method of the respondents.

Survey Data

Survey Question 1: What is your preferred method of communication when receiving
instructions for your daily work activities? Mark one "x" per method.

Method	Very Important	Important	Neither Important nor Unimportant	Unimportant	Very Unimportant
Written					
Verbal					
Written with visual aids					

Responses from Question 1

Method	Very Important (Total Responses)	Important (Total Responses)	Neither Important nor Unimportant (Total Responses)	Unimportant (Total Responses)	Very Unimportant (Total Responses)	Total Responses (out of 134 respondents)
Written	72	51	8	2	1	134
Verbal	43	67	18	5	1	134
Written with visual aids	81	43	8	2	0	134

N = 134

The "written" method as a preferred method of communication when receiving

instructions for daily work activities yielded as "very important" from 72 responses out of 134

respondents who answered that part of question one. This part of the question also yielded high

responses for "important" which demonstrates that employees believe that written instructions

are important. This observation does not mean that the other two methods are not of value to the

employees, rather, it emphasis the point that employees have a better understanding of their daily

work activities when instructions are presented in written form. The "verbal" method as a

preferred method of communication when receiving instructions for daily work activities yielded

as "important" from 67 responses out of 134 respondents who answered that part of question

one. The "written with visual aids" method as a preferred method of communication when

receiving instructions for daily work activities yielded as "very important" from 81 responses out

of 134 respondents who answered that part of question one. The third method provided the

highest responses out of the three methods which signifies that employees are visual and

kinesthetic learners. This is important because it identifies how organizational culture change

should be presented to employees. In addition, it supports the hypothesis that a peer-to-peer

interactive process will increase employee participation in organizational culture change.

Survey Question 2: When was the last time you received organizational culture change training?
Circle one.
      a. 1 month ago
      b. 3 months ago
      c. 6 months ago
      d. 1 year ago
      e. Never

Responses from Question 2

When was the last time you received organizational culture change training?

0%   1%   2%   5%

- 1 month ago
- 3 months ago
- 6 months ago
- 1 year ago
- Never

92%

N = 132

The responses from question 2 demonstrated that there is a huge need for organizational culture change training. There were a total of 132 respondents for this question and the majority of the respondents stated that they have never had training on organizational culture change. It is important to note that the available responses do not take into account time older than one (1) year. Therefore, it is possible that individuals may have had training 3 or 5 years ago but due to the restriction of available responses, a respondent may have chosen "never". However, the word "never" has an absolute connotation thus it is less likely that this response choice would be used as a default for respondents. This chart representation exhibits a key area that demands immediate attention from the organization as it may be a part of the reason for employee resistance.

Survey Question 3: How do you prefer to receive training? Circle one
  a. Classroom
  b. Webinars
  c. Printed materials
  d. One-on-One
  e. Other, please specify:_____

Responses from Question 3
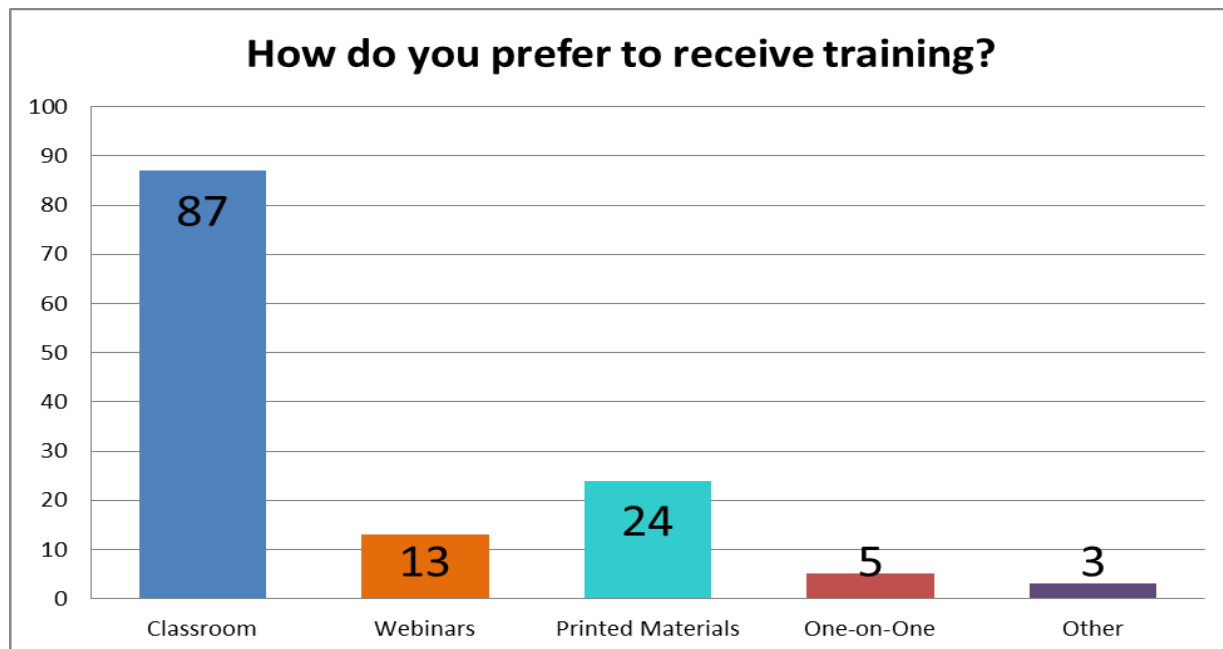
N = 132

The responses from question 3 demonstrated employees' preferred methods of receiving

training. The majority of employees prefer an in-classroom setting for training. The only other

preferred method that was a distant second to the overwhelming preferred choice was receiving

training through printed materials. The highest surveyed training preference (classroom) of the

employees coincides with the responses from the key informant interviews with the trainers. The

trainers stated, "In my opinion, classroom training (instructor-led) with printed materials

(handouts) and exercises is more effective as you are able reach all learning modalities in your

audience…" Similarly, this reasoning could explain why the second preference for training was

printed materials. The low responses for webinars and one-on-one as preference choices could

be due to the long history of the organization conducting most trainings in a classroom with

printed materials. The use of webinars is a new method that has been used in recent months to

conduct training and one-on-one is typically reserved for employee-supervisor/manager

exchanges. Furthermore, survey question 3 provided an option to list "other" preferences not

listed as choices and it yielded three responses: all of the above, hands-on activities, and

classroom with computers. These three responses still support the most preferred method of

training for employees as it contains the classroom element.

Survey Question 4: What are your top 3 concerns when using new computer applications?
Please list.
        1: _____
        2: _____
        3: _____
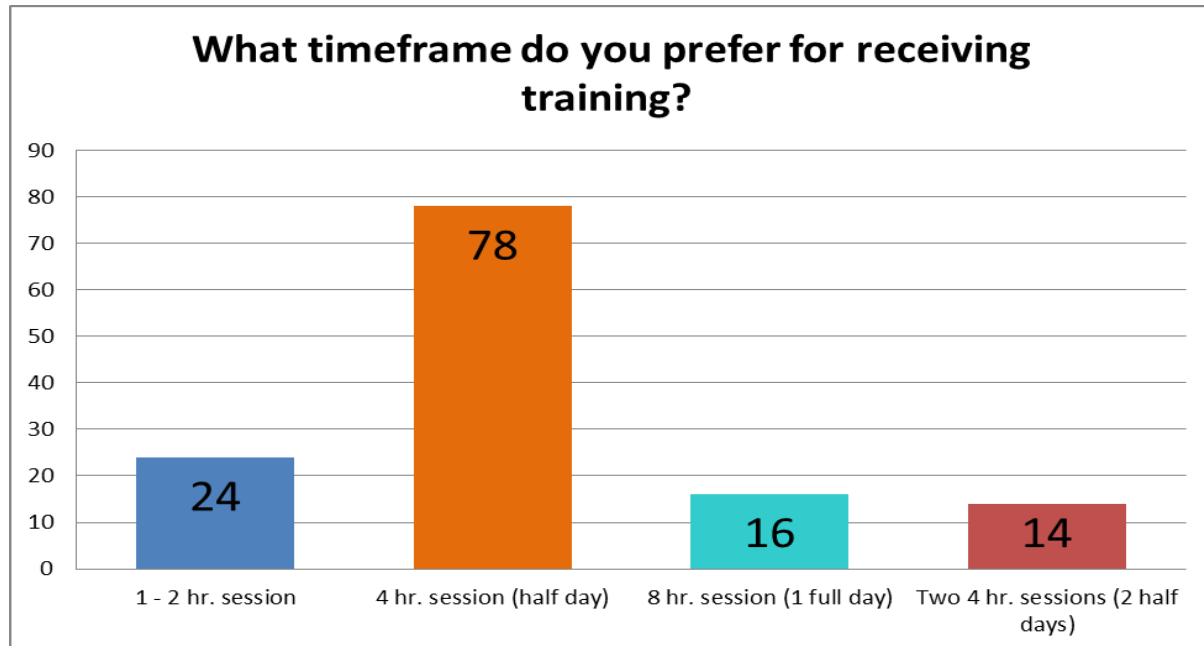
Responses from Question 4

        Question 4 was the only fill-in question that asked for three written responses in ranking

order. For response one (rank 1), there were 90 respondents who provided a written response. A

few of these written responses were: training, hands-on training, privacy, stability and speed,

system configuration, and instructions. The majority of the responses related to receiving some

form of training prior to the use of the new computer application. These responses demonstrate

that this form of change can be subdued with proper training in advance. For response two (rank

2), there were 88 respondents who provided a written response. Some of these responses were

exactly the same or similar to the responses for rank 1. However, the written responses that were

different from rank 1 were: ease of use, user-friendly, no glitches, will it save time or create

more work, making mistakes, and functionality. Although there were a few distinct responses

for rank 2, the majority still provided answers related to training. For response three (rank 3), there were 84 respondents who provided a written response. Similarly, some of these responses were exactly the same or similar to the responses for rank 1 and rank 2. The written responses that were different from both were: lack of "go-to" resources for help, too many windows to open, reference materials, time to back-up files, and available tech support. The overall result yielded from this question is a strong desire to have training, instructions, and written materials.

Survey Question 5: What timeframe do you prefer for receiving training? Circle one
    a. 1 - 2 hour session
    b. 4 hour session (half day)
    c. 8 hour session (1 full day)
    d. Two 4 hour session (2 half-days)
    e. Other format: _____
.
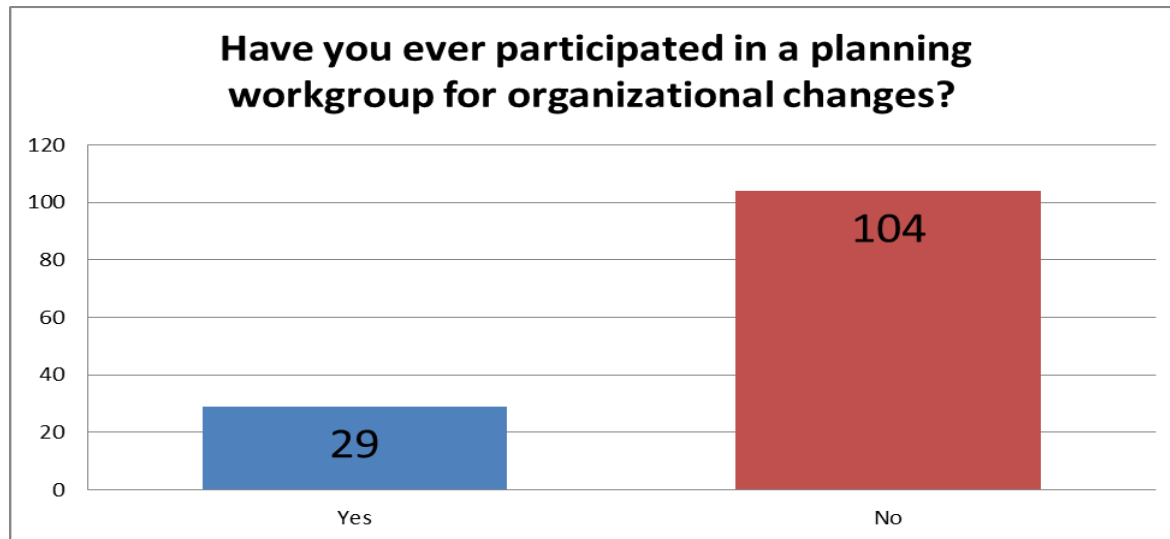
Responses from Question 5

N = 132

The responses from question 5 exhibited employees' preferred timeframe to receive training. The majority of respondents prefer to attend four-hour (half-day) trainings. The half-day training would allow employees to complete some of their daily work activities and avoid an accumulation of work at their desk. It would also allow employees an opportunity to absorb the information they just received and mentally process it. Coupled with that, employees would be able to readily apply what they learned within the same day and observe its outcome. Conversely, an eight-hour (full day) training would keep employees away from their desk for an entire day which could lead to increased work. However, full day trainings could minimize the need to have more than one training; whereas half-day trainings could require multiple sessions. Similar to full day trainings, two half-day trainings received low responses from employees. The second highest preferred training was 1 – 2 hour sessions, but this timeframe for training would depend on the type of training. From the key informant interviews with regards to training timeframe, the trainers stated, "Ideally, no more than half-day trainings seem to be better received than longer trainings. Half-days (or less) still give staff time at their desks and doesn't seem to disrupt the workday and work week as much as longer trainings." Based on the results, there appears to be a mutual agreement between the employees and trainers on the preferred timeframe for training.

Survey Question 6: Have you ever participated in a planning workgroup for organizational changes? Circle one.
     a. Yes
     b. No

Responses from Question 6

Have you ever participated in a planning workgroup for organizational changes?

Yes: 29
No: 104

N = 133

The responses from question 6 exhibited the need to actively encourage employees to participate in planning workgroups for organizational changes. There was an overwhelming response of "no" to this survey question which means employees are not partaking in the planning process of organizational change. This is important because it could be one reason why employees express strong resistance to change. If employees are not part of the process, then it presents a picture to them that their opinions and suggestions do not matter to the organization. Employees will categorize any organizational change as a personal agenda from management or the organization. This creates a divide between employees and the organization and it makes it difficult to move forward with the change. For this reason, it is vital that employees are included in the planning stages of an organizational change. Planning is an important part of any initial phase of change, which necessitates the involvement of employees. When employees are involved from the beginning, it builds a personal investment to the entire change process and it creates a feeling of ownership. This feeling is what will carry the employee into and through the implementation stage to completion.

Survey Question 7: Have you ever participated in an implementation workgroup for organizational changes? Circle one.

     a. Yes

     b. No
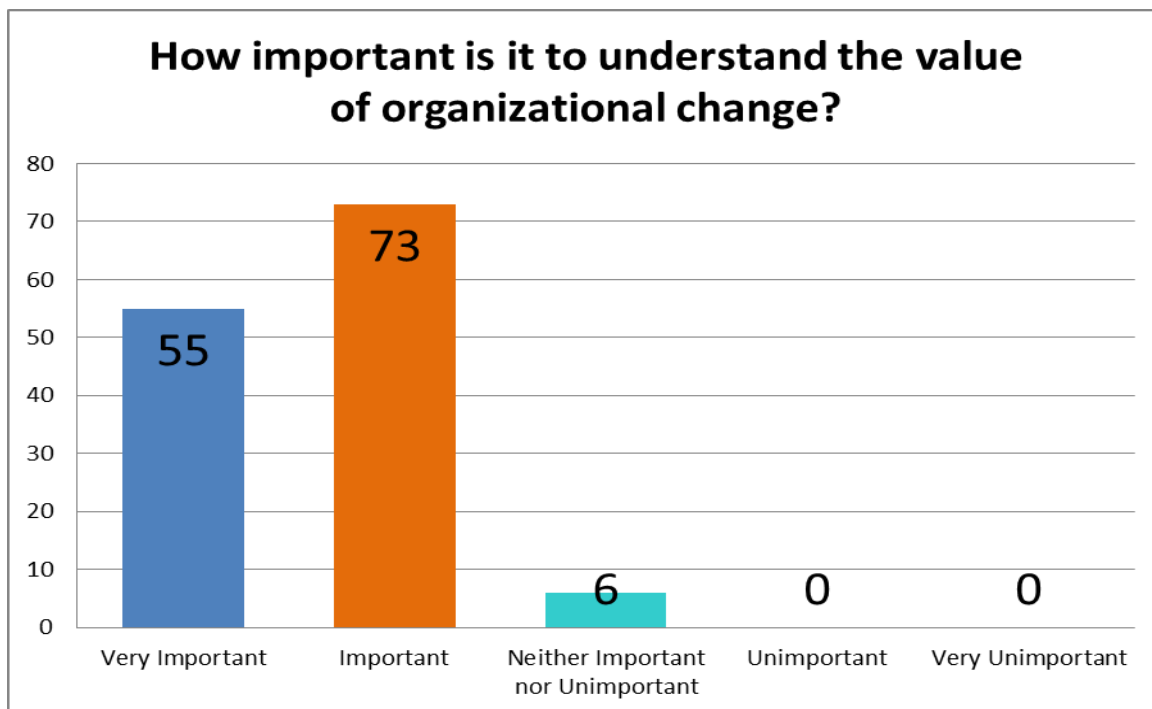
Responses from Question 7
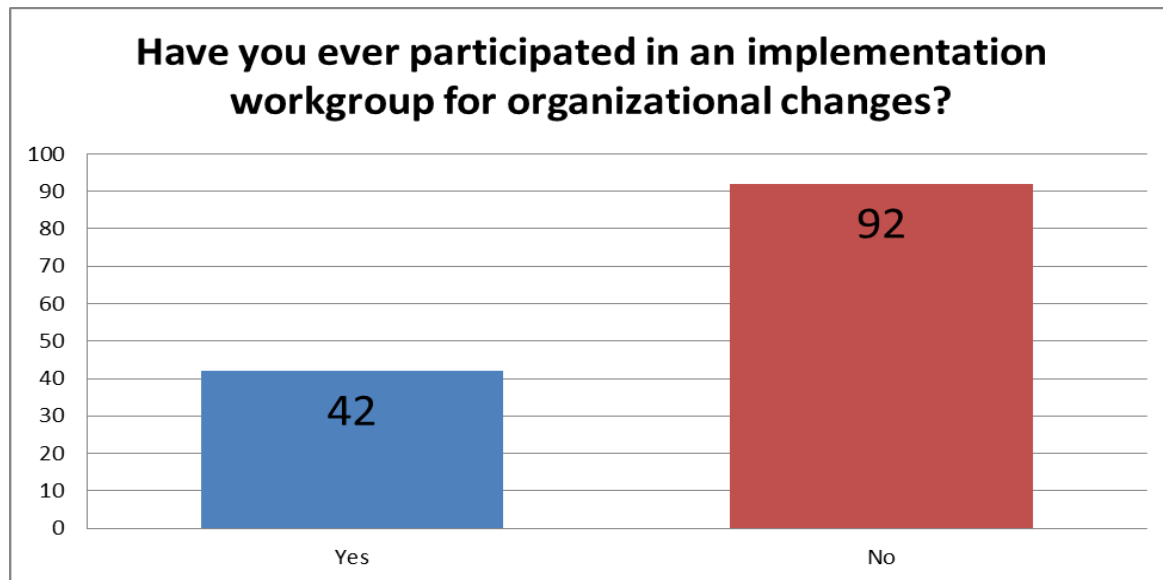
N = 134

The responses from question 7 demonstrated a much similar result as question 6. Given the responses to question 6, it was expected that question 7 would yield the same results. There is a great need to involve and urge employees to take part in implementation workgroups for organizational changes. The amount of "no" responses for this question was substantial in comparison to the amount of "yes" responses. These results establish that many employees do not participate in implementation workgroups and, as a result, the organization experiences issues with organizational change. This is a key area that deserves attention from the organization because without implementation of the desired change, there is no change. Along with that, the implementation of change is typically performed by the employees, so if they are

not part of the workgroup, then they are more likely to resist against the change. As previously

mentioned in question 6 above, the involvement of employees will generate a personal buy-in

and, thus, propel the employees to become active change agents. In other words, the employees

who participate in the implementation workgroups will advocate the change to their colleagues

which inclines those colleagues to accept the change.

Survey Question 8: How important is it to understand the value of organizational change?
Circle one.

    a. Very Important
    b. Important
    c. Neither Important nor Unimportant
    d. Unimportant
    e. Very Unimportant

Responses from Question 8

How important is it to understand the value of organizational change?

Very Important	Important	Neither Important nor Unimportant	Unimportant	Very Unimportant
55	73	6	0	0

N = 134

The responses from question 8 revealed an essential part of this survey, which is employees highly value organizational change. This chart representation exhibits that employees value organizational change as "important" and "very important" (in that order based on the survey results). This is an illustration that employees want to be part of the change process and provide their input. The responses for "neither important nor unimportant" were minute in number of responses which could indicate the respondents feel as though they have an understanding of organizational change and they are satisfied with their current understanding of it. The value of organizational culture change may be different for each employee; however, there is value in it and this recognition of value is what holds the most significance. This shows that within each employee there lies a deeper emotional connection for the organization to prosper. It is that connection that the organization must tap into to entice employees to accept and engage in change.

Key Informant Interviews vs Surveys

The key informant interviews provided more specific and detailed responses to the questions. It allowed the interviewees to have a human interaction which probably increased the experience of the interview and propagated greater responses. In addition, the interviews allowed for observations of non-verbal cues and expressions. The lift of an eyebrow or shrug of the shoulders presented a behavioral gauge for the response that was being given to the interview questions. Conversely, the surveys did not have a long-standing human element or interaction. The surveys were given to potential respondents without any back-and-forth conversation which meant they could choose to take or not to take the survey. Surveys are limited by the amount of responses made available to the respondent. This restriction can make the respondent feel as

though he/she has to make a choice of the available choices if the survey does not contain an "other" option. For this survey, not all questions had an "other" option available.

Findings

Key Informant Interviews

The key informant interviews revealed that there is a strong need for the organization to conduct trainings on organizational culture change. There was a firm consensus that this form of training has either not been given to employees or a training was conducted many years ago, whichever the case, the absence of this understanding could be contributing to the heavy resistance to change. Conversely, there is recognition that organizational culture change training does hold a hefty value among managers and trainers as they believe it will change the attitudes of employees towards work activities, increase efficiency, communication, and accountability. Managers feel that one of the major concerns of workers is the impact change would have to their work activities. There is an increased phobia that their daily work routine will be different and their workload will become unmanageable. Another insightful discovery through the interviews was the belief that employees have a negative attitude toward change. This is interesting because it deflects any possible responsibility of causation on the part of the leadership.

Surveys

This survey was distributed to 350 individuals and there were 134 respondents to the survey. Questions 1, 7, and 8 were answered by 134 respondents. Question 6 was answered by 133 respondents. Questions 2, 3, and 5 were answered by 132 respondents. Question 1 was in a matrix (columns and rows) multiple choice format. The other 6 questions were all in a multiple choice format. For question 1, it demonstrated that employees are visual learners, which

indicates that the best way to engage these individuals is with visual aids. Therefore, in order to

increase the low participation in planning and implementation workgroups (as illustrated in

questions 6 and 7), the organization will need to present this opportunity in a manner that is

visually stimulating to employees. For questions 2, 3, and 5, there was a concrete finding that

employees need training on organizational culture change. It also exposed how the organization

should offer this training to achieve a favorable outcome (because employees have identified

their preferred method for receiving training in a given timeframe). Question 4 was the only fill-

in question that asked for three written responses in ranking order. The overall theme of all the

written responses was a request for reference materials and training. Finally, question 8

displayed that employees highly value organizational culture change.

Significant Findings

Key Informant Interviews, Surveys, and Literature findings

The overwhelming theme throughout the key informant interviews and surveys is

urgency for training on organizational culture change. The first step in conducting a successful

training is to have a well thought out plan and implementation strategy. The trainers must

identify the most important components of the cultural change in order to present it in an

effective manner. The second step is to have an evaluation and analysis process in order to

capture suggestions and criticisms which can be added to the training as improvements. These

adaptations will help enhance and develop future trainings. Wilkinson, Fogarty, and Melville

mentioned, "…complete immersion into the community…through being actively involved in

activities…" (Wilkinson, Fogarty, & Melville, 1996). The immersion process creates an avenue

for people to fully engage in the culture change. This form of participation will heighten one's

openness to the change and generate an appreciation for it or some level of respect. Although

training can teach and show someone how to cope with culture change, immersion actually

places someone in the heart of the change, and thus, forges a reactive reflex from the individual.

The other significant finding was that although participation of employees in planning and

implementation workgroups was minimal, employees still have a high regard for organizational

culture change. This suggests that they have an internal intention to want to participate in

change, but it needs to be evoked out of them.

Chapter 5 - Conclusions and Recommendations

Conclusion

Culture change is an interesting dynamic that can reshape, revitalize, or sustain the nature

and essence of an organization. It is a phenomenon that is not meant to be easy but, rather, an

understanding of what, how, and why an organization is. The key informant interviews affirmed

that when a respondent stated, "In a culture aware environment everyone gets credit and they

know it." This is a fantastic acknowledgement of what needs to occur because it stresses a

collective effort. This form of effort is what will increase acceptance and lower resistance. As

Masodi, Ahmadi, and Salavati state, "What will be determined as a suitable, efficient, or useful

way of changing the organization will depend significantly on the shared assumptions and values

of employees and managers built in their interpretative schemes" (Masodi, Ahmadi, & Salavati,

2013). This ideal is supported by the key informant interviews and surveys in that each

identified training as a key area to be addressed within the organization. Coupled with that, the

interviews and surveys validated organizational culture change as valuable. Most organizations

have some form of culture that has been established and it is embedded throughout the

individuals who work for that organization. A change in culture does not mean a change or

dismissal to an organization's traditional core values or vision; instead, it is a change in business

practices and strategies to usher an organization forward through innovative advancements

throughout changing times.

An initial step is recognizing that a culture change is warranted in order to breed

newfound success. This was evident by the extremely low employee participation in planning

and implementation workgroups for organizational change as highlighted by the charts for

survey questions 6 and 7. This lack of involvement will create resistance towards change as

employees sense that their opinions, suggestions, and recommendations are not warranted. This

missed opportunity should be rectified by the organization to allow for the acceptance of change

to disperse throughout its employees. This task can be accomplished by providing sufficient and

constant training of organizational culture change. A key informant interviewee stated, "When

culture change training is consistent, thoughtful, and inclusive it has a great value to this

organization." Survey questions 1, 2, 3, and 5 demonstrated that there is an immense need for

training on organizational culture change for half a day in a classroom setting with written

material and visual aids. A culture change in an organization should always involve all parties

within an organization as it will create a collaborative effort and allow a smooth change

transition. For this reason, an organizational culture change must be administered with careful

thought, cooperation, and innovation. A final key ingredient in culture change is continuous

training and immersion of the subject will propagate understanding and a willingness to accept,

contribute, and implement change.

Recommendations

1: Create monthly organizational employee-manager change sessions beginning no later

than July 2014 to increase relationships and identify concerns with change.

Conduct monthly meetings with employees and managers where they can track the top 5

trending concerns with change. The planning process for these monthly meetings should begin

in about 3 to 4 months (no later than July 2014). The purpose of these meetings is to increase

interdepartmental relationships and identify the concerns with change. Each department has a

particular approach to conducting business and resolving challenging affairs. This approach

aligns with a key informant interviewee who stated, "I have weekly administrative meetings with

the management team…" The difference is that instead of the meetings only involving

management personnel, it is including line staff and/or other non-management staff. It will allow

managers to learn how to better their interaction with employees in order to maximize their

relationships and business processes. As Masodi, Ahmadi, and Salavati state, "Cultural

assumptions and values shared by the members of an organization determine the way in which

employees and managers will understand the organization itself, and thereby the adequate way to

change it" (Masodi, Ahmadi, & Salavati, 2013). There are certain points in time when one

department will depend on another department to accomplish a precise task which will directly

correlate to the success of its task. The mutual understanding between employees and managers

will allow both departments to formulate and set adequate deadlines that will allow the

organization to reach its goals and objectives. As a result, there will be an increased

collaborative effort among staff and managers.

2: Create a peer-to-peer interactive process for the organization starting in October 2014
to increase employee participation in organizational culture change through moderated
discussions of social, behavioral, and cognitive topics.

An organization's culture is not only its traditions and values but also the attitudes,

characteristics, and work habits of its staff. Begin the interactive process in 8 months (Fall

2014). This process will consist of 10 – 12 employees gathered in a conference room with a

moderator who will keep the participants focused on discussion topics and make written

observations of their actions. The discussions will be predicated on organizational culture

change and its effect on work activities, habits, working language, work beliefs, internal and

external (public) interactions, and any other relevant topic. This process is supported by one of

the trainers (from the interviews) who stated, "For each individual to understand the changes

and be able to adopt and apply the new business processes in their daily work life." In addition,

this process will aid in generating excitement about change which could reverse the low

participation in planning and implementation workgroups for organizational changes (survey

questions 6 and 7). Moreover, this process will build a bond amongst employees, and

"familiarity enhances trust and helps develop working relationships" (Anonymous, 2011). When

a culture change is to occur it is vital that the staff is involved in the process because they are

heavily entangled with it. In addition, the staff is one of the most important parts of an

organization and an organization would have a very difficult time functioning without them.

This form of involvement will encourage the staff to be more accepting and receptive of

organizational culture change.

3: Conduct continuous organization training and immersion on culture change beginning

August 2014 to increase awareness and acceptance of change.

Start bi-weekly meetings with training staff in 2 months (May 2014) to initiate the planning

process for creating a training module on organizational culture change. The creation of the

training module could take up to 3 – 4 months based on one of the key informant interviewees

(trainer) who stated, "Creating the materials depends on how big or how many changes

are happening, how in-depth the material should be, and the delivery method." Another

interviewee also mentioned, "I heard there being some sort of standard in training, something

like 4 to 8 hours of preparation time for every 1 hour in the classroom." The target is to begin

training employees in 6 months. The surveys (questions 1, 2, 3, 5, and 8) indicated that

employees value organizational change and they would prefer half-day training in a classroom

with written and visual material. Conceição and Altman (2011) state, "An organization that

promotes and encourages learning as part of its culture with the purpose of ongoing

transformation is a learning organization" (as cited in Lynch, Leo, & Downing, 2006). The

training and immersion training should consist of multiple levels. The levels should range from

novice to advance because it is crucial to recognize the sensitivity that comes along with change.

One of the unyielding factors of culture change is acceptance. Staff is resistant to change and

satisfied with their already established systems and techniques. In order to adjust that cognitive

process and shift in character, training must be given at a moderate level but continuously over

time. As staff becomes more comfortable with the nuances of change then training can be

enhanced and advanced, eventually leading to complete immersion of the new culture. The

immersion process will solidify the teachings of the trainings and truly allow the staff to put into

practice what they have learned. It will also build an inner confidence that will absorb the

differences and permit the staff to accept and willingly participate in the change. The best

recipe to apprehension is constant stimulation (e.g. training and immersion) to excite the nerves

but coax compliance and cooperation.

Areas for Further Research

The areas of further research that would be beneficial to this study are psychological

behavior, relationship between training and development, and organizational culture change in

other agencies. A deeper view into the psychology behind behavior would enhance this study by

introducing a social, behavioral, and cognitive scientific perspective. It would allow for the

exploration of employee motivation, emotion, and interpersonal relationships. The further

research into the relationship between training and development would mark as a check and

balance to see if the recommended training effectuated employee development and increased

participation in organizational culture change workgroups. Furthermore, the added research of

organizational culture change in other agencies would consist of agencies and organizations that are located out-of-county, out-of-state, and out-of-country. This form of research will establish a global viewpoint to this study. In addition, it would include both other public and private agencies and organizations, which would enhance the level of diversity.

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Appendix A

The purpose of this study is to increase employee participation in organizational culture changes. The purpose of this interview is to gather your opinions and observations of organizational culture change. This interview is scheduled for one hour. All information provided in this interview will remain confidential and none of your personal information will be shared. Only your responses to the questions will be analyzed and presented as results and findings for this study. Thank you for your time and participation.

Program Managers – Interview Questions

1. What do you personally do to assist workers with their daily activities?
2. What value, if any, does culture change training have for employees of this organization?
3. How often do workers receive training on organizational culture change?
4. What do you consider to be the top 3 concerns of workers in terms of their accepting organizational change?
5. How do you include line staff in the planning and implementation of organizational changes?
6. What methods do you use to motivate workers to continually accept new processes?
7. How do you address worker frustration?

Appendix B

The purpose of this study is to increase employee participation in organizational culture changes. The purpose of this interview is to gather your opinions and observations of organizational culture change. This interview is scheduled for one hour. All information provided in this interview will remain confidential and none of your personal information will be shared. Only your responses to the questions will be analyzed and presented as results and findings for this study. Thank you for your time and participation.

Trainers – Interview Questions

1. What would you include as learning objectives for a training program on organizational change?

2. What would you consider to be key learning outcomes to achieve in this training program?

3. What will you consider success for this training program?

4. How long will it take to create a training module for organizational culture change to administer to staff?

5. What is the most effective way to administer the training to staff (i.e. classroom, webinars, printed materials, etc.)?

6. What would be the timeframe (i.e. half-day, full day, 3 days) to conduct the training module to all staff?

7. What obstacles would prevent this training from being conducted?

Appendix C

The purpose of this study is to increase employee participation in organizational culture changes. The purpose of this interview is to gather your opinions and observations of organizational culture change. This interview is scheduled for one hour. All information provided in this interview will remain confidential and none of your personal information will be shared. Only your responses to the questions will be analyzed and presented as results and findings for this study. Thank you for your time and participation.

IT Manager – Interview Questions

1. What do you personally do to assist workers with their daily activities with technology?
2. What value, if any, does culture change training have for employees of this organization?
3. Describe technology's effect in organizational culture change?
4. What do you consider to be the top 3 concerns of workers in terms of their accepting organizational change?
5. How do you include line staff in the planning and implementation of organizational changes?
6. What methods do you use to motivate workers to continually accept new processes?
7. How do you address worker frustration through technology?

Appendix D

The purpose of this study is to increase employee participation in organizational culture changes. The purpose of this survey is to gather your opinions and observations of organizational culture change. This survey has some questions with multiple choices and others which are free-form; please respond appropriately. All information provided in this survey will remain confidential and none of your personal information will be shared. Only your responses to the questions will be analyzed and presented as results and findings for this study. Thank you for your time and participation.

Survey Questions

1. What is your preferred method of communication when receiving instructions for your daily work activities? Mark one "x" per method.

Method	Very Important	Important	Neither Important nor Unimportant	Unimportant	Very Unimportant
Written					
Verbal					
Written with visual aids					

2. When was the last time you received organizational culture change training? Circle one.
   a. 1 month ago
   b. 3 months ago
   c. 6 months ago
   d. 1 year ago
   e. Never

3. How do you prefer to receive training? Circle one.
   a. Classroom
   b. Webinars
   c. Printed materials
   d. One-on-One
   e. Other, please specify:_____

4. What are your top 3 concerns when using new computer applications? Please list.

       1: _____

       2: _____

       3: _____

5. What timeframe do you prefer for receiving training? Circle one.
    a. 1 - 2 hour session
    b. 4 hour session (half day)
    c. 8 hour session (1 full day)
    d. Two 4 hour session (2 half-days)
    e. Other format: _____

6. Have you ever participated in a planning workgroup for organizational changes? Circle one.

    a. Yes
    b. No

7. Have you ever participated in an implementation workgroup for organizational changes? Circle one.
    a. Yes
    b. No

8. How important is it to understand the value of organizational change? Circle one.

    a. Very Important
    b. Important
    c. Neither Important nor Unimportant
    d. Unimportant
    e. Very Unimportant