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Pepperdine University

Graduate School of Education and Psychology

CO-CREATING A CHANGE-ADEPT ORGANIZATIONAL CULTURE

A dissertation proposal submitted in partial satisfaction

of the requirements for the degree of

Doctor of Education in Organizational Change

by

Janet McCollum

October, 2008

Robert Canady, D.B.A. – Dissertation Chairperson

This dissertation, written by

Janet McCollum

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

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ACKNOWLEDGEMENTS

To "Acme Waste" and all the people who participated in the pilot that became the basis for my retrospective case study, I owe a huge debt of gratitude. To the company for allowing me to use the data and to the pilot participants for sharing so generously their thoughts and lives as we went through the pilot together, thank you very much. Without you, this dissertation would not have been possible.

And finally and most importantly, I wish to thank my family from the bottom of my heart. Without them I would not have successfully reached my goal. Pat, my long-suffering husband, was my rock throughout the entire process—reading and editing papers and my dissertation. He patiently listened to my complaints and celebrated my successes with me. The doctoral process is long and arduous and yet he never wavered in his belief in and support of me. My daughter, Jackie, provided insightful feedback and editing comments on the structure of my dissertation content so that it was concise and made sense to the uninitiated. She too encouraged me when I struggled and was joyful with me when I soared.

To each of you I want to once again say thank you. This experience has been a unique and meaningful journey for me and each of you has played a special role. I am grateful for your friendship and support. As this phase of my journey ends, another phase begins. It is my profound wish that we remain a part of each other's journey.

VITA

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ABSTRACT

Organizations are experiencing accelerated rates of change while at the same time organizational change initiatives are experiencing high rates of failure. If organizations are to be successful now and in the future, they must develop the capacity to become change-adept while maintaining business performance. This retrospective case study explores how an emergent change process influenced an organization's movement toward a change-adept culture while continuing to perform its normal operations.

Using a mixed method approach, the researcher analyzed artifact qualitative data by applying Kanter's 3 dimensions of a change-adept culture—*professionalism to perform*, *imagination to innovate*, and *openness to collaborate*. The researcher utilized artifact quantitative employee survey and culture assessment data, collected at the beginning of the pilot and one year later, to support and enrich the qualitative findings. The researcher analyzed organizational artifact metric data, collected over a 2 year period—from the beginning of the pilot and continuing for 6 months after the end of the pilot, to determine the impact on operational and financial performance.

Artifact interview data showed that over the 18 month pilot, managers increasingly applied and integrated Kanter's 3 dimensions, thereby demonstrating continuous progress toward becoming more change-adept culture. The managers' culture assessments and subsequent culture meetings showed year over year movement toward the preferred culture. Analysis of employee listening session data using Kanter's 3 dimensions detected positive change year over year. The employee survey data indicated improvement of employees' perceptions of the work environment year over year. Analysis of the metric data trends over 2 years and same quarter year over year

comparisons showed overall improvement in operations and financial metrics. Counter

to other change studies, the organization in this study experienced enhanced business

performance throughout the pilot change initiative and continued to experience enhanced

performance 6 months after the end of the pilot. The researcher's analysis indicates that

as participants experienced/participated in an emergent change process, they began to

integrate Kanter's 3 dimensions, moving the organization toward a change-adept culture

while improving operational and financial performance.

CHAPTER 1 – INTRODUCTION

Today's organizations are experiencing accelerated rates of change that are increasingly unpredictable (Cameron & Quinn, 2006, pp. 9-10; Lawler & Worley, 2006, pp. 1, 4) and, at the same time, organizations are encountering multiple simultaneously occurring changes—some complementary, others competing (Dutton, Ashford, O'Neill, & Lawrence, 2001, p. 716). Organizations are struggling to handle these multitudes of change demands. Nevertheless given today's complex rapidly changing environment, change is something organizations must learn to do well if they hope to be successful now and in the future. Unfortunately, "how" to change is greatly debated among scholars, consultants, and managers (Bamford, 2006, p. 181; Beer & Nohria, 2000, p. 1). Many change models and frameworks purport to offer effective ways for organizations to change (Burnes, 2004, pp. 887-890; Van de Ven & Poole, 1995), while actual understanding of organizational change lags behind.

Current success rates for most organizational change initiatives are very low, creating doubts about the various approaches used by scholar practitioners (Bamford, 2006, p. 181; Beer & Nohria, 2000, p. 2). (Note: For the purposes of this study, scholar practitioner refers to scholars, consultants, and managers.) In fact, two-thirds of change initiatives undertaken by organizations either do not meet expectations or fail completely (Beer & Nohria, p. 2; Cameron & Quinn, 2006, p. 9). Failed change attempts lead to "cynicism, frustration, loss of trust, and deterioration in morale among organization members" (Cameron & Quinn, pp. 11-12). Some research shows that an organization may be worse off after an attempt to change than if the organization never attempted to change (Cameron & Quinn, pp. 11-12). Organizations face a dilemma; change is not

only risky and potentially detrimental to the business of the organization, but it is also required for success.

If organizations are to be successful in the future, they must build their capacity to change and become adept at the process of changing while maintaining a high level of performance (Lawler & Worley, 2006, p. 19). Through the process of building a change-adept culture, changing becomes an integral part of organizational life and organizational performance (Cameron & Quinn, 2006, pp. 11-18). In a change-adept culture, "change is a natural way of life" (Kanter, 1997, p. 3), rather than a disruptive event. The business case for developing a change-adept culture is compelling.

<div align="center">Change Perspectives</div>

The *principle of complementarity* provides insight into why so many change initiatives fail. "The principle of complementarity indicates that many phenomena can be understood only if several different perspectives are applied to them" (Bartunek, Gordon, & Weathersby, 1983, p. 273). Many change approaches used in organizations are too narrow in focus to address complex continuous organizational change. Change initiatives are usually decrees issued from the top with limited input from employees and are often stated in terms of immediate goals, focusing on specific actions. The phrases "flavor of the month" and "hang in there and this too shall pass" represent comments often made by employees caught up in these types of change initiatives. The narrow change approach, described above, contrasts with a broader change approach that is more holistic and systemic. A broader change approach recognizes the interconnectedness of employees within an organization and the importance of involving employees affected by the change and, perhaps, customers and suppliers outside the organization. Authors calling for a

broader approach to change include Fitzgerald (1999), Stacey (2001), and Tetenbaum (1998). This broader approach to change provides the grounding for this study.

<div align="center">The Research Study</div>

The case study is based on a single case at a single location that includes longitudinal qualitative and quantitative artifact data. The focus of this research provides a retrospective examination of artifact data that was originally collected during a pilot change initiative which was ongoing from January 2006 through July 2007. The company that undertook the pilot granted the researcher permission to use the artifact data for this case study. To avoid reader confusion, the retrospective case study will also be referred to as "case study" or "study." The original pilot change initiative, on which the case study is based, will be referred to as the "pilot." By virtue of the fact that the case study is retrospective, it is based on artifact data. The artifact data provided a multiple level, multiple perspective, holistic view of one organization's movement toward a change-adept culture using an emergent change process.

<div align="center">*Assumption and Purpose*</div>

Echoing Lawler and Worley's (2006) work, the underlying *assumption* of the case study is "that organizations always need to be changing and must be able to perform well while changing" (p. 19). The *purpose* of this case study is to explore how an emergent change process influenced an organization's movement toward a change-adept culture while continuing to perform its normal operations. The study is based on the researcher's premise that an emergent change process encourages and prepares an organization and its participants to become skillful at navigating in a continuously changing environment, which leads to the development of change-adept culture.

The Research Objective

The *research objective* is to collect evidence from the case study in order to examine and document how an emergent change process moves an organization's culture toward becoming more change-adept while continuing to perform its normal operations. This research objective will be met by—

1. Identifying key criteria of a change-adept culture based on current literature,

2. Using the criteria established, analyze evidence of movement toward a change-adept culture based on the artifact case study data and document the findings, and

3. Reviewing the artifact business metric data over the time period studied to determine the level of performance.

The overall intent of this investigation was to develop a logical link between the data gathered and the purpose and objective posed by this study.

Key Definitions

For the purposes of this study, the following definitions will be used for key concepts. *Emergent change* is defined as

- a process that has no beginning or end point; is continuously evolving; and is unplanned or unexpected,

- occurring when people participate in everyday conversations, dialogues, and respectful interaction to create shared meaning (social construction),

- leading to experimentation and improvisation that results in customized actions to meet local/micro-level needs,

- and over time, shapes and reshapes the flow of events to produce new patterns of

    organizing or fundamental change (Weick, 2000, pp. 223-241).

Change-adept is defined as "skilled at changing." A *change-adept organizational culture* "anticipates, creates, and responds effectively to change" (Kanter, 1997, p. 3) and is "open to new possibilities, challenge, learning, and change" (Kanter, p. 25). According to Kanter, a change-adept organization looks at the gap "between current performance and the organization's possibilities—its collective hopes, dreams, and aspirations [and]… consider[s] what can be or what might be" (p. 5).

Change, a root word and seminal concept of this study, is defined as a difference between/among two or more conditions when they are juxtaposed and compared over an interval time (Ford & Ford, 1995, p. 543-544) or simply put, "a departure from the past" (Kanter, 1997, p. 3). Change may be unintentional—accidental or unanticipated consequences of action, intentional—an articulated outcome, or planned—intentional action with concrete steps to reach an a priori specified outcome (Ford & Ford, pp. 543-544). This case study focuses primarily on *intentional and unintentional change.*

The following sections of Chapter 1 discuss the significance of this study, explain the context that informed the case study, briefly develop the underlying theory and approach for the study, and review key concepts.

Significance of the Case Study

The case study explores the theoretical implications and practical application of how an emergent process influences movement toward developing a change-adept culture. The study is significant because it adds to the knowledge and understanding of organization change by elaborating on the use of multiple theoretical perspectives and

constructs applied in practice. The multiple perspective approach highlights key elements necessary for the success of an emergent change process that encourages an organization to move toward a change-adept culture. Toward that end, the contribution of the study is three-fold.

Integrating Theories and Approaches

First, the study contributes to scholarly knowledge by incorporating multiple theories and constructs in the development of a more comprehensive understanding of how an emergent process influences the development of a change-adept organizational culture. These multiple theories and constructs incorporated into the emergent change process represent both "classical Organizational Development (OD)" and "newer OD" approaches and techniques based on modernist (rationalist) and post modernist (subjectivist) thinking, respectively (Marshak & Grant, 2008, p. S7-S10). Using these multiple perspectives in a synergistic configuration more closely approximates the dynamics of complexity and change in organizations and also brings a rapprochement rather than a schism between classic and newer OD perspectives.

Practical Application

Second, studies of practical applications of multi-perspective emergent approaches to change in a business environment are limited. This case study serves to broaden and deepen knowledge and understanding of organization change by exploring how an emergent change process, applied in a specific business setting, may foster an organization's movement toward a change-adept culture. In particular, this study provides a local/micro-level view of change within an organization rather than a study of change at the organizational or enterprise level. Exploring a micro-view of

organizational change adds an important dimension in the understanding of change, since macro- and micro-level organizational change dynamics differ (Amis, Slack, & Hinnings, 2004; Weick & Quinn, 1999). In addition, while there is discussion in the literature on organizations built to change (e.g., Lawler & Worley, 2006) and on change-adept organizations (e.g., Kanter, 1997), little research has been done to specifically identify key characteristics of a change-adept culture and to document an organization's progress toward developing a change-adept culture. The case study offers a more rigorous empirical search, based on qualitative and quantitative artifact data, to identify key characteristics that may be used as criteria for recognizing and/or encouraging movement of an organization toward developing a more change-adept culture. Of critical importance to organizations is the ability to sustain performance while changing. The study will review artifact business metrics to determine the impact of change on performance.

Furthering Understanding

Third, is the hope that this study will stimulate dialogue and research among academia, practitioners, and managers within organizations. Important topics of discussion include valid and reliable criteria for recognizing a change-adept culture, the influence of emergent change processes in building a change-adept organizational culture, and the relationship of change-adept organizations and business performance.

Overview of the Case Study

The case study retrospectively explored the influence of an emergent change process on the movement toward a change-adept culture. In addition, the study examined the ability of an organization to sustain business performance while changing. The case

study was based on the experiences of one field location participating in a pilot change initiative at one company. The artifact data that informed the study was originally collected over an eighteen-month period as part of the pilot. The company requested that its name not be used; therefore, the company will be referred to under the pseudonym Acme Waste, Inc. (Acme).

The Context of the Case Study

Overview of the Company

Acme is a Fortune 200 company that is a leading provider of waste and environmental services in North America. Acme serves nearly 21 million residential, industrial, municipal, and commercial customers and employs nearly 50,000 people throughout the U.S., Canada, and Puerto Rico. The company encompasses hauling, landfill, and recycling operations.

Hauling operations remove waste from the customer premises and includes three main lines of business (LOBs). The LOB identifies the type of customer serviced—Residential, Commercial, and Industrial (or roll off). The Residential LOB provides waste removal (garbage, yard waste, and heavy trash pick up) and recycling to homes; the Commercial LOB services waste containers at restaurants, businesses, and apartment complexes; and the Industrial LOB services large box containers at construction and industrial sites. The study focused on one non-union field hauling operation in the Southern United States.

The Acme Culture

The Acme culture is action biased, hard working, results focused, and metric driven. A common description of the culture offered by Acme employees is "we are a

ready-fire-aim culture." The subtext would read "and proud of it." Recently, Acme recognized that this may not yield the best business results and has made efforts to change the approach of its culture to one of "ready-aim-fire."

Field locations are judged on profitability and key business metrics that include, but are not limited to customer service, productivity, safety, truck breakdowns, and employee turnover. In addition, Acme places a premium on relationships; story telling is enthusiastically pursued by everyone from the drivers to the President/COO and the CEO. In general, field participation and approval determines whether a program survives, therefore, buy-in from the field is critical to success of any change program.

The Field Location

The field location in the study included both market area and district personnel. Appendix A depicts the general structure of the field hierarchy and positions that participated in the change pilot. Approximately 200 people participated in the pilot at this field location. A brief introduction of key district positions follows. The District Manager (DM) is responsible for the overall profitability and operations of the district, establishing and maintaining local government and business relationships, and medium-range planning. The District Operations Manager (DOM) is responsible for the day-to-day tactical running of the operations and supervising Route Managers (RMs). RMs are responsible for the day-to-day running of their respective line of business (LOB) and supervising drivers. Those participating in the pilot from the district level included the people described above, in addition to the drivers for all LOBs, the Manager of Dispatch, Operations Specialists, and the District Fleet Maintenance Manager.

The market area supports more than one district. At this location, the market area

and district personnel share the same building. The people from the market area that

participated in the pilot included the Customer Service Manager, Customer Service

Representatives, the Billing Manager, and Billing Specialists. Artifact data from these

groups were analyzed as part of the case study. Therefore, the case study included

artifact data from multiple levels and multiple perspectives within the pilot field location.

The Emergent Change Process

Since the study explored how an emergent change process moves an organization

toward a change-adept culture, understanding which theories and models informed the

emergent process is crucial; as these will be examined later to determine how they might

support identified change-adept culture criteria. The emergent change process employed

during the pilot consisted of a variety of theories, frameworks, and models including, but

not limited, to Action Research (AR), Appreciative Inquiry (AI), systems thinking, and

complexity theory. These four main streams of thought provided a foundation for the

development of a robust conceptual and theoretical framework on which the emergent

change process was based. A brief discussion of the four main components follows. In

Chapter 2, these components will be explored in terms of their relationship to and support

of change-adept culture criteria.

Action Research (AR)

AR is a philosophy, model, and process (Pasmore, 2001; Rothwell & Sullivan,

2005) in which theory informs experiential practice and experiential practice informs

theory. AR is based on a participatory collaborative partnership (Coghlan & Brannick,

2005, p. 14). The AR model provides a structured iterative approach for addressing

issues that face an organization. According to Coghlan and Brannick (2005), the AR approach includes—*diagnosing* to identify issues, *planning action* to delineate an approach and steps to take, *taking action* to implement solution(s), *evaluating* results, and *reflecting* on lessons learned to determine what went well and what might be done differently during the next cycle (p. 35).

Inter-level dynamics are an important element of the AR model. Inter-level dynamics provide a systems perspective of relationships and interactions within an organization including individuals, teams, cross-functional teams, departments, and the organization (Coghlan, 2005, p. 103). By highlighting the interactions within the organization, members and groups develop a more holistic understanding of how issues and solutions may affect the behavior of an organization and its members. A more holistic understanding of the organization encourages member dialogue and participation in creatively addressing issues.

Appreciative Inquiry (AI)

Appreciative Inquiry (AI) is a philosophy, model, and approach based on social construction theory and positive inquiry (Watkins & Mohr, 2001, p. 32). Social construction theory states that "as the people of an organization create meaning through their dialogue together, they sow the seeds of the organization's future" (Watkins & Mohr, p. 26), thereby co-creating change capability within that organization.

Inquiry is an intervention which asks questions that become the seeds for change, directing thoughts and discussions, which in turn guide discovery and learning. Inquiry and change occur simultaneously. Therefore, the first questions asked influence the direction an organization moves toward envisioning and creating possible futures,

potentially engendering emotional commitment and engaging the imagination of those involved to creatively innovate for the future.

Systems Thinking

Von Bertalanffy (1972) defined systems as "a set of elements standing in interrelation among themselves and with the environment" (p. 417). Systems thinking incorporates a systemic view of organization dynamics, interrelationships, interdependencies, and evolution; the whole is greater than the sum of the parts.

Gharajedaghi (2006) defined third generation systems thinking as a holistic approach that incorporates the dynamics of non-linearity and interactive multi-loop feedback systems, self organization, and interactive design (p. 107). Gharajedaghi suggested that a purposeful system exhibits both equifinality, producing "the same outcome in different ways in the same environment," (p. 12) and multifinality, producing "different outcomes in the same or different environment" (p.12). These two concepts may account for the unpredictability of change initiatives outcomes. As third generation systems thinking emerges, Gharajedaghi believed that system design through participation, iteration, and second-order learning is the key to enhanced choice. He also believed that holistic thinking is accomplished through a socio-cultural system where meaning emerges from the interactions of individuals within that system (social construction).

Complexity Theory Concepts

Complexity theory concepts are used as metaphors (Hatch, 1997, p. 51; Palmer & Dunford, 1996, p. 691) to facilitate the understanding of complex change in organizations. Complexity theory concepts represent a major step beyond traditional

systems thinking (Pascale, Millemann, & Gioja, 2000, p. 105). Seven characteristics of

complex systems provide effective metaphors that aid in the understanding of

organization behavior and change; these include—the butterfly effect, boundaries,

feedback, fractals, attractors, self organization, and coupling (Eoyang, 1997). A butterfly

effect occurs when a small action results in a large change or vice versa; the effect may

be either positive or negative. Patterns of differences and self-similarity emerge at the

boundaries within an organization. Boundaries must become permeable to allow open

dialogue to take place. Feedback is the way in which a system talks to itself.

Transforming or amplifying feedback occurs at the boundaries and "evokes

disequilibrium and move[s] an organization toward the edge of chaos" (Pascale et al.,

2000, p. 96) so that the system is ready to participate in, and/or, accelerate change.

Fractals reveal how simple patterns underlie intricate and complex forms that adapt into a

slightly different variation each time (Pascale et al., p. 232). Attractors are system-wide

patterns of behavior that are the result of complex interdependencies that draw an

organization in a certain direction and shape events. Attractors can inhibit or encourage

change, depending on which way they move the organization. Self organization occurs

when an organization becomes sufficiently disorganized so that it generates its own

order. At the point of self organization, innovation and breakthroughs occur. Coupling

occurs when complex interdependencies among various parts of an organization come

together to create a whole.

Synthesis of AR, AI, Systems Thinking, and Complexity Theory

Many of the concepts described in complexity theory are congruent with and

incorporated in "third generation" systems thinking (Gharajedaghi, 2006, pp. 29-55). In

addition, elements of complexity theory call for iterative change, the use of socially

constructed sense making, and recognition of systems as emergent and evolving.

Therefore, links between the principles of AR, AI, systems thinking, and complexity

theory are mutually supporting, while maintaining their uniqueness. By providing

multiple perspectives and approaches, these key components enable an emergent change

process that is flexible enough to anticipate possibilities and structured enough to respond

to present needs. An emergent change process structured in this manner prepares and

engages an organization and its members for movement toward a change-adept culture.

This premise will be explored further in Chapters 2 and 5.

Change-adept Culture

As previously stated, the objective of the study was to collect evidence from the

case study in order to examine and document how an emergent change process moves an

organization's culture toward becoming more change-adept while continuing to perform

its normal operations. An organization may fail to change "because the fundamental

culture of the organization—values, ways of thinking, managerial styles, paradigms,

approaches to problem solving—remains the same" (Cameron & Quinn, 2006, p. 11).

Organizations can increase the likelihood that they will be able to meet the change

challenge by developing a change-adept culture. As Kanter (1997) stated, "A change-

adept organization . . . goes beyond simple departure from the past (the conventional

definition of change) to include increased fitness for the future" (p. 3). A change-adept

culture values "changing" as a business imperative. "Productive change becomes a

natural way of life" (Kanter, p. 3). According to Kanter, an organization that is change-

adept concentrates on the gap "between current performance and the organization's

possibilities—its collective hopes, dreams, and aspirations" (p. 5). Kanter describes change-adept organizations as

> dynamic, open systems with many active pathways for participation and influence, with many people involved in the search for better ideas, and rapid feedback loops extending within and without the organizations. They innovate, stress learning, and collaborate with allies and partners. (p. 5)

Kanter (1997) continues by listing three intangible assets that assist an organization in becoming change-adept —"concepts, competence, and connections" (pp. 5-6). Fostering the development of these intangible assets enables an organization to develop a change-adept culture that "cultivate[s] the imagination to innovate, the professionalism to perform, and the openness to collaborate" (Kanter, p. 7). In this study, the initial criteria for determining a change-adept culture are based on Kanter's description of change-adept organizations. A change-adept culture requires a different perspective of and approach to change; one in which the cultural life of an organization becomes a dynamic process—continually co-created and evolving, rather than static (Gergen & Thatchenkery, 2004, p. 240). As Cameron and Quinn (2006) point out, "Without culture change, there is little hope for enduring improvement in organizational performance" (p. 16).

Chapter 1 Summary

On the one hand, organizational change is ubiquitous, unpredictable, and expected to increase exponentially, while on the other hand, organizational change initiatives experience a high rate of failure. There are a myriad of approaches and models of change; understanding of the nature of change is varied and contradictory. The purpose

of this case study is to explore how an emergent change process influenced an

organization's movement toward a change-adept culture while continuing to perform its

normal operations.

Toward that end, this case study captures the essence of the principle of

complementarity by integrating and synthesizing multiple theories and concepts—most

notably AR, AI, systems thinking, and complexity theory metaphors. All of these

differing, yet complementary, perspectives inform and support an emergent change

process that influences an organization's movement toward a change-adept culture.

CHAPTER 2 – REVIEW OF THE LITERATURE

This chapter reviews selected literature on organizational change, organizational culture, and change-adept organizations. Given the depth and breath of the literature on organizational change and culture, the literature review focuses on key concepts, models, and/or research that influenced the development of each area and are relevant to the purpose of the case study—to explore how an emergent change process influenced an organization's movement toward a change-adept culture while continuing to perform its normal operations.

Selected Organizational Change Literature

Organizational change literature is broad and deep. The intent of this change literature review is to consider the influence of modern and postmodern thought on organizational change and review studies that represent the evolution of views on organizational change over time. The following works document the development of organizational change literature—Lewin's (1951) change model, stages of development (Greiner, 1998), punctuated equilibrium (Gersick, 1991; Romanelli & Tushman, 1994), radical change (Amis et al., 2004; Greenwood & Hinings, 1996), continuous change (Brown & Eisenhardt, 1997; Weick & Quinn, 1999); and emergent change (Higgs & Rowland, 2005; Plowman et al., 2007). The aforementioned approaches to change continue to influence how organizations think of and structure change initiatives, and therefore, are relevant grounding for the case study.

Modern and Postmodern Thought—Foundations of Organizational Change

Modern and postmodern thought underlie different approaches to organizational change. Marshak and Grant (2008), in their discussion of organizational change, link

more "classical OD" approaches with modern thought and "newer OD" approaches with

postmodern thought (Marshak & Grant, p. S7-S11). In contrasting the classical and

newer approaches of change, differences emerge in the areas of truth, reality, and change

(Marshak & Grant, p. S8). Table 1 compares the classical OD (modern) approach with

the newer OD (postmodern) approach that underlies differing approaches to change.

Table 1

Comparison of Classical OD and Newer OD Approaches

Area	Classical OD (Modern)	Newer OD (Postmodern)
Truth	Transcendent, discoverable, single objective reality.	Inherent, emerges from situation, multiple socially constructed realities.
Reality	Discovered through rational analysis.	Socially negotiated.
Change	Episodic, planned and managed.	Continuous, self-organizing.
Approach to Change	Emphasis on changing behavior, what one does, problem solving.	Emphasis on changing mindsets, how one thinks, negotiating agreements.

Note: This table is a synthesis of information discussed in "Organizational Discourse and

New Organization Development Practices," by R. J. Marshak and D. Grant, 2008, *British

Journal of Management, 19,* p. S8 and "From Modern to Postmodern Organizational

Analysis," by R. Chia, 1995, *Organization Studies, 16*(4), pp. 579-604.

Explicitly juxtaposing modern and postmodern OD approaches to change (Table

1) illuminates the distinct influence of each perspective and how each view has informed

and contributed to the evolution of views on organizational change. As scholar

practitioners develop a deeper understanding of how the differing perspectives impact approaches to change, they can more adroitly create and adopt more inclusive models that bridge and incorporate the strengths of each view appropriately.

<div align="center">*Organizational Change Approaches*</div>

Lewin's Change Model

Lewin's (1951) change model is a classical OD approach, and as such is grounded in modern thought. Until recently most change models were generally based on Lewin's three stages of change—unfreeze, change, and refreeze (Weick & Quinn, 1999). Lewin's change model assumes that change is linear—moving forward from one state to another; progressive—moving toward a desired goal which begins by disrupting the status quo; planned—usually based on some failure within the organization; and unusual—because change is infrequent and discontinuous after which the organization returns to a "quasi-stationary" or stable state (Marshak, 1997, pp. 61-62).

Stages of Development

During the 1970's, Greiner (1998) proposed an organizational life cycle approach to change. In his concept of a life cycle, an organization undergoes distinct, identifiable, and predictable stages of development in which periods of prolonged growth, evolutionary stages, are interspersed with periods of upheaval and crisis, revolutionary stages (pp. 4-5). Greiner maintains that the new practices which emerge from a revolutionary phase are incorporated in the subsequent evolutionary stage, ultimately creating the need for the next revolutionary phase.

Punctuated Equilibrium

In contrast to Greiner's (1998) predetermined organizational life cycles, Gersick (1991) contends that individual systems of the same type do not all develop along the same path (p. 12). Furthermore, Gersick indicates that changing a system does not necessarily move it in a forward direction (p. 12). She claims that "punctuated equilibria are not smooth trajectories toward pre-set ends because both the specific composition of a system and the 'rules' governing how its parts interact may change unpredictably during the revolutionary punctuations" (Gersick, p. 12). Gersick's theory contradicts Greiner's organizational life cycle theory.

Gersick (1991) compared the commonalities of a punctuated equilibrium change paradigm across various social and scientific disciplines. In her study, Gersick defines evolutionary change as a system in equilibrium where incremental adjustments are made, but the "system's basic organization and activity patterns stay the same" (p. 16). Revolutionary change, according to Gersick, is fundamental change in which equilibrium is broken down and replaced with a "subset of the system's old pieces, along with some new pieces . . . [creating] a new configuration, which operates according to a new set of rules" (p.19). Gersick suggests that unless a transition happens quickly, the organization will be pulled back toward the old structure, ending in partial or complete failure to transition (p. 29). As mentioned in Chapter 1, organizational change literature often notes partial or complete failure of organizations to change (e.g., Beer & Nohria, 2000; Kotter, 1996; Lawler & Worley, 2006).

Romanelli and Tushman (1994) in their study state, "Punctuated equilibrium theory depicts organizations as evolving through relatively long periods of stability

(equilibrium periods) in their basic patterns of activity that are punctuated by relatively short bursts of fundamental change (revolutionary periods)" (p. 1141). Greiner (1998), Gersick (1991), and Romanelli and Tushman (1994) view evolution and revolution similarly; they all identify periods of equilibrium interspersed with bursts of fundamental change.

In an attempt to empirically validate the occurrence of revolutionary change in the punctuated equilibrium model, Romanelli and Tushman (1994) examined the life histories of 25 minicomputer companies over a three-year period using information found in publicly available documents (i.e., business articles, 10-K reports, and annual reports). They proposed that revolutionary change occurred within a 2-year period of when an organization experienced a significant change in strategy, structure, and power distribution. Romanelli and Tushman determined that "revolutionary transformation, as predicted by the punctuated equilibrium model, is a principal means by which organizations fundamentally alter their systems, strategies, and structures" (p. 1159).

Radical Change

Greenwood and Hinings (1996) define radical change as a fundamental reorientation of an organization, while convergent change is "fine tuning an existing orientation" (p. 1024). They discuss whether radical change is achieved through evolutionary or revolutionary means. According to Greenwood & Hinings, the capacity of an organization to act is a key enabler for radical change (p. 1040). In their view, the organization's capacity to act is enhanced or constrained by whether or not there is a clear understanding of the organization's new conceptual destination—where are we going?; whether or not the organization possesses the commitment, skills, and

competencies needed to move toward the new destination—how do we get there?; and whether or not the organization is able to function effectively in the new environment— what do we do once we are there? (Greenwood & Hinings, p. 1040).

Greenwood and Hinings (1996) continue with an explanation of evolutionary and revolutionary change, which they contend is concerned with the "scale and pace of upheaval or adjustment" (p. 1024). They view evolutionary change as "slow and gradual" while revolutionary change is "swift and affecting all parts of the organization simultaneously" (Greenwood & Hinings, p. 1024). According to Greenwood and Hinings, radical change can be either evolutionary or revolutionary in nature; however, they did not address whether both could occur at the same time in the same organization. They point out that radical change is an iterative process involving many interactions that are dynamic and do not occur in a linear and sequential manner.

Amis et al. (2004) conducted a 12-year study of a group of sports organizations in Canada, exploring the impact of pace, sequence, and linearity on radical change. In their study, Amis et al. suggest that radical organizational change is "characterized by an initial burst of activity followed by relatively sedate progress toward the desired endpoint" (p. 35). Accordingly, in Amis et al.'s study, time was allowed to develop trust and build effective working relationships. Amis et al. found that carefully planning the sequencing of changes to key organizational elements sent a clear message that the changes being made were expected to be "substantive and enduring." The study highlighted that "changing high impact decision-making elements early in a transition process" (Amis et al., p. 35) sent a powerful symbolic message to the organization. A key finding in Amis et al.'s study centered on change at the sub-organizational level. The

sub-organizational level experienced oscillations and reversals suggesting nonlinear change. In contrast, the macro-organizational level experienced change as linear steps.

Continuous Change

Time-paced change and complexity theory. Gersick (1991), referring to the punctuated equilibrium paradigm, cautioned that scholar practitioners should "avoid assuming it is the only way systems change" (p. 33). Toward that end, Brown and Eisenhardt (1997) studied six organizations to determine how they engaged in a continuous change process. Using complexity theory and time-paced evolution as the theoretical basis of the study, Brown and Eisenhardt attempted to shift the view of change from episodic and radical to rapid and continuous. Brown & Eisenhardt indicate that continuous change is the

> ability to change rapidly and continuously…. [It] is not only a core competence, it
> is also at the heart of [organizational] cultures…. [C]hange is not the rare episodic
> phenomenon described by the punctuated equilibrium model, but, rather, it is
> endemic to the way these organizations compete. (p. 1)

Brown and Eisenhardt (1997) identified two key properties—semistructures and links in time (p. 29). *Semistructures* balance rigidity and chaos, creating a partial order. Clear structure is created around defined roles, responsibilities, project priorities, and resources. However, the process proceeds iteratively. *Links in time* views change as a continuum that links the past, present, and future, creating a tempo or rhythm of change. Gersick's (1991) discussion of "temporal milestones" supports Brown and Eisenhardt's concept of "links in time." A time continuum view of change is quite different from the punctuated equilibrium view, which states that change is driven by particular events.

Episodic and continuous change. Weick and Quinn (1999) contrast episodic and continuous change, equating episodic change to Lewin's change model of unfreeze-change-freeze and describing continuous change as "freeze-balance-unfreeze" (p. 379). In their discussion of change, Weick and Quinn state that episodic change represents a macro-level view of organizational change while continuous change represents a micro-level view (p. 362). Weick & Quinn define episodic change as "infrequent, discontinuous, and intentional" (p. 365). They state that episodic change occurs when "preexisting interdependencies, patterns of feedback, or mindsets produce inertia" (Weick & Quinn, p. 368) that occurs when rapid changes in the environment outstrip the ability of the organization to respond. Weick and Quinn warn of the tendency of episodic change to create "either-or" thinking, since the process presupposes replacing something already existing with something new (p. 370).

Weick and Quinn (1999) contend that continuous change is emergent in nature. They define continuous change as "ongoing, evolving, and cumulative" consisting of "improvisation, translation, and learning" (Weick & Quinn, p. 375). A continuously changing organization is one that possesses a change repertoire that enables a response proactively or reactively to strengthen, enlarge, change, and unlearn skills and knowledge, as necessary (Weick & Quinn, p. 375). According to Weick and Quinn, organizational culture is important to a continuous change process because it provides a belief and value structure that fosters continuous change and gives permission to those involved to test new and different actions. Small changes become part of an interconnected system that amplifies the change (i.e., butterfly effect). In contrast to episodic change, "continuous change is driven by alertness and the inability of the

organization to remain stable" (Weick & Quinn, p. 379). Change occurs during a rebalancing process in which patterns are reinterpreted, relabeled, and resequenced to flow more smoothly; problems are reframed as opportunities; and organization history is reinterpreted using appreciative inquiry (Weick & Quinn, p. 380).

Emergent change. In their study, Plowman et al. (2007) describe emergent change, discuss the relevance of complexity theory to organizational change, and apply complexity theory concepts to an organization. Using Greenwood and Hinings' (1996) concepts of scope and change, Plowman et al. conceptualize change along two continuums—episodic to continuous and convergent to radical, creating four quadrants—continuous and convergent, continuous and radical, episodic and convergent, and episodic and radical. The focus of Plowman et al.'s study was on continuous, radical, unintended change where small changes resulted in transforming an organization. The effect of small changes is counter to Gersick's (1991) and Romanelli and Tushman's (1994) assertion that small changes do not accrue to become large changes, but is supported by Weick and Quinn's (1999) statement that "small changes can be decisive if they occur at the edge of chaos" (p. 378).

The complexity theory construct metaphors that Plowman et al. (2007) apply to create a better understanding of continuous radical change include—initiating conditions, far from equilibrium state (edge of chaos), deviation amplification, and fractals and scalability (pp. 519-521). The following discussion of complexity constructs is based on Plowman et al. (pp. 520-521).

Initiating conditions ("butterfly effect") imply that small changes can have potentially large nonlinear effects with unanticipated consequences. The far from

equilibrium state (edge of chaos) incorporates "both-and" thinking, thereby creating an

opportunity for experimentation and discovery which may lead to disorder and

simultaneously to self organization, thereby, spreading new ideas and actions throughout

an organization. Deviation amplification from positive feedback can lead to the

intensification and magnification of small changes. Fractals and scalability provide a

way to understand similar patterns that appear at different levels within an organization.

Applying complexity theory constructs as metaphors to explain organization decline and

renewal, Plowman et al. (2007) found that emergent change can be continuous,

evolutionary, and radical. These findings support findings by Greenwood and Hinings

(1996) and Weick and Quinn (1999).

      In their study, Higgs and Rowland (2005) identified four approaches to complex

change, two of which are relevant to this research—master and emergence (p. 127).

Master change is change driven or controlled from the top and is focused on the macro or

organizational level. A master change approach includes the use of a complex theory of

change that incorporates elements from two or more theorists, a wide range of

interventions, extensive engagement of participants to influence the change process, and

project management (Higgs & Rowland, p. 127). An emergence approach to change

includes local differentiation that incorporates a few high level rules and loosely set

direction, is generally initiated where there is high customer or client contact, encourages

diffusion of learning through lateral connections sharing best practices, and involves

"novel mixes of people" (Higgs & Rowland, p. 127). Higgs and Rowland found that the

"recognition of the complexity of change is important to the formulation of effective

change strategies" (p. 144). They also found that an emergent change approach appeared

to be "strongly related to success in so many contexts" (Higgs & Rowland, p. 144),

including change that occurred relatively quickly.

Summary of the Selected Organizational Change Literature

The selected organizational change literature review shows the development of

academic thought over time—beginning with Lewin's linear planned change model

grounded in modern thought and transitioning over time to newer emergent

change/complexity theory approaches that are nonlinear and grounded in postmodern

thought. The threads of evolution and revolution are intertwined with the concept of

radical change. Continuous emergent change is linked with constructs from complexity

theory. In addition, continuous emergent change and complexity theory concepts are

linked to evolutionary and radical change. Organizational change theories, concepts, and

models intersect and interconnect. Separately, each offers a unique view of

organizational change that when woven together offer a more complex way of thinking

about organizational change. The important role of organizational culture in encouraging

or inhibiting organizational change is acknowledged.

Organizational Culture

There have been many definitions proposed and much written about

organizational culture (Martin, 2002, pp. 56-92). Schein (1992) describes culture as a

pattern of basic assumptions that the group learned as it solved its problems of

external adaptation and internal integration, that has worked well enough to be

considered valid and, therefore, to be taught to new members as the correct way to

perceive, think, and feel in relation to those problems. (p. 12)

Cameron and Quinn (2006) state that culture represents "how things are around here" (p. 16). Gergen and Thatchenkery (2004) offer that "cultural life largely revolves around the meanings assigned to various actions, events, or objects; discourse is perhaps the critical medium through which meanings are fashioned. . . . With each fresh current of understanding the phenomenon is altered" (p. 240). Ford and Ford (1995) suggest that organizational culture is formed through language in the form of conversations, both written and verbal, and the surrounding artifacts and practices (p. 563). According to Ford and Ford, changing an organization's culture requires an alteration of what people say, as well as the alteration and alignment of requisite myths, rituals, symbols, and signs signifying the change (p. 563). Van Maanen and Barley (1985) clearly state, "Cultures are not static" (p. 35), maintaining that cultural manifestations evolve over time as group members collectively confront and cope with situations by devising strategies that are remembered and passed on to new members (p. 33).

The following discussion highlights several important aspects of organizational culture research—the climate-culture debate, differing perspectives on studying culture, and the link between culture and performance. These aspects provide the reader with a background salient to this case study.

The Climate-Culture Debate

Lewin, Lippit, and White introduced the concept of climate in 1939 as part of their field study about the impact of different leadership styles (Schneider, Bowen, Ehrhart, & Holcombe, 2000, pp. 22-23). After being interrupted by World War II, research on climate resumed in the 1960's (Schneider et al., p. 23). Subsequent research moved away from the experimental field based studies and toward more quantitative

measures made possible by Rensis Likert's development of attitudinal scales and surveys (Ashkanasy, Wilderom, & Peterson, 2000, p. 3).

Culture studies emerged in the early 1980s as a reaction to quantitative climate studies (Denison, 1996, p. 620). Early organizational culture studies relied heavily on anthropology which brought more holistic ways of thinking about "systems of meaning, values, and actions" (Ashkanasy et al., 2000, p. 5). Researchers who undertook culture studies valued "being close to the phenomenon . . . [to] understand the native's point of view" (Denison, p. 643). In ethnographically based studies, researchers worked directly with an organization using inductive intuition to more deeply understand and describe an organization's particular culture (e.g., Schein, 1992).

As the understanding of climate and culture evolved, the similarities between the two became obvious; many definitions of culture and climate overlapped and could easily be substituted for each other (Denison, 1996). Culture and climate are now considered to share a common foundation and provide complementary lenses of the same phenomenon, representing differing points of view and interpretation (Denison, p. 625; Ashkanasy et al., 2000, p. 7). Therefore, in this study there is no distinction made between climate and culture, rather both will be addressed as part of culture.

Cultural Perspectives

Two perspectives for studying culture include Martin's (2002) use of integration, differentiation, and fragmentation; and Cameron and Quinn's (2006) competing values framework. Both perspectives emphasize employing multiple lenses and embedded paradoxes to provide a more robust understanding of the culture under study.

Integration, Differentiation, and Fragmentation

Martin (2002) explores three theoretical perspectives of organizational culture—integration, differentiation, and fragmentation (p. 94). Integration focuses on mutually consistent interpretations across an organization and excludes ambiguity (Martin, p. 94). Differentiation focuses on inconsistent interpretations among groups within an organization, but consensus exists within a subculture (Hatch, 1997, pp. 217-220; Martin, p. 94; Schultz & Hatch, 1996). A subculture may exist as mutually reinforcing, independent, or in conflict with other subcultures. Ambiguity is accepted between/among subcultures. Schein's (1996) study of three subcultures provides an example of a differentiation perspective. Fragmentation shows a lack of consensus—being neither consistent nor inconsistent, but rather "transient and issue specific" (Martin, p. 94). Ambiguity is acknowledged and seen as a normal part of organizational life (Martin, p. 105).

Most culture studies have focused on *one* of the three perspectives—integration, differentiation, or fragmentation (Martin, 2002, pp. 95-108). However, Martin argues that when studying culture, all three perspectives should be used simultaneously, not singularly or sequentially (p. 120). She further advocates the use of all three perspectives to illuminate how differing positions complement each other, providing "a wider range of insights than is available from any single point of view" (Martin, p. 120). The conceptual blind spots of each perspective—integration's blindness to ambiguities and differentiation's and fragmentation's blindness to shared meanings—are mitigated when the three perspectives are combined (Martin, p. 120).

Competing Values Framework

The competing values framework (Cameron & Quinn, 2006) provides another way of investigating organizational culture. Martin (2002) asks how organizations recognize and balance the competing value demands that they face (p. 348). Hatch (1999) considers the impact of tensions and ambiguity on the ability of an organization to allow multiple diverse interpretations while providing enough unity to support the diversity (pp. 86-87). According to Hatch, tensions created from ambiguity can be equated to competing values within an organization.

The competing values framework was developed by Robert Quinn and colleagues in the late 1970s and early 1980s (Zammuto, Gifford, & Goodman, 2000, p. 264) and is based on two dimensions. One dimension differentiates "flexibility, discretion, and dynamism from . . . stability, order, and control" (Cameron & Quinn, 2006, p. 34). The other dimension differentiates "internal orientation, integration, and unity from . . . external orientation, differentiation, and rivalry" (Cameron & Quinn, p. 34). These two dimensions form four quadrants that "describe different valued outcomes that define effective organizational performance and means through which they are likely to be attained" (Zammuto et al., 2000, p. 264). Each quadrant of the competing values framework "emphasizes different aspects of the organizing process—people, adaptation, stability, and task accomplishment" (Zammuto et al., p. 269). The juxtaposition of the quadrants captures the tensions between them and clearly illustrated the paradoxes of organizational life and the ambiguity experienced by every participant in an organization (Zammuto et al., p. 269). An organization needs to balance elements of all four quadrants, rather than overemphasize one aspect. Over emphasis of one aspect at the

expense of the other aspects leads to a dysfunctional organization (Cameron & Quinn;

Zammuto et al., p. 269).

Culture and Organizational Performance

According to Schein (1999), there is "abundant evidence that corporate culture

makes a difference to corporate performance" (p. xiv). Cameron and Quinn (2006)

concur, stating that "organizational culture has a powerful effect on the performance and

long-term effectiveness of organizations" (p. 5).

Lawrence and Lorsch (1967) found that in high performing organizations the

three subsystems they studied—sales, research, and production—were highly

differentiated based on the different environments in which they worked (contingency

theory). However, these subsystems simultaneously maintained a high level of

integration to achieve a unified effort (Lawrence & Lorsch, p. 47). Therefore, those

organizations that achieved both a high level of differentiation *and* a high level of

integration (a paradox) achieved a high level of performance (Lawrence & Lorsch, p. 45).

Kotter and Heskett (1992) looked at the relationship between the strength of

organizational culture and economic performance of nearly 200 corporations. Generally,

Kotter and Heskett found that "corporate culture can have a significant impact on a firm's

long-term economic performance" (p. 11). However, a strong culture is significantly

related to overall performance only when "the resulting actions fit an intelligent business

strategy for the specific environment in which the firm operates" (Kotter & Heskett, p.

142).

Denison (1997) studied the relationship between the environment, culture, and

strategy. He considered four elements of an organization's culture—involvement,

consistency, adaptability, and mission (Denison, p. 15). Denison found that adaptability and mission cultures are more effective in rapidly changing environments while consistency and involvement cultures are more effective in stable environments.

With a different perspective of organizational culture and performance, Siehl and Martin (1990) warn, "It is unwise and misleading to justify studying culture in terms of its links to financial performance, since that link has not been—and may well never be—empirically established" (p. 242). In support of Siehl and Martin's assertions, Wilderom, Glunk, and Maslowski (2000) found that generally the link between culture and performance is not well established; identified major challenges in culture performance research; and called for more carefully planned empirical studies (pp. 208-209).

Summary of Selected Culture Literature

Culture is broad and deep. There is much that is unknown, and yet the assumption that culture is somehow important to an organization seems to be taken on faith by managers, participants within organizations, consultants, and scholars. Culture is defined in many ways and informed by multiple perspectives. Each perspective adds to the understanding of culture. The climate-culture debate has become less prominent as climate and culture are viewed now as complementary lenses of the same phenomenon. Culture may be studied from various perspectives. The three perspective approach of integration, differentiation, and fragmentation adds to the development of a more robust view of organizational culture. The competing values framework highlights the importance of balancing the tension, paradox, and ambiguity inherent in organizational culture. The link between culture and organizational performance is an important topic for organizations that continues to be debated by scholars.

Change-adept Culture

This case study focuses on change-adept organizational culture. Therefore, the following review of relevant literature concentrates on Kanter's (1997) model of change-adept organizational culture and other relevant research that informs/supports the model. The researcher chose Kanter's model as the primary source for developing change-adept criteria for two reasons—1) Kanter is one of the few authors who directly addresses the concept of change-adept organizations, which is distinctively different from adaptive organizations; and 2) Kanter elucidates change-adept dimensions that can be used as criteria to provide a framework for exploring an organization's movement toward a change-adept culture. Other authors will be cited to further illuminate and expand Kanter's dimensions of change-adept organizational culture.

Kanter (1997) describes change-adept organizations as organizations that make "investments that create the capability for continuous innovation and improvement, for embracing change as an internally desired opportunity before it becomes an externally driven threat, by mobilizing many people in the organization to contribute" (p. 5). Kanter goes one to state that "success with efforts of this kind depends on whether the conditions necessary to make the organization change-friendly exist, so that the change can occur continuously and feels natural" (p. 5). According to Kanter, change-adept organizations are "open, dynamic systems with many active pathways for participation and influence, with many people involved in the search for better ideas, and with rapid feedback loops extending within and without the organization" (p. 5) where "influence flows up and down" (p. 10).

A systems perspective, one of the components of an emergent process, provides the foundation for understanding change-adept organizations. A systems perspective seeks to understand phenomena in terms of a whole that is made up of interrelated and interdependent elements (Coghlan & Brannick, 2005, pp. 118-119). Von Bertalanffy (1972), in his exposition on general systems theory, posited that within a system, subsystems exist. Each subsystem affects the others while depending on the whole. Due to the mutual interrelatedness of a system, the whole becomes more than the sum of the parts, making each system unique.

Many Scholars (e.g., Gharajedaghi, 2006; Katz & Kahn, 1978; Nadler, Gerstein, & Shaw, 1992; Von Bertalanffy, 1972) view organizations as dynamic, open social systems. According to Katz and Kahn, general systems theory informs the view of organizations as open systems (pp. 2-8). As organizations interact with their environment, they have influence on and are influenced by their environment. Therefore, organizations can only be understood within the context of their environment (Gharajedaghi, pp. 30-32).

Change-adept Culture—Three Dimensions

The following discussion elaborates on Kanter's (1997) three dimensions, attendant key characteristics of change-adept culture, and relevant informing literature. Kanter states that "business change and culture change go hand in hand" (p. 66). In fact, Kanter's description of change as "a natural way of life" (p. 3) is similar to Cameron and Quinn's (2006) definition of culture as "how things are around here" (p. 16). A case can be made that Kanter's discussion of change-adept organizations refers to organizations that have a change-adept culture. In this study, "change-adept organization" and

"change-adept organizational culture" will be used interchangeably, always referring to

"change-adept culture." The ultimate goal of this section is to provide thematic criteria,

based on Kanter's model of change-adept organizations, to analyze the artifact qualitative

data from the case study.
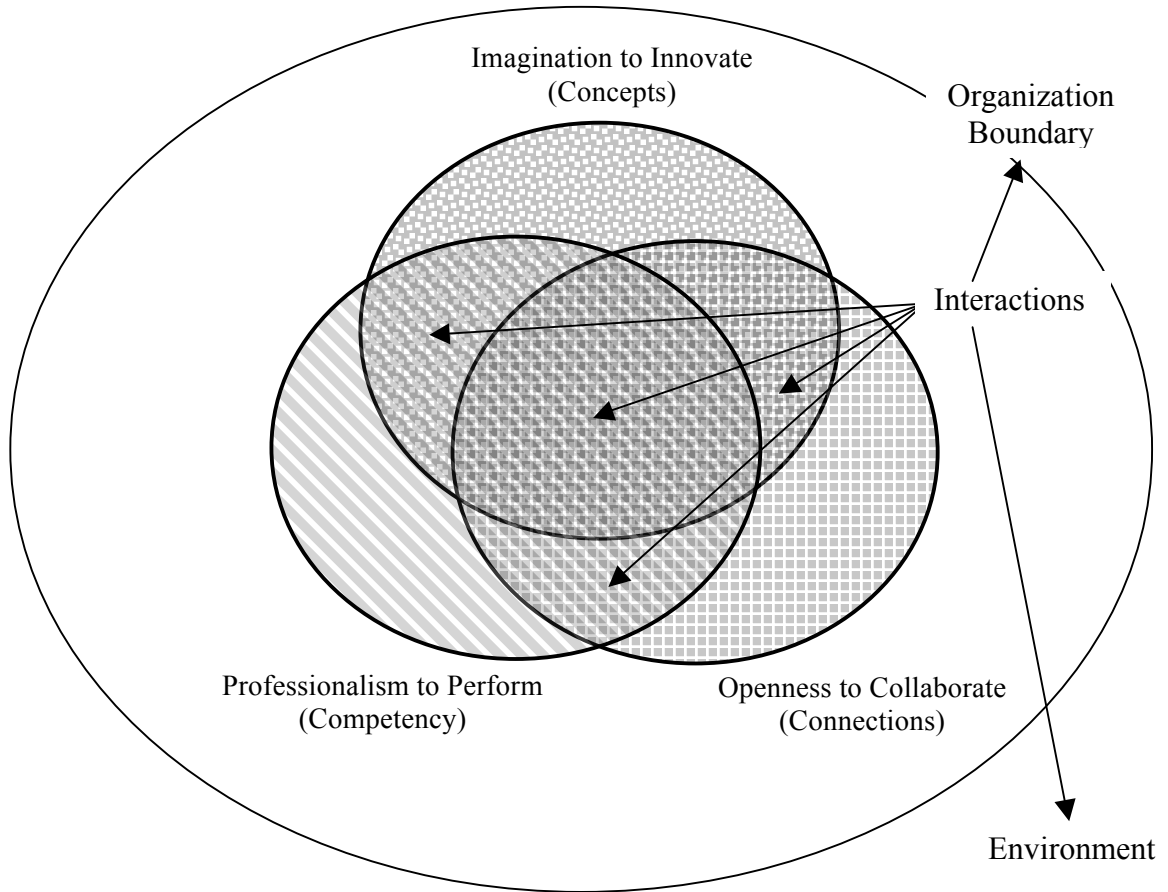
Figure 1. Kanter's Dimensions of Change-adept Organizational Cultures.

Note. As with any static two-dimensional representation, the dynamic interactions and

continuous changes occurring within the system are difficult to capture. This diagram

depicts change-adept culture dimensions and interactions as described in the book

Rosabeth Moss Kanter on the Frontiers of Management by R. M. Kanter, 1997,

Cambridge, MA, pp. 3-26.

According to Kanter (1997), an organization must cultivate three dimensions to become change-adept—*professionalism to perform*, *imagination to innovate*, and *openness to collaborate* (p. 7) and their respective intangible assets—concepts, competence, and connections (pp. 7-19). Figure 1 graphically depicts the three dimensions, associated intangible assets, and points of interaction and integration discussed by Kanter. In addition, Figure 1 denotes boundary spanning interactions as well as interactions with the environment. In Kanter's view of change-adept organizations, there is interaction and integration between/among the three dimensions. The integration is critical for moving toward a more change-adept culture.

Table 2

Change-adept Dimensions

Dimension	Intangible Asset	Characteristics
Professionalism to Perform	Competency	• Discipline—few simple rules
		• Learning & skills development
		• Changing roles
Imagination to Innovate	Concepts	• Supportive container
		• Innovative thinking
		• Experimentation
Openness to Collaborate	Connections	• Internal & external networks

Note: This table summarizes the dimensions of change-adept organizations and their characteristics described in *Rosabeth Moss Kanter on the Frontiers of Management* by R. M. Kanter, 1997, Cambridge, MA, pp. 3-26.

Table 2 summarizes Kanter's (1997) three key dimensions, associated intangible assets, and attendant characteristics. The dimensions and characteristics presented in Table 2 serve as the basis for the development of change-adept organizational culture framework criteria used to analyze the case study qualitative artifact data.

Professionalism to Perform (Competency)

Kanter (1997) identifies *professionalism to perform* as one of the three dimensions in which organizations must invest to create change-adept cultures. As Kanter indicates, "[a] change-adept organization begins and ends with its people and their capacity to act. Individual competence translates into organizational competence when people have the tools and channels to make good decisions and to take productive actions" (p. 131). Change-adept organizations invest in creating capability (Kanter, p. 5) to execute flawlessly and to deliver ever higher standards to customers (Kanter, p. 6). Change-adept organizations develop competence to achieve operational excellence through discipline, using a small number of guiding rules; learning and skill development; and changing the role and relationship of manager and employee.

Discipline—a few simple rules. Kanter (1997) states that "organizational discipline turns workers with raw talent into professionals who can be trusted to do the right thing when empowered to take action not covered by formal rules" (p. 13). By establishing organizational discipline using a few simple rules, people understand what they are doing and why (Kanter, p. 13), understand the overall mission (p. 12), develop a sense of ownership (p. 54), believe in the importance of their own work (p. 52), and continuously improve their ability to deliver value to customers (p. 12). Discipline, created by a small number of rules, provides structure to guide flexible autonomous

decision-making (Kanter, p. 13) which encourages people to use their judgment (p. 18) and leads to productive empowerment, thereby building a greater capacity to act. Therefore, discipline increases the organization's fitness (capability) to perform in the future (Kanter, p. 3).

Olson and Eoyang's (2001) description of Complex Adaptive Systems (CAS) supports Kanter's (1997) explanation of discipline. In a CAS supportive container, creating and upholding lists of simple rules helps bring coherence to a self-organizing process. Simple rules provide a minimum set of guidelines or norms that circumscribe patterns of behavior in a system. If all participants in the system follow the same simple rules, then each one adapts to his or her immediate local circumstances effectively, while remaining a part of the larger system (Olson & Eoyang, 2001, p. 106).

Learning and skills development. Kanter (1997) asserts that "human talents exist only as potential until activated by the organization" (p. 6). Therefore, a change-adept organization emphasizes learning capabilities (Kanter, p. 28) and stresses learning (p. 5). In a change-adept culture, people see themselves as professionals committed to continually upgrading their skills. As professionals, they are committed to excellence (Kanter, p. 13). The organization develops learning capability offering opportunities to learn and develop new skills or to apply current skills in new situations (Kanter, p. 53). According to Kanter, once "people are empowered to contribute, they want to be rewarded for their results" (p. 132).

Lawler and Worley (2006) strengthen Kanter's (1997) assertions by stating, "organizations that are built to change must view people as open and willing to learn and eager to try new things . . . [and] they must have reward systems that encourage learning

and growth as well as current value-added activities" (p. 21). Furthermore, as Lawler and

Worley state, "To build a change capability, an organization must embrace change and

then reflect on its experience. . . . Only through experience and learning does the

capability become effective and valuable" (p. 303). Learning through practical

experience, reflection, and interpretation provides an opportunity to "consider a range of

potential futures" (Lawler & Worley, p. 297). As Bossidy and Charan (2002) explain

"the best learning comes from working on real business problems" (p. 77).

Skill development and training focus on specific information that people need to

do their current jobs. Skill development and training occur most often in new hire on-

boarding and updating current employee skills when new technologies or processes are

introduced (Lawler & Worley, 2006, p. 208). Bossidy and Charan (2002) warn that "far

more important is whether individuals can handle the jobs of tomorrow . . . [to] develop

the capability to take the business to the next level" (p. 142).

Changing roles of managers and employees. Kanter (1997) describes the

changing roles of managers and employees in a change-adept culture. In a change-adept

culture, Kanter maintains that the distinction between managers and employees

diminishes (p. 46), managers become supportive coaches (p. 14), managers "need soft

skills such as interpersonal sensitivities" (p. 132), and people work differently, are more

accountable, and feel more empowered to innovate (p. 66).

Bossidy and Charan (2002) and Lawler and Worley (2006) corroborate Kanter's

(1997) description of the changing roles of managers and employees. Bossidy and

Charan emphasize that "coaching is the single most important part of expanding others

capabilities" (p. 74). Lawler and Worley, in their discussion of leadership in built to

change organizations, assert that good leaders are "good managers [who] believe in the power of shared leadership" (p. 217). They continue by stating that a "shared leadership approach operates best from the bottom up" (Lawler & Worley, p. 225). The organization must open the way for leaders at all levels to emerge by "making leadership training and development programs available to people throughout the organization and opening up information about business results and business strategy to create a shared sense of mission and direction" (Lawler & Worley, p. 226), thereby providing transparency (p. 230). According to Lawler and Worley a shared leadership approach requires a commitment to innovation and creative thinking from everyone (p. 226).

Imagination to Innovate (Concepts)

Kanter (1997) discusses *imagination to innovate* as one of the dimensions necessary for the creation of a change-adept culture. According to Kanter, change is full of constant surprises, false starts, and messy mistakes (p. 65) which leads to "innovations [that] grow out of the unexpected, surprising, and even irreverent mental connections that create new concepts" (Kanter, p. 67), resulting in novel solutions. Imagination to innovate incorporates three important characteristics—a supporting container; innovative thinking, and experimentation.

Complexity theory metaphors can be used to support and enhance the understanding of Kanter's (1997) imagination to innovate dimension. In complexity theory, change is viewed as non-linear and therefore given to surprises and unexpected, unpredictable outcomes (Plowman et al., 2007, p. 519). As such, complexity theory may be thought of as "a science of process rather than state, of becoming rather than being" (Gleick, 1987, p. 5). In addition, complexity theory is based on four assumptions that

underlie non-linear dynamic systems—change is constant, emergent systems are not reducible to their parts, each part is interdependent, and effects upon the system may be disproportionate to their size (Lichtenstein, 2000). Complexity theory is one of the components of an emergent change process discussed in Chapter 1.

Container for supporting change. Kanter (1997) contends that organizations need to "create conditions that make change natural" (p. 26). According to Kanter, one way to create conditions for change is to incorporate innovation and achievement into the organization and its operations by developing structures that encourage people to "do what needs to be done" (p. 94). By balancing between decentralized, spontaneous, creative idea generation and more centralized, formal processes (Kanter, p. 12), the organization develops the capacity to create and nurture change as it arises within the organization (p. 65). Kanter's discussion of a supportive container implies the need for systems thinking, one of the components of an emergent change process described in Chapter 1.

Kanter's (1997) discussion of a supportive container is further illuminated in Olson and Eoyang's (2001) elaboration of Complex Adaptive Systems (CAS). CAS theory provides concepts that inform the development of organizing structures. These organizing structures foster and balance innovation and achievement, thereby creating an environment within an organization where change is natural. In CAS, the formation of a supportive "container" is critical to the success of self-organizing and is one way to accomplish the creation of the conditions for becoming change-adept. Olson and Eoyang identify two additional conditions in CAS that impact becoming change-adept—*significant differences* that shape patterns that emerge during the self-organizing process

(p. 13) and t*ransforming exchanges* that provide connections across differences to create change at a local level, with the possibility of changing system-wide patterns (p. 14).

In a CAS, a container "sets the bounds for the self-organizing system. It defines the 'self' that organizes. The container may be physical (for example, geographic location), organizational (for example, department), or conceptual (for example, identity, purpose, or procedures)" (Olson & Eoyang, 2001, p. 11) or behavioral which includes professional identity and culture (p. 12). In addition, "[a] container establishes a semi-permeable boundary . . . within which the change occurs and new relationships and structures form over time" (Olson & Eoyang, p. 12). According to Olson and Eoyang, "naturally occurring systems and subsystems shape individual and group behavior. Within a container various perspectives are shared and group identity emerges" (p. 15).

Innovative thinking. Kanter (1997) posits that "the ability to rethink categories and transcend boundaries is essential for every aspect of business practice today" (p. 118). Toward that end, Kanter recommends a bias for thinking and reflection and then taking action (p. 121). She emphasizes the importance of searching for new ideas (Kanter, p. 7), imagining and anticipating possibilities (p. 66), mindfulness (p. 117), mental agility (p. 116), and the ability to be comfortable with ambiguity (p. 66). Kanter also emphasizes the need for balancing contradictions or paradoxes, saying,

> Leaders juggle contradictions to secure the best of attractive but opposing
> alternatives, such as decentralization to respond to local markets or generate new
> ideas against centralization to improve implementation speed or to provide
> economies of scale and scope. Order is a temporary illusion . . . [requiring]
> constant adjustments. (p. 28)

Kanter's (1997) depiction of innovative thinking is deepened by combining

Mitroff and Emshoff's (1979) consideration of ill-structured situations, such as the

paradoxical situation Kanter described above, with Bartunek et al.'s (1983) concept of

complicated understanding. Ill-structured situations tend to be complex and highly

interdependent, requiring more than one person to understand issues that are perceived to

be important (Mitroff & Emshoff, p. 1). Ill-structured situations generate multiple

interpretations and understandings. To be able to make sense of an ill-structured situation

requires the "flexible reassembly of preexisting knowledge to adaptively fit the needs of a

new situation" (Spiro, Feltovich, Jacobson, & Coulson, 1991, para. 4).

According to Bartunek et al. (1983), managers and organizations need to develop

complicated understanding in order to address ill-structured situations. Complicated

understanding encourages the appreciation and inclusion of multiple perspectives leading

to diversity of thought, including the ability to empathize with those holding different

perspectives; the ability to differentiate and integrate understandings and interpretations

of events more accurately; and a tolerance for and more appropriate response to

ambiguity; adult development; and self-awareness. Complicated understanding supports

Mitroff and Emshoff's (1979) suggestion that ill-structured problems in organizations

should be dealt with by surfacing and challenging conflicting assumptions that underlie

alternative actions.

Experimentation. Kanter (1997) examines the importance of the role of

experimentation as key to imaginative innovation (p.72) and exploring possibilities

through experimentation, questioning, and challenging (p. 9). An experimental attitude

engenders a large number of possibilities and choices for the organization (Kanter, p. 12),

strengthening its options and enhancing its performance capabilities. According to

Kanter, experimentation occurs in the form of multiple small initiatives, where small

actions lead to important changes—butterfly effect (p. 62). Experiments take action that

crosses the traditional boundaries of interdependencies, makes new connections, and

invents new combinations (Kanter, p. 116). As an organization experiments, it writes its

own successful case studies, learns from its own experience (Kanter, p. 72), and creates

its own capabilities and potential for the future. An organization's strengths provide a

springboard for change (Kanter, p. 65). Kanter explains that by using organizational

strengths, anticipating possibilities, and creating positive stories as part of a process of

experimentation builds capability for creating a change-adept culture.

Kanter's (1997) comments on experimentation are grounded in Appreciative

Inquiry (AI). AI core principles focus on the positive strengths and possibilities of an

organization, thereby encouraging an organization to experiment with new innovative

perspectives that move it toward a desired future (Watkins & Mohr, 2001, p. 11).

Focusing inquiry and dialogue on the strengths, exploring possibilities, and illuminating

positive experiences in the organization moves organizational experimentation and

change in a constructive directions, creating success stories based on positive learning

experiences (Watkins & Mohr, pp. 37-39). AI is one component of the emergent change

process discussed in Chapter 1 and supports Kanter's contention that, "experimentation

both requires and builds confidence" (p. 72).

Openness to Collaborate (Connections)

Kanter (1997) states that an *openness to collaborate* is another key dimension of a

change-adept culture which focuses on developing collaborative internal and external

networks to discover opportunities by learning together. Kanter suggests that a change-adept culture develops partnerships that are cross-company and/or cross-functional, boundary spanning, and include multiple stakeholders (p. 13, 132). Kanter states that collaboration through a participative inclusive process (p. 66) "incorporates and integrates the perspectives of others" (p. 120) and encourages cross-fertilization of diverse ideas from one part of the organization to another part (p. 10). Opportunities are identified and pursued and common vocabulary and approaches are developed through collaboration (Kanter, pp. 13, 132). In a change-adept culture, people act as ambassadors to partners and communities (Kanter, p. 7).

Informing Kanter's (1997) openness to collaborate dimension are CAS (Olson & Eoyang, 2001), social construction (Gergen & Thatchenkery, 2004; Watkins & Mohr, 2001), and complex responsive processes (Stacey, Griffin, & Shaw, 2000). In CAS, organizations encourage a large number of relationships that are multifaceted, multidimensional, and widely distributed within and outside the organization (Olson & Eoyang). As new ideas emerge, they are more readily amplified throughout the organization via social interactions that enhance the transmission of information and creation of meaning i.e., social construction (Olson & Eoyang). Through the language people use, they co-construct a new worldview in which language forms a basis for action (Gergen & Thatchenkery). Dialogue encourages people to work collaboratively, considering multiple perspectives which offer new possibilities for shared meaning and action (Watkins & Mohr, p. 33). Social construction is a process of continuous change, sometimes shifting imperceptibly and other times shifting discontinuously (Gergen & Thatchenkery, p. 240).

From the perspective of complex responsive processes neither the individual nor the social collective is primary, since both are formed and being formed simultaneously (Stacey, 2001; Stacey et al., 2000). Therefore, the act of relating is the center of the organization, not the individual or the collective (Stacey et al., p. 156). As people socially construct their organization, they interpret the same information or communication differently. These differences in interpretation introduce variety and provide the opportunity for novelty and creativity to emerge (Stacey et al., p. 189). From the local interaction, change is then potentially amplified throughout the entire organization (butterfly effect). What emerges from the process of interaction at a local level is unpredictable; influenced and constrained by the dynamics of the interaction. Each interaction creates a new or modified understanding for each individual participating in the interaction. From conflicting constraints imposed by relationships and diversity, novelty emerges as a coherent pattern that did not previously exist (Stacey et al., p. 155). In this way, stability and instability occur together, simultaneously.

Taking Action and Business Performance

Kanter (1997) considers taking action and business performance as the intersection of the three key dimensions— *professionalism to perform*, *imagination to innovate*, and *openness to collaborate* which is critical to the development of a change-adept culture. She discusses the need to migrate change and innovation from the periphery to the mainstream by converting useful ideas through being persistent (Kanter, p. 11). According to Kanter, a change-adept culture responds to local markets (p. 28) by being entrepreneurial (p. 96). Through consistent execution of change to deliver operational excellence (Kanter, p. 67), change capabilities are embedded in everyday

operations (p. 3). Kanter proposes to improve profitability by "reinventing underlying

business systems rather than mechanical cost cutting" (p. 69). Furthermore, Kanter views

a change-adept organization as one that captures and transmits anecdotal experience

gained from small local actions, allowing for the possibility to influence the whole

system (p. 63).

Bossidy and Charan's (2002) perspective on the importance of tying business

performance to culture augments Kanter's (1997) perspective on taking action and

business performance. Bossidy and Charan (2002) state that "to change a business's

culture, you need a set of processes—social operating mechanisms—that will change the

beliefs and behavior of people in ways that are directly linked to bottom-line results"

(p.85). They maintain that "we act our way into a new way of thinking" (Bossidy &

Charan, p. 89). Bossidy and Charan describe social operating mechanisms as "integrative

cutting across the organization and breaking barriers among units, functions, disciplines,

work processes, and hierarchies and between the organization and external barriers" (p.

99). These social mechanisms "create new information flow and new working

relationships" (Bossidy and Charan, p. 99) by providing contact among people who

normally do not exchange views or share information and ideas with each other. Bossidy

and Charan believe that people "learn to understand their company as a whole" (p. 99)

through social mechanisms.

Understanding occurs through robust dialogue which "makes an organization

effective in gathering information, understanding information, and reshaping it to

produce decisions. It fosters creativity—most innovations and inventions are incubated

through robust dialogue" (Bossidy & Charan, 2002, p. 102). A dialogue process that

employs informal methods encourages people to test their thinking, to experiment, and to take risks among colleagues, bosses, and subordinates. Using a constructive informal dialogue process surfaces out-of-the-box ideas that create breakthroughs and effective dialogue ends with commitments and accountability (Bossidy & Charan, p. 103).

Summary of Change-adept Literature

Kanter's (1997) three dimensions—*professionalism to perform*, *imagination to innovate*, and *openness to collaborate* are key components of a change-adept organizational culture. The three dimensions with their intangible assets and characteristics provide a structure for exploring an organization's movement toward a change-adept culture. In addition, the key components of an emergent change process used in this study link to and support Kanter's dimensions.

Critical to understanding the robustness of a change-adept culture are the dynamic interactions of Kanter's (1997) dimensions resulting in action that leads to greater organizational performance. Ultimately a change-adept culture understands that "Change is not a force acting on organizations, but the very water in which organizations swim" (Watkins & Mohr, 2001, p. xxxi-xxxii).

Chapter 2 Summary

This chapter reviewed select literature on organizational change, organizational culture, and change-adept cultures. The review of select organizational change literature illustrated the evolution of organizational change thought over time. The influence of the modern/postmodern perspectives and the movement from Lewin's (1951) change model to predetermined organizational life cycles to punctuated equilibrium and on to radical

change, continuous change, and emergent change illuminates how each perspective/theory informs, complements, and embodies parts of the others.

This chapter also reviewed select organization culture literature, including culture definitions, the climate-culture debate, differing perspectives on studying culture, and the link between culture and performance. Each of these areas provided a foundation for understanding different perspectives of organizational culture that are relevant to this study.

In the review of change-adept culture literature, three dimensions of a change-adept culture were considered—*professionalism to perform*, *imagination to innovate*, and *openness to collaborate* along with the intangible assets and characteristics associated with each dimension. The dynamic interactions of a change-adept culture were discussed in terms of taking action and performance which lead an organization's culture toward becoming more change-adept. Movement toward a change-adept culture is grounded in the perspective and behavioral shift learned as part of an emergent change process.

CHAPTER 3 – METHODS

The overall purpose of analysis and interpretation is to develop a logical link between the data gathered and the purpose and objective posed by the case study (Yin, 2003, p. 112). The purpose of this case study is to explore how an emergent change process influenced an organization's movement toward a change-adept culture while continuing to perform its normal operations. The research objective was to collect evidence from a case study in order to examine and document how an emergent change process moves an organization's culture toward becoming more change-adept while continuing to perform its normal operations. (Note: As a reminder to the reader, "case study" and "study" refer to the retrospective case study that uses artifact data that was collected during the pilot. "Pilot" refers to the pilot change initiative that occurred from January 2006 through July 2007.) The case study is designed based on a single case at a single location that includes longitudinal quantitative and qualitative artifact data. The case study design incorporates multiple data sources and multi-level analysis which, when integrated, provides a more holistic understanding of how an organization's culture becomes more change-adept while maintaining performance.

The Case Study

Background

The case study is based on artifact data that was originally collected as part of a pilot change initiative conducted within Acme Waste, Inc. (a pseudonym) from January 2006 through July 2007. The case study focuses on the experience of one field location in the southern United States that participated in the pilot. See Appendix A for an

organization chart depicting the groups participating in the pilot. During the pilot, the

researcher worked as an internal consultant/coach to the field location.

A Retrospective View of the Pilot from the Sponsor—President/COO

The context of the study provided by the change initiative sponsor,

President/Chief Operating Officer (P/COO) of Acme, is based on an interview conducted

on July 10, 2007—approximately 18 months after the inception of the pilot. The P/COO

discussed initiating conditions and pilot organizing structure.

Initiating conditions. When the P/COO analyzed the metrics, he found that one

state in Acme's Southern Region was more profitable than other states. He noted that

this finding prompted him to look further into the data—

I kept coming back and looking at their [the state's] turnover, maintenance costs,

safety problems, and productivity. Something was wrong. Equipment costs

indicated that we were working the equipment too hard. That in turn indicated

that we were working the employees too hard which made me think—even

though they were good, how could they be even better? Maybe they were most

profitable because of market conditions. Maybe they would do better in metrics if

people enjoyed work and were proud of the place where they worked. I decided

that I wanted to experiment and address conditions that caused people to leave.

(personal communication, July 10, 2008)

Therefore, the P/COO commissioned a pilot initiative to explore the issues that

had surfaced. From the beginning of the pilot, the terms "experiment" and "best place to

work" emerged and continued to be used throughout the pilot, which effectively set

expectations that this initiative was different from previous company initiatives.

Organizing structure—the core team. To address the issues, the P/COO brought together a "core team" of five District Managers (DMs) and five functional managers, led by the Area Vice President. The P/COO believed that the core team "knew the issues and were the people who could help solve them." The core team identified five key areas—culture, compensation, organization, recruiting/retention, and training. See Appendix B for a description of the five areas. The activities associated with the five key areas were piloted in the district that is the subject of this retrospective case study. See Appendix C for a timeline of major pilot district events and activities by key area.

Role of the internal consultant/coach. During the pilot, the researcher of this retrospective case study acted as an internal consultant /coach supporting the core team and pilot location. The role of internal consultant/coach to the core team included facilitating the work of the core team by fostering conversations about the overall direction and process of the pilot change initiative and providing team coaching. At the pilot location, the role of consultant/coach included coaching the District Manager and management team and designing and facilitating employee listening sessions and management culture team meetings. In the role of consultant/coach, the researcher introduced the key concepts and theories of action research, systems thinking, appreciative inquiry, complexity theory metaphors, culture, and change-adept culture to the District Manager and management team to aid their understanding and incorporation of foundational theories and concepts underlying an emergent change process. In addition, the consultant/coach provided guidance and encouragement to foster the collaborative development of an emergent change process and change-adept culture that fit the local environment.

The pilot location—background. Approximately 200 people at the pilot location participated in the pilot change initiative explored in this case study. The initial pilot location management team consisted of eight managers from the pilot district and four managers from the market area. As the pilot progressed, two additional managers from the market area joined the management team. The DM's initial reaction to the change initiative was "we are already doing these things. We know our business. However, if we can find ways to make life better for our employees that would be good." No external consultants were used during the pilot. Acme used a "do it yourself" approach to strengthen discovery and experimentation to build greater internal capacity and ownership of the process from field personnel.

Case Study Method and Design

The researcher chose the case study method to document and analyze the artifact data for this retrospective study. Creswell (1998) defines a case study as "an exploration of a 'bounded system' or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context" (p. 61). In Creswell's definition, a bounded system is "bounded by time and place" (p. 61). A clearly articulated design is a critical starting point for ensuring the quality of case study research. Creswell (1998) and Yin (2003) describe key design elements that inform this case study. The design elements for this case study included—a single case that is revelatory, leading to analysis of a phenomenon not investigated previously; longitudinal; a single site; artifact data from multiple sources and multiple levels; a holistic perspective; and mixed methods.

The following discussion elaborates on how the aforementioned elements relate to the case study. The case study was based on artifact data collected from a single case at a single field location within Acme. The study was revelatory because it revealed, through exploration, documentation, and examination, how an emergent process moved an organization's culture toward becoming change-adept. In addition, this case study was longitudinal, based on mixed methods artifact data collected over multiple points in time. The artifact data spans the period from January 2006 through July 2007 and was collected using multiple data sources. The analysis of the artifact data explored and informed a holistic description of how, through an emergent change process, an organization's culture became more change-adept.

<div align="center">*The Artifact Data Sources*</div>

Quantitative Data

Quantitative artifact data sources for the case study included aggregated employee survey summary reports (descriptive depictions), aggregated management team Organizational Culture Assessment Instrument (OCAI) summary reports (key descriptors relating to culture), and key business metrics from Q1 2006 through Q4 2007 from the beginning of the pilot through 6 months after the pilot ended. A copy of the employee survey and the OCAI are found in Appendix D and Appendix E, respectively. See Appendix F for a description of the business metrics.

Qualitative Data

Qualitative artifact data sources were composed of field notes and documents. Artifact field notes were comprised of employee listening sessions, coaching

conversations, unstructured and semi-structured interviews, and field observations made during the pilot.

Employee listening session process. The employee listening sessions were based on the most positive and least positive items from the employee survey. The employee listening sessions were designed so that at the beginning of each listening session, the employees were given a list of the most positive and least positive survey items. The session facilitator then asked the employees to agree on the top three most positive items from the list and discussed why those items were most important to them. By starting with the most positive items, a positive tone was set for the listening session and, more broadly, for the foundation of the pilot change initiative. After discussing the most positive items, the session facilitator asked the employees to agree on the top three least positive items. For each item chosen, the facilitator asked the employees to discuss the underlying issues and consider ways to address those issues to make the pilot location a better place to work.

Coaching conversation process. The coaching conversations followed the action research model (Coghlan & Brannick, 2005) enhanced by Kolb's (1984) experiential learning model to reinforce the interplay between evaluation and reflection, while incorporating the principles of positive inquiry (Watkins & Mohr, 2001) and encouraging a systems perspective (Gharajedaghi, 2006). Using a coaching model that incorporated the key concepts and theories of the emergent change process reinforced and facilitated the embedding of those key concepts and theories into the culture, strengthening the likelihood of sustainability of emergent change and a change-adept culture over time.

Furthermore, the consultant/coach used positive inquiry as a way to reinforce the practice of reflection during the unstructured and semi-structured interviews.

Artifact documents. Artifact documents from the pilot study included presentations, newsletters, action plans, reports, meeting minutes, and emails. The qualitative data lent itself to content and logical analyses.

Reliability and Validity

Reliability and internal validity are key considerations for determining the quality of the data. "Trustworthiness" of qualitative data encompasses reliability and validity (Rudestam & Newton, 2001,p. 98). Reliability examines whether or not the results are consistent with the data collected and if the findings are repeatable (Merriam, 2002, p. 27). Internal validity seeks to answer two important questions, "Are we observing or measuring what we think we are observing or measuring" (Merriam, p. 25) and is the data credible? (Rudestam & Newton, p. 98).

Triangulation and a modified constant comparison method were used in the case study to establish internal validity for artifact qualitative data. Triangulation strengthens qualitative internal validity claims by using multiple data sources (Creswell, 2003, p. 204; Merriam, 2002, pp. 22-29; Stake, 1995, pp. 107-116; Yin, 2003, pp. 97-100). Jick (1979) suggests that triangulation contributes to more than establishing validity and reliability (p. 603). He maintains that triangulation captures "a more complete, *holistic*, and contextual portrayal of the unit(s) under study" (Jick, p. 603). According to Jick, "qualitative methods, in particular, can play an especially prominent role by eliciting data and suggesting conclusions to which other methods would be blind" (p. 603). Jick

continues by stating that triangulation serves to "enrich our understanding by allowing for new or deeper dimensions to emerge" (p. 604).

The constant comparison method is also a way to establish internal validity. Glaser and Strauss (1967) describe the constant comparison method as being "concerned with generating and plausibly suggesting (but not provisionally testing) many categories, properties, and hypotheses about general problems" (p. 104). Glaser and Strauss also indicate that the constant comparative method may be applied to "previously collected or complied qualitative data" (p. 102).

<div align="center">*Analysis*</div>

In keeping with Creswell's (2003) recommendation, analysis was conducted separately within quantitative and qualitative approaches, before bringing the two approaches together (p. 220). The overall intent of analysis and interpretation is to develop a logical link between the data gathered and the purpose and objective posed by the study (Yin, 2003, p. 112).

Qualitative Data—Modified Constant Comparison Method

A modified constant comparative method was used to analyze the study's artifact qualitative data. The modified constant comparison method employed in this study combines elements from Creswell, 1998, pp. 57-58; Glaser & Strauss, 1967, pp. 101-115; and Lincoln & Guba, 1985, pp. 339-351. Rather than developing categories as they emerge from the data as described in a first stage of the process by Creswell (p. 57) and Glaser and Strauss the approach was modified using "extension" (Lincoln & Guba, p. 349), where criteria described previously in the literature are used to guide the development of provisional categories and the examination of the qualitative artifact data.

Kanter's (1997) description of the three dimensions of change-adept organizations—

professionalism to perform, imagination to innovate, and openness to collaborate (p. 7)

was used as an initial framework to define provisional categories. See Chapter 2,

Change-adept Culture section, for details on Kanter's dimensions of change-adept

organizations.

   The process—stage one. The initial framework for analyzing the qualitative

artifact data from the case study using a modified constant comparison method was based

on Kanter's (1997) three dimensions of change-adept organizations. See Appendix G for

the coding guide of Kanter's dimensions. The researcher reviewed the incidents

documented in the multiple sources of qualitative artifact data. After each incident was

compared to previous incidents in each category, the incident was placed into an

appropriate category based on Kanter's three dimensions. Incidents that did not fit in any

of the categories were to be set aside and reviewed later to determine if other categories

emerged. In this study, no additional categories emerged. As more incidents were

compared and placed in a particular category, greater definition emerged and the

categories and their associated properties became more obvious and integrated, allowing

for the development of more specific rules of inclusion of the incidents. Property

dimensions for each category that highlighted the extremes and continuums of the

properties emerged. As more incidents were compared and categorized, the categories

became better defined and new incidents added incrementally less information about each

category.

   The process—stage two. At this point, the analysis switched *from* comparing

incidents to incidents and the placing of incidents into categories *to* comparing categories

to categories. The researcher began comparing each category to the other categories in a search for connections and relationships between and among the categories. No categories merged, split, reformed, or became more or less significant than other categories. Once the researcher finalized the categories, a comparison of the initial categories developed from the criteria based on Kanter's (1997) framework was reviewed and pronounced workable for this study.

The process—stage three. Based on the results of the analysis, views of the categories emerged and were explored in terms of integration, differentiation, fragmentation, and whether or not the comments were negative or positive—thus providing a deeper understanding of Kanter's dimension interactions. The researcher elucidates factors that influence an organization's move toward a change-adept culture in Chapter 4.

The modified constant-comparison method provides an ongoing examination of incidents collected through a variety of qualitative artifact data sources. Using a variety of data sources (triangulation) to develop the categories strengthens the internal validity of the analysis.

Reliability of the process. One method of establishing reliability is to show "the results are consistent with the collected data" (Merriam, 2002, p. 27) through peer review. To ensure that the modified constant comparison method yielded reliable, accurate analyses based on the qualitative artifact data, a qualified researcher reviewed the placement of incidents into categories and the finalized categories and their descriptions. When discrepancies arose between the two researchers, a dialogue ensued and continued until they reached consensus. By including a second neutral researcher to

review the results of the modified constant comparison method, the personal bias of the

original researcher was minimized and greater consistency between the artifact data and

the analysis was assured (Lincoln & Guba, 1985, p. 308).

Quantitative Data

The researcher conducted an analysis of the artifact employee survey data

aggregated in summary reports to examine possible changes in employee attitudes. The

employee surveys were administered at the pilot location in February 2006 to 181

employees and again in May 2007 to 199 employees. Since the employee survey data

was the basis of the artifact employee aggregate survey report, it is important to note that

Stanard & Associates (S&A), the company that developed, analyzed, and produced the

aggregate employee survey report, stated that "multiple studies of S&A custom surveys

indicate that the overall survey scores typically have reliability coefficients of .95 or

greater and that most dimension scores have reliability coefficients greater than .70"

(para. 4) which is highly statistically significant reliability. A copy of the S&A survey

instrument used in the pilot is included in Appendix E.

The Organizational Culture Assessment Instrument (OCAI) completed by the

management team provided a culture comparison from 2006 to 2007 and formed the

basis for key qualitative artifact data. Cameron and Quinn (2006) include details of

reliability and validity studies conducted on the OCAI in their book (pp. 143-161). In

addition, artifact business metrics were analyzed to determine changes in business

performance that occurred using a same quarter year over year comparison and overall

percent difference from pilot beginning to 6 months after the pilot ended (2 years total).

Integration of Data through Triangulation

The researcher used triangulation to integrate the multiple sources of qualitative artifact data and analyzed the data using a modified constant comparison method. In addition, triangulation was used to examine the link between quantitative and qualitative artifact data. In this way the findings of the two approaches could be integrated, or differentiated, based on the findings (Creswell, 2003, p. 223). The more varied the data sources and analysis techniques, the greater the likelihood that the thick description and complexity of the case are approximated and captured.

Ethical Considerations

This study was conducted in accordance with the policies and procedures of Pepperdine University's Institutional Review Board (IRB) that is

> guided by the ethical principles set forth in the Belmont Report (i.e., respect for persons, beneficence, and justice). In addition, all human subjects research conducted by or under the auspices of Pepperdine University will be performed in accordance with the U.S. Code of Federal Regulations, DHHS (CFR), Title 45 Part 46 (45 CFR 46), entitled *Protection of Human Subjects*, and Parts 160 and 164, entitled *Standards for Privacy of Individually Identifiable Health Information* and the California Protection of Human Subjects in Medical Experimentation Act (Code Sections 24170 24179.5). (Hall & Feltner, 2005, p. 5)

The researcher's application to Pepperdine University's IRB was submitted and approved under the exempt classification for this study based on Pepperdine University's IRB Guideline 4, Appendix B which states that

research, involving the collection or study of existing data, documents, records,

pathological specimens, or diagnostic specimens, if these sources are publicly

available or if the information is recorded by the investigator in such a manner

that subjects cannot be identified, directly or through identifiers linked to the

subjects. (Hall & Feltner, 2005, pp. 33-34)

The researcher completed training on human subject protection. The company

granted permission to the researcher to use artifact data from the pilot for a case study,

thereby providing the opportunity for others to learn from the pilot experience. However,

the company requested that their name not be used, therefore, a pseudonym was

substituted for the company's name.

Since this is a retrospective case study, only artifact data from the pilot was

available to the researcher. To protect human subjects, individual names were removed

from all field notes and documents. The field notes and documents were stored in a

secured cabinet in the researcher's home office. Employee survey and culture assessment

data was available to the researcher only in the form of aggregated artifact summary

reports of the data. Since the reports were aggregated, no individuals could be identified.

In addition, the researcher wishes to assure readers that during the original administration

of the employee surveys and manager cultural assessments, strict procedural standards

were used to ensure the confidentiality of the participants. Furthermore, the original

employee survey and manager cultural assessment (OCAI) data are stored by the third

party survey companies who analyzed the data and produced the aggregated summary

reports that are now part of the artifact data. The researcher did not have access to the

original employee survey or culture assessment data. Since all the data utilized in the case study is artifact data, there is no risk to human subjects.

Delimitations

Delimitations are limitations imposed deliberately on a study to narrow the scope (Creswell, 2003, p. 148; Rudestam & Newton, 2001, p. 90). A major delimitation of this case study is the use of a single case at one field location within a large company, which limits the extrapolation to other situations and cases.

Chapter 3 - Summary

This study is a single case, single field location, longitudinal case study. The artifact data collected during the pilot and used in this case study was derived from multiple data sources utilizing a mixed method approach and included multiple level analyses leading to a more holistic view of how an organization's culture becomes more change-adept. In this chapter, the researcher explored/described the background of the pilot, on which this case study was based. Case study design elements were considered and their relationship to the case study illuminated. The researcher identified qualitative and quantitative artifact data sources that informed the case study. The importance of validity and reliability were discussed and the analysis techniques of triangulation and a modified constant comparison method described. Ethical considerations related to the researcher's obligation to human subjects were addressed based on Pepperdine University's IRB policies and procedures, along with steps taken to ensure minimal risk to human subjects. The final discussion in this chapter outlined briefly delimitations affecting this case study.

CHAPTER 4 – ANALYSIS

In this chapter, the researcher discusses the application of Kanter's (1997) framework of a change-adept culture to the analysis of artifact qualitative data and analyzes artifact quantitative data from employee survey reports, culture assessments (OCAI), and performance metrics that inform the case study. The qualitative and quantitative data analyses incorporate multiple perspectives from multiple levels within the pilot location. Integrating multiple sources and types of artifact data lends support and credibility to the analysis to determine if an emergent change process can move an organization's culture toward becoming more change-adept while maintaining operational and financial performance.

The Data Analysis

The research analyses discussed in the following four sections reflects a multi-level and multi-perspective approach on which this case study was grounded. The following sections include the management team perspective based on informal interviews and documents, the employee perspective based on listening sessions and survey data, the organization culture perspective based on a management team culture assessment (OCAI) and management team culture meetings; and the business performance perspective based on metric data over a two-year period. The qualitative data is analyzed by applying Kanter's (1997) framework of change-adept organizations. Following is a brief review Kanter's framework.

A Brief Review of Kanter's Change-Adept Framework

Kanter's (1997) three dimensions are used as a framework to analyze the archival qualitative data for this case study in order to identify movement toward a change-adept

organizational culture. Kanter's three change-adept culture dimensions include

professionalism to perform (*perform*), *imagination to innovate* (*innovate*), and *openness*

to collaborate (*collaborate*). Chapter 2 elaborated on Kanter's dimensions and

characteristics of a change-adept culture in greater detail. Chapter 3 described the use of

a modified constant comparative method to verify and apply the coding categories to the

artifact qualitative data. Also see Appendix G for the coding guide used to categorize the

qualitative data into Kanter's framework, and identify and code integration strength

between/among the three dimensions and positive/negative comments.

The following is a brief overview of Kanter's (1997) three dimensions—*perform,*

innovate, and collaborate. *Perform* focuses on developing the capacity to act through

discipline by using a few simple rules, fostering learning and skill development of

employees, and changing relationships between managers and employees. *Innovate*

emphasizes an openness to new ways of thinking, experimentation, and the development

of a system (container) that supports and nurtures change. *Collaborate* builds multi-level

and multi-perspective relationships through internal and external networks where people

learn together and socially construct a common view of an organization and its

environment.

Integration of Kanter's (Kanter, 1997) three dimensions is critical to movement

toward a change adept culture. The strength of the integration is based on the amount of

interaction between/among the dimensions. In addition, comments are coded as positive

or negative. Positive comments consider possibilities; explore different approaches.

Issues and solutions are seen as part of an integrated system. Negative comments focus

on what is missing or needed, often blaming others or the environment. Solutions or

actions are seldom suggested and issues are seen as discrete and independent.

<div align="center">*The Management Team—Interviews and Documents*</div>

Managers involved in the district pilot change initiative were interviewed over 18

months from the beginning of the pilot in January 2006 to the end of the pilot in July

2007. All interviews were informal in nature and conversational in approach. The

underlying intent of the interviews was both to explore managers' views of their location

and to document how their views changed over time. The following section analyzes

longitudinal archival qualitative data that consisted of the managers' comments and

relevant documents from the pilot location. The data are divided into specific time

periods. For each time period, general findings are followed by analysis of the data using

Kanter's framework for a change-adept culture. This method of presenting the analysis

clearly illuminates the progression of the district's move toward a change-adept culture

over time. See Appendix G for the coding guidelines for Kanter's framework.

January 2006

Overview of findings. Interview comments from the managers focused mainly on

what was *not* happening. The comments deflected fault, and/or blamed others or the

environment. In general, the comments were negative and indicated a feeling of

helplessness to change the working environment. Few solutions were offered.

Departments were siloed. Managers saw no relationships between issues; instead each

issue was viewed as requiring an independent solution. However managers were aware

of the salient issues—lack of trust, lack of training, and no recognition of employees.

Managers' awareness of the salient issues was subsequently substantiated by the

employee survey data and comments made during the employee listening sessions.

Kanter's framework. *Perform* - Managers' comments centered around a lack of

rules, no standardization, or conflicting rules; lack of training; and described the

manager's job as "put[ting] out fires, not coaching." *Innovate* - Some comments

consisted of listing constraints—broken equipment, lack of maintenance planning and

scheduling, and the "maintenance budget [which] restrains getting trucks fixed."

Collaborate – A few managers stated that "We could do a better job if everyone worked

together—customer service, RMs, and drivers." The managers' comments exhibited no

interaction between/among the dimensions. Overall, comments tended to be negative

and took the form of a list of complaints that someone should fix.

February 2006

Overview of findings. The interviews conducted in February demonstrated the

managers' attitudinal shifts. Comments were more hopeful and stated more positively.

Managers began to think about what could be done differently. However, no action had

been taken. More managers were expressing the need to work together.

Kanter's framework. *Perform* - Comments focused on the need to develop

people; the need to follow existing procedures, such as "haul or call;" and the idea that

"the maintenance budget should be a guide." In addition, managers discussed the need to

be more proactive, recognize people when things are going well, and involve drivers in

re-routes. *Innovate* - Managers began to call for "more independent thinking by hourly

employees." *Collaborate* - Comments about "the need to work together to solve

problems" and "the need to understand what others do" illustrated the beginning

recognition of the importance of collaboration. There was a nascent recognition of some

interaction between some of the dimensions. The interaction between *innovate and*

collaborate was illustrated when managers recognized that "each department was an

integral part of a whole team" effort. A call for training common to every department

involved the dimensions *perform* and *innovate.* However, generally awareness of the

interactions remained weak or tacit.

March - May 2006

     Overview of findings. In March, the management team continued to shift their

perspectives. From March through May the managers moved from thinking of ways to

do things differently to actually experimenting with ideas by putting them into action.

Managers began to recognize that the pilot change initiative was "not formulaic or a

packaged solution, but rather an experiment" and that "change is a process, not an event."

Self awareness began to occur. There was an awareness of the changing roles of

managers and employees. In addition, the managers began to understand the importance

of working together and to recognize the impact of successful actions.

     Kanter's framework. Perform - Managers began to shift from telling others what

to do to modeling behaviors and coaching others. *Innovate* - "Swapping out a one-on-

one pager system for 2-way radios, so everyone could hear what was going on during the

day and stay connected." *Collaborate* - In a staff meeting, "dispatch received

compliments from sales and customer service and RMs praised maintenance," previously

staff meetings were reported to be "aggressive, on edge, and tense." *Integration of*

perform and innovate was evidenced by the following examples. Implementation of a

new driver compensation plan shifted managers' mindsets from cost to long-term savings

as incentives for safety, customer service, and productivity reduced costs. Although the

cost of driver pay increased, the savings realized as safety improved and productivity

increased was greater then the initial expenditure on the pay increase. Comments were

made about "growing drivers from the ranks of helpers through the centralized driving

school." Based on the examples cited above, interactions between the dimensions of

perform and *innovate* are more explicit and *collaborate* was mentioned more frequently.

Since only two of the three dimensions were linked, integration remained weak.

June – October 2006

    Overview of findings. Experimentation continued. Managers began to

demonstrate more complex thinking and self awareness. Planning and taking action

became more common. Managers sought ideas from beyond the district, tested, and

changed them to meet local conditions and needs. The benefits of experimenting and

learning from mistakes were recognized. Experimentation produced positive results,

leading to more experimentation. Managers perceived employee participation positively

and cited tangible evidence of participation. Managers actively pursued understanding

and interaction with other departments. Awareness of the impact of culture was

acknowledged. Managers noted positive changes in the language and attitude of drivers.

The District Manager (DM) and District Operations Manager (DOM) coached Route

Managers (RMs) actively. Cross functional employee teams were established to develop

recommendations on employee recognition and teamwork/interdepartmental interaction.

Success stories about working cross functionally emerged. This was the first time

concern for sustainability was mentioned. Also noted for the first time was the lack of

interest and lack of support by higher level Market Area (MA) managers.

Kanter's framework. Perform - Managers reported progress, stating that "now some managers are willing to listen to employees about what they need to be more efficient and productive and also to commend those employees who are doing a good job." *Integration of perform and innovate* - For the first time, managers mentioned that "training must be continuous" and proposed "putting together a 90 day training plan for new drivers to help retain and promote consistency once they return from the centralized training program." Supervisors and Leads began coaching CSRs, reviewing strengths and opportunities. A positive change in the behavior of employees was mentioned, stating that "Drivers are beginning to talk about raising the bar and being 'A' players." *Integration of innovate and collaborate* - Managers commented that everyone was "excited about maintenance and operations working together" on the truck check-in process. *Integration among perform, innovate, and collaborate* – The Billing department began to provide training on adjustments for CSRs. During this time period, managers began to provide more examples of the interaction between/among Kanter's dimensions. Therefore, integration of the dimensions was becoming stronger.

November – December 2006

Overview of findings. The managers continued to demonstrate complex thinking. The management team exhibited greater collaboration and willingness for joint action— "the buzz is on and it is spreading." Concrete evidence of management's response to employees' concerns was cited. Sustainability was defined. The managers noted the occurrence of positive behavior changes in employees and managers. This was the first time concern for complacency was mentioned. Managers seeking input from employees began to influence employees to seek input from each other. Maintenance regressed into

a silo mentality. From the management team's perspective, higher level MA managers still did not support/participate in the district pilot change initiative, even though asked to do so by the management team.

   Kanter's framework. Integration of innovate and collaborate - Joint management team meetings were "going well with even quiet people speaking up." Employees planning the holiday party sought input from other employees. *Integration among perform, innovate, and collaborate* - The DM provided a definition of sustainability saying the "initiative would be considered sustainable if I'm not here and the managers are not here and things keep going." Management responded to employee concerns about the facilities by "paving the employee parking lot, fixing the upstairs bathroom, and installing new coffee machines," resulting in "tremendous positive feedback." For drivers, "new fuel islands for trucks were installed, the truck parking lot was paved, and truck parking spaces were assigned, which had a positive effect on the drivers and helped maintenance become more efficient." "Employees are recognizing each other's hard work" and "participating in learning each other's work processes." Most of the managers' comments clearly illustrated a strong integration among Kanter's three dimensions of a change-adept culture.

February, April, and May 2007

   Overview of findings. While things continued to move forward, issues surfaced that needed to be addressed. This period began on a somewhat discouraging note, but became more positive and forward looking toward the end, which may be considered evidence of non-linear change. On the positive side, the use of a cross functional systems approach to identify and solve issues continued, managers recognized the importance of

the role of culture, and managers received training. At the same time, there was an

acknowledgement that some positions had evolved, requiring higher skill levels than

some people possessed. Maintenance continued to be siloed; focusing on cost/hour rather

than process. Lack of support by higher level MA managers continued. Concern over

complacency (inertia) remained—"The challenge is to get from good to excellent."

Kanter's framework. Perform - Managers and supervisors were trained to 1)

conduct employee skills assessments and 2) facilitate employee dialogue sessions. The

skill assessment process included both employees assessing themselves as well as

managers assessing employees. *Integration of innovate and collaborate* - "We need to

deal with complacency by getting everyone involved." *Integration of perform and*

innovate - "The organization is fragmented. Everyone has their own agenda and different

goals." "It is tough when you expect more out of people and it doesn't go according to

plan. Then you react in a way that expects someone to fail and they fail." During this

period, most of the managers' comments were negative, similar to the comments made at

the beginning of the pilot, where the focus was on what was lacking. The momentum of

the previous period seemed to be lost or subdued and a feeling of helplessness seemed to

pervade the managers' comments. Although there was some integration, it was a weak,

involving the integration of only two of the three dimensions and focused on the

negative—what was missing. It appears that a negative outlook impacted the ability of

managers to effectively integrate Kanter's three dimensions and move forward. In

contrast, the previous period demonstrated a strong integration of Kanter's dimensions

among all three dimensions and was based on the positive synergy expressed by the

managers. At the end of this period, a more positive view returned. *Innovate* –As the

focus became more positive, one manager stated that it was time to move from "good to

excellent."

June 2007

   Overview of findings. Individual managers clearly articulated the importance of

an overall system approach in which *perform, innovate, and collaborate* were integrated.

Internalization of individual self awareness/self discovery developed further. Evidence

of the internalization of inquiry was demonstrated. The management team became

increasingly more cohesive and collaborative, incorporating complex thinking in their

view of their relationship by recognizing the need for differentiation of the different

departments while at the same time creating an integration of the whole to successfully

work together. The value of experimentation was recognized and the willingness to

experiment became embedded deeper into the culture. Employees were viewed as

professionals and perceived as partners by some managers. A cross functional systems

approach continued to be used successfully to resolve issues. Awareness of the larger

system and its impact on the local level was recognized. Change was now seen not only

as continuous but necessary. Managers shared many success stories and reflections on

the positive changes brought about by the pilot change initiative. There was still concern

expressed about how to keep the change initiative moving forward. Several managers

commented that it would be easier if higher level MA management was onboard. The

managers offered specific suggestions on ways the MA management team could become

more supportive and involved.

   Kanter's framework. Integration of perform and innovate - The DOM "rides

along with one of the RMs each Friday to get to know them better and [to coach] them on

how to interact with the drivers in a better way." A RM recognized that "the less time

drivers spend on the street; the less exposure for accidents." Managers at all levels

reported using reflection to consider how their actions impact the way others act.

Integration among perform, innovate, and collaborate - Managers reported that "getting

on the same page and communication between/among departments helps with day to day

issues." "A systems approach for addressing issues helps you know what to expect from

other managers." Managers explained that now when they "see things happening [they]

know the people, so give them benefit of the doubt." The management team began to

"set policies as a group for the office." At this point, "drivers are viewed as

professionals" which include responsibilities and accountability for "taking care of their

equipment, being safe and productive, and taking care of the customer." One RM

described a buddy system used by drivers "to help each other out" as an illustration of

how teams have become self-managing. There was a willingness to participate in the

broader system as evidenced by the statement "we volunteer to try different corporate

pilot programs, if we think we can benefit. Once you are exposed to something [the

change initiative], then you are willing to try other things." Strong integration among all

three of Kanter's dimensions of a change-adept culture—*perform, innovate, and*

collaborate was increasingly demonstrated by comments that focused on positive

collaborative approaches.

Summary of Management Team Interviews and Documents Results

At the beginning of the pilot in January 2006, the managers' comments were

generally negative, consisting of a list of complaints that needed to be "fixed." Each

issue mentioned by the managers was viewed as independent of the other issues. Based

on Kanter's framework, the comments demonstrated no interaction between or among

Kanter's three dimensions. During the following months, the managers' comments

became more positive and increasingly expressed integration between two of Kanter's

three dimensions, eventually evolving to integration among all three dimensions. In the

February through May 2007 time frame, managers experienced a set back, becoming

more negative in their comments, questioning how to move forward, and demonstrating

limited integration between two of Kanter's three dimensions. This period may illustrate

non-linear change at the local level (Amis et al., 2004; Weick & Quinn, 1999) since no

negative intervening negative events were noted. By the end of the period, managers

expressed a readiness to move forward. At the end of the pilot, the managers' comments

were again positive, expressed the importance of working together, and communicated

the need to include employees in the ongoing change process. Managers demonstrated

strong integration among Kanter's three dimensions.

Employee Listening Sessions and Survey Analysis

This section introduces employees' perspectives as a part of a multi-level, multi-

perspective approach taken in this retrospective case study. The researcher describes

briefly the employee listening session process and analyzes the artifact data by comparing

the May 2006 listening session data with the April 2007 listening session data. Kanter's

change-adept framework is used to analyze the responses.

The Employee Listening Sessions

Each functional group of employees was provided with the most positive and least

positive items from the employee survey. Each employee group was asked to agree on

the top three most positive items and discuss why they chose those items. The employees

were then asked to agree on the top three least positive items and discuss ways to address those issues to make the district a better place to work. The responses were posted for fellow employees to see as well as given to the management team. The management team took the input and integrated the comments with the management team culture assessment to develop a plan of action that involved both managers and employees in a collaborative process to address concerns.

Employee Listening Session Data—Most Positive Items

The future of the company is very important to me. Many of the comments between 2006 and 2007 are similar—the recognition that "if the company doesn't succeed, we are out of a job;" the importance of benefits, 401K, and the employee stock plan; and the link between the success of the company and 1) providing for their family, 2) opportunities within the company, 3) understanding "if we don't do a good job we lose revenue," and 4) the importance of "contract extensions." However, in 2007 while employees included what was said in 2006, there was a higher level of awareness as evidenced by statements such as "I have friends here;" "we provide for customers and ourselves;" and we "build a future for our kids—one day they may work here and we want it to be a better place." Applying Kanter's framework to the 2006 and 2007 listening session data, the comments illustrated the dimensions of *perform* and *innovate* with little integration between the two dimensions.

Customer satisfaction is one of our priorities. Once again many of the comments between 2006 and 2007 are similar with a higher awareness exhibited in 2007. In reviewing the 2006 and 2007 responses, the following commonalities were found—the belief that "customer satisfaction goes hand in hand with the company's future;"

recognition of the importance of getting the job done while providing "respectful, courteous, friendly service;" "teach[ing] the customers what they should and shouldn't do;" and the employee's ability to control a situation by letting "the customers vent and then tell[ing] them 'here's what I can do to help.'" In 2007, some of the comments illustrated an added layer of understanding, such as articulating the business case— "Customers are why we are here. They pay us, so we put the customers first;" an understanding of the competitive business environment—"if a customer is not satisfied they can go to our competitor which effects the future of the company;" and the unequivocal statement—"our job is based around customer satisfaction." As with the previous item, the comments from both 2006 and 2007 focus mainly on Kanter's dimensions of *perform* and *innovate* with little integration between the two dimensions.

My job allows me the freedom I need to use my own judgment. The marked similarity between 2006 and 2007 responses continues in this item. For example, in both years participants reported that "I can go ahead and take care of the problem;" "we have multiple ways to solve problems;" and "the company has put trust in the employees to make good decisions for the company." In 2007, there was additional recognition representing more complex thinking—"there is no set structure, so you have the opportunity to use your judgment and it is not boring." The 2006 and 2007 comments exhibit Kanter's dimensions of *perform* and *innovate* with little integration between the two dimensions.

Overall, this is a good place to work. The similarity continues between comments from 2006 and 2007. Comments include "good people;" "the company is everywhere so you can relocate;" "benefits are good;" "open door policy;" and "we help

each other with work." However in 2007, there was also an acknowledgement that "things are improving." For example, employees reported "more training and opportunities to speak our minds;" "few call centers get to interact with all departments and see the process from start to finish [like we do];" "company events—picnics, bowl-a-thon—allow you to get to know people you see everyday;" "we are environmentally friendly;" and "management doesn't want anyone to get hurt so they teach us about safety." Employees recognized that the employee teams "allow the employees to have more freedom to make decisions through employee teams." This survey item, in particular, seems to capture important changes that occurred between 2006 and 2007. The 2006 and 2007 listening session comments focused on Kanter's dimensions of *perform* and *innovate*. This is the only evidence of positive comments related to *collaborate* in the listening session data. Some weak integration of the dimensions exists.

An anomaly - the drivers in 2007. It is also important to note that in 2007, the drivers chose the item, *the people I work with cooperate to get the job done,* citing "if you don't know where a stop is, another driver will give you directions" and "If you are down, others come to help. You don't even have to ask. We also help so people can go home at the same time. Never leave a man behind." These comments may be related to the self-managing buddy system that was instituted at the district. In Kanter's framework, these comments *integrate* the dimensions of *perform and collaborate* and possibly *innovate,* based on an RMs previously reported comments about drivers "self-managing."

Employee Listening Data—Least Positive Items

In general, there is little difference between the comments made in 2006 and 2007 for the least positive items. The same themes seem to run throughout the comments for both years. While the survey items are stated positively, the negative comments made by the employees indicate disagreement with the items and generally indicate that something is lacking or blaming others. There is not sense of ownership of the issues or attempts to consider solutions. The overall attitude is one of helplessness or resignation—a feeling of "that's just the way it is."

There is an atmosphere of trust between employees and management. Examples of the comments related to trust for both 2006 and 2007 include "no confidentiality—supervisors tell your business to everyone;" "All supervisors should be on the same page. They give different answers to the same questions;" "positions are posted after the choice has been made;" "favoritism;" "no respect;" "supervisors don't communicate with each other;" and "nothing gets resolved, no follow up." These comments fit within Kanter's framework as negative examples of *perform*.

I get the recognition I deserve when I do a good job. The following comments made in 2006 and 2007 provide support for the employees' perception of the lack of recognition by managers. The comments incorporated the following—"just tell someone 'you're doing a good job;'" "[I] want to feel appreciated;" "We know when we do something bad. Not having recognition creates low morale. It is uninspiring to do a good job;" "small gestures would help;" and "sometimes we just need to hear that we are valued and respected." In Kanter's framework, these examples are negative examples of *perform.*

Management believes employees are valuable assets. Management is fair and honest with employees. Management cares about well being of employees. These three items were linked together by employees. Included in the comments for 2006 and 2007 are "not being included makes you not feel valued;" "managers should talk to you like you are human;" "our opinion doesn't count;" "suggestions are sometimes ignored by the supervisor, so [I] quit making suggestions;" and "[Managers] need to listen to the guys that are out there doing the work everyday. If management listens, it shows they care and raises employee morale." Using Kanter framework, these comments represent *perform* from the negative perspective.

There is a spirit of cooperation and teamwork among the people here. As previously discussed, this item was viewed positively by the drivers in 2007. With the exception of drivers in 2007 who viewed this item as positive, comments from employees in 2006 and 2007 were similar and generally negative. Comments that illustrated lack of teamwork and cooperation include "We need to work together. Not everyone wants to help each other out;" "[we] need better communication between each other in our group and between departments;" "each department needs to know how they effect each other;" and "priorities of the different departments need to be the same." These comments point out the negative of Kanter's *perform*, *innovate*, or *collaborate* individually, with some weak integration.

The person I report to does a good job of keeping me informed. The company provides enough information and training for those who want to learn more about their jobs. Although the second item includes "training for those who want to learn more about their jobs," it was interpreted by many of the respondents during the listening

sessions based only on the first part of the item "the company provides enough information." This discussion is focused on communication and information. Comments for 2006 and 2007 provide insight into the employees' concerns about the lack of communication and information. The employees noted "we are the last people to know what is happening;" "tell us ahead of time what is happening;" give us "more consistent information;" there is "miscommunication between departments;" "there are lots of secrets;" we "need to know the reason why something is happening;" and "customers tell us what is happening." Based on Kanter's framework, the responses represent the negative aspects of *perform* or *collaborate* with no integration.

The company provides adequate training for me to keep my skills up-to-date. I have been properly trained to do my job. The employee comments on the need for training include "need cross training;" "we are given a job and told what to do little by little, rather than everything at once to get the overall picture;" "[we] need periodic updating of training because of changes and constant updates;" "we should be told where we are weak so we can improve;" "[we] need properly trained supervisors—[they] need to learn how to talk to people;" "you hope the person you ask questions knows what they are doing;" and "not everyone is on the same page—managers don't know. If there is mist in management, there is fog in the trenches." These comments provide examples of the negative of Kanter's dimensions *perform* or *collaborate* with little integration.

The company identifies and responds effectively to customer needs. Examples of similar comments from 2006 and 2007 explaining the issues that surround responding to customer needs include "the CSR knowledge base is not up to date;" "tickets are closed without doing the job;" "misplaced tickets occur every week;" and "haul or call should be

followed." Two more comments from 2007 include "We do not communicate effectively when changes to service are made (e.g., price increases or route changes). Notification of change letters are not sent out" and "we need to show a good image—we can't drip hydraulic fluid all over the ground." These comments are negative examples of *perform*.

A note about the 2007 listening sessions. Several times as the facilitator concluded the listening sessions, employees stated that "although there is still a lot of work to do to continue to make things better; things are definitely improving." The employees were hopeful about the future.

Employee Survey Analysis

The employee survey was administered to all pilot participants at the pilot location, except those who were out sick or on vacation. In 2006, a total of 181 employees responded to the survey. In 2007, a total of 199 employees responded to the survey. Table 3 shows the difference between the percent favorable responses from 2006 and 2007 for the survey items identified by the employees participating in the listening sessions. For more details, see Appendix H which presents greater detail about the employee survey responses for 2006 and 2007. Table 3 shows improvement from 2006 to 2007 in all of the "least positive" items. In particular, items related to management caring about employees and being fair and honest showed important gains. Training was perceived to have greatly improved year over year as well as the company's ability to respond to customer needs. The "most positive" items did not see as much improvement, perhaps because there was less room for improvement, since they already received a high percentage of favorable responses. The artifact summary employee survey data did not lend to itself to statistical significance testing.

Table 3

Percentage Difference for Favorable Responses between 2006 and 2007

Item	% Fav 07	% Fav 06	% Diff
Most positive items chosen during listening sessions			
This company's future is very important to me.	95	92	+3
Customer satisfaction is one of our priorities.	91	87	+4
My job allows me the freedom I need to use my judgment	78	79	-1
Overall, this is a good place to work	88	80	+8
Least positive items chosen during the listening sessions			
There is an atmosphere of trust between employees and management.	53	46	+7
I get the recognition I deserve when I do a good job.	59	54	+5
(a) Management believes employees are a valuable asset.	61	54	+7
(a) Management is fair and honest with employees.	59	48	+11*
(a) Management cares about the well being of employees.	68	53	+15*
There is a spirit of cooperation and teamwork among the people here.	59	51	+8
(b) The person I report to does a good job of keeping me informed.	67	63	+4
(b) The company provides enough information and training for those who want to learn more about their job.	62	50	+12*
(c) The company provides adequate training for me to keep my skills up-to-date.	65	55	+10*
(c) I have been properly trained to do my job.	81	67	+14*
This company identifies and responds effectively to customer needs.	84	72	+12*

Note. Letters indicate items linked by the listening session participants. An * indicates

items designated as important (i.e., exhibiting a difference >= 10%).

Management Culture Assessment Process

An analysis of the management culture assessment, based on the Organizational Culture Assessment Instrument (OCAI), and the accompanying dialogue process adds another layer and perspective to the multi-level, multi-perspective approach used in this case study. See Appendix E for a copy of the OCAI. In this section, the researcher compares the 2006 and 2007 management culture assessment results (Figure 2) and examines the outcomes of the July, 2006 and June, 2007 management culture team meetings using Kanter's framework for change-adept cultures. See Appendix I for an outline of the management team culture meeting process.

The Culture Assessment

Figure 2 shows the current and preferred cultures identified by the district management team in 2006 and 2007. The data shown in Figure 2 were created through dialogue among the management team members, based on individual management team members OCAI results. Note that the total for each culture graph illustrated below must equal 100. Also note that the managers did not review the 2006 culture graphs before creating the 2007 culture graphs.

Based on the current and preferred culture graphs for 2006 and 2007, the managers perceived that progress was made in the desired direction for each quadrant from 2006 to 2007. For example, in the *family* quadrant of the graph displayed in Figure 2, the current culture in 2006 was 16 and the preferred culture was 30. Movement from 16 in 2006 in a desired direction toward 30 was accomplished over 12 months as evidenced by the management team's assessment in 2007 showing the current culture at 26. In 2007, the current culture was 26 and the preferred was 27. Therefore, based on

the management team's experience over the year, they adjusted the preferred goal for

2007 to 27. In the *entrepreneurial* quadrant, the preferred culture for 2006 and the

current culture for 2007 are almost the same, 20 and 19 respectively. In 2007, the

management team's goal for the preferred culture was increased to 23, as the

management team identified the need to develop a more entrepreneurial culture.

2006
Current ———
Preferred — —

2007
Current — · — ·
Preferred ············
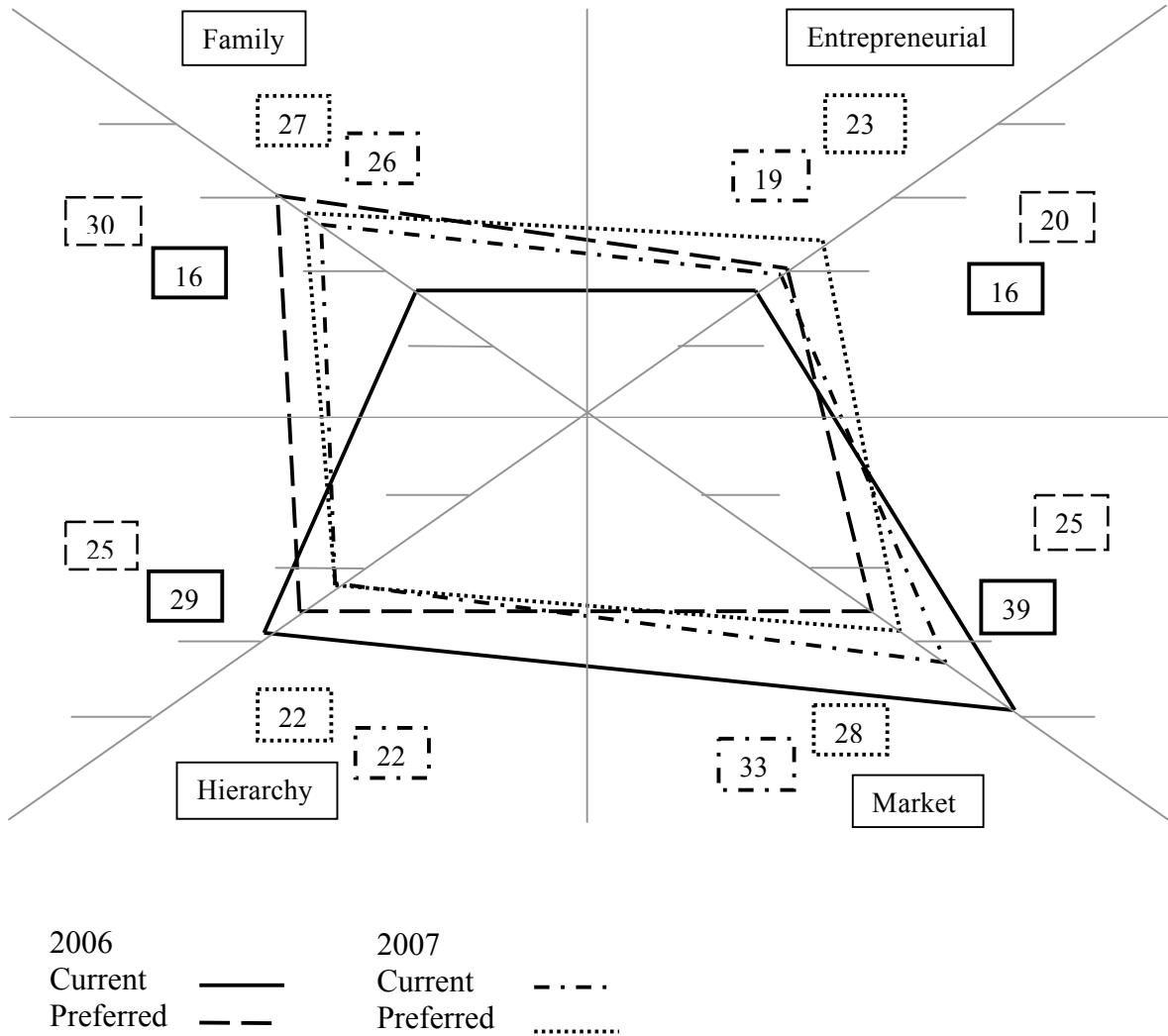
Figure 2. Composite manager's culture assessment graphs 2006 and 2007

Figure 2 shows that there is still work to be done in the *market* quadrant, but it is trending

in the desired direction. The *hierarchy* quadrant decreased from 2006 to 2007 and, based

on the 2007 current and preferred culture numbers of 22, the management team decided

that hierarchy remain the same. The overall preferred culture graph for 2007 is more

balanced among the four culture quadrants.

The Management Team Culture Meetings

        The management team meetings integrated into a plan of action the employee

survey results, employee listening session comments, manager's culture assessment data,

and management culture dialogue into a plan of action. Based on the data, the

management team agreed on the initial focus, actions, and priorities for the next 12

months.

        Management team 2006 culture meeting decisions. The management team sorted

through the listening session data to identify patterns, considered the direction for the

preferred culture, visualized the future culture, and developed actions needed to reduce

the gap between the current culture and the direction of the preferred culture. Based on

the employee listening sessions and the survey data, themes of communication and

manager-employee trust emerged as key areas to address. Managers decided that these

themes were best addressed by starting or doing more actions related to developing a

family culture with some action taken toward developing an entrepreneurial culture and

placing less emphasis on the market and hierarchical cultures. The overarching theme

became the "best place to work."

        The following decisions/agreements are illuminated using Kanter's framework.

To foster a family culture, the management team agreed to "relay department or staffing

changes to employees, communicate within the management team, and discuss policy

changes" and also "schedule time for managers to spend in other departments to get to

know the people" (*integration of perform and collaborate*). In addition, managers agreed

to "set expectations" (*perform*); "follow procedures, but use systems thinking and root

cause analysis" (*integration of perform and innovate*); and "start employee teams to

address teamwork/cooperation and employee recognition" (*integration among perform,*

innovate and collaborate).

   Management team reflections on 2006 actions. Prior to the management team

culture meeting in 2007, the management team reflected on what was accomplished

during the intervening period from 2006 to 2007. Accomplishments related to the *family*

culture included company sponsored employee/family activities outside of work

(*collaborate*), employee involvement in company sponsored charity events in the

community (*integration of innovate and collaborate*), employee newsletters (*integration*

of innovate and collaborate), employee teams and "managers starting to communicate

with each other which started to tickle down to employees so that everyone started

talking to each other" (*integration among perform, innovate, and collaborate*).

   The managers stated that to encourage an *entrepreneurial culture*, they "solicited

opinions from employees and implemented an incentive pay plan for drivers"

(*integration of perform and innovate*). The managers also "conducted cross functional

staff meetings and used a cross functional systems approach to resolving issues and

consolidated services to be more responsive to customers and the external market"

(*integration among perform, innovate, and collaborate*).

   As part of the *market culture*, the management team believed that they "set and

communicated clear goals with regular progress updates [and] developed a better

awareness of the drivers' role as the face of the company" (*integration of perform and*

innovate). In addition the managers' believed that they "improved the customer

perception of the company (e.g., better looking trucks by taking care of the trucks'

appearance and maintaining the trucks)" (*integration among perform, innovate, and*

collaborate).

As part of the *hierarchy culture*, the managers reported that they started providing

"better support and enforcement of policies and procedures" and "more training"

(*perform*). Managers began "some informal mentoring" (*integration of perform and*

innovate) and "more sharing of information throughout the district" (*integration among*

perform, innovate, and collaborate).

The management team 2007 culture meeting results. In the plan for 2007, the

managers agreed to focus on developing an entrepreneurial culture, while continuing the

gains made in family culture, maintaining hierarchy culture, and refocusing market

culture. The key priorities identified for 2007 are listed below.

To develop an *entrepreneurial culture,* the managers agreed to "focus on the

customer—the ultimate purpose for what we do," "begin employee dialogue sessions,"

and "empower employees, within limits, and ensure boundaries are properly set and

understood" (*integration of perform and innovate*). In addition, the following actions

were mentioned as important to pursue if time allowed—"take a broader more systemic

approach to how we work," "ask for help in identifying and acting upon opportunities for

improvement," and "share best practices" (*integration among perform, innovate and*

collaborate).

In the *market culture*, the managers identified the following actions—"educate

drivers concerning customers' value to the company and how our business operates" and

help employees understand the link between broader market activities (external environment) and their day-to-day activities at Acme (*integration of perform and innovate*). In addition, "promote a stronger sense of ownership at all levels of the organization" (*integration among perform, innovate, and collaborate*)."

The managers considered training as a key to the continued support of *hierarchy culture*. Managers recommended "follow up with employees on training" (*perform*) and improving training content and involving employees in training design and implementation (*integration among perform, innovate and collaborate*).

The management team agreed that gains made in promoting a *family culture* in 2006 would be strengthened by continuing actions to foster employee involvement and communication, as well as managers continuing to interact and collaborate with each other (*integration among perform, innovate, and collaborate*).

Summary of Employee Data and Management Team Culture Results

Employee listening session comments to the most positive survey items were positive and from 2006 to 2007 indicated some integration of two of Kanter's (1997) three dimensions of a change-adept culture. However, listening session comments to the least positive items were generally negative, exhibiting no integration of Kanter's dimensions. However, many of the survey items responses showed signs of improvement year over year. Analysis of the management culture assessment (OCAI) year over year depicts movement in the preferred direction in all four culture quadrants—family, entrepreneurial, market, and hierarchy and more balance among the four quadrants for the 2007 preferred culture. The management culture meetings illustrated continued movement year over year toward a change-adept culture based on Kanter's framework.

In 2006 and 2007, the management culture meeting results demonstrated some

integration among all three of Kanter's dimensions in each of the culture quadrants. The

integration was more pronounced in 2007. In addition, the management team culture

meetings not only incorporated key employee concerns gathered from the listening

sessions and employee survey data, but involved employees in developing and

implementing solutions.

Business Performance Metrics

Business performance metrics were gathered quarterly from Q1 2006 through Q 4

2007. Appendix F describes each of the artifact metrics chosen by Acme Waste to

determine the business performance success of the pilot. Appendix J, Figures J1 to J20

present data trends for key metrics over a 2-year period from the beginning of the pilot

and continuing six months after the end of the pilot. In addition to the trend data, same

quarter comparisons year over year (2006 and 2007) are charted. The trends of the metric

data were in the desired direction or stable. Same quarter comparisons year over year

showed positive improvement, especially customer service and Total Recordable Injury

Rate (TRIR), a safety metric.

Table 4 illustrates that overall movement in the metrics the district experienced

over the 2 year period, which included the 18 months of the pilot and 6 months beyond.

Both financial and operating business performance showed positive change based on key

metrics.

Table 4

Metric and Percent Positive Movement from Q1 2006 through Q4 2007

Key Metrics	% Change	Trend
Gross Operating Profit (GOP) as % net revenue	19.5%	Favorable Increase
Total Wages as % of net revenue	16 %	Favorable Decrease
Total Recordable Injury Rate (TRIR)	64%	Favorable Decrease
Hourly Accident Report Rate (HARR)	6%	Favorable Increase
Customer Service Score	10%	Favorable Increase
Customer Service Interruptions (CSI)	15%	Favorable Decrease
Residential Productivity	28%	Favorable Increase
Commercial Productivity	4%	Favorable, Increase
Roll Off (Industrial) Productivity	1.25%	Favorable, Stable

Chapter 4 Summary

This summary is based on the analysis of the artifact qualitative and quantitative

data from this case study. See Appendix K for a compilation of the analysis of the

qualitative case study data applying Kanter's (1997) framework. See Tables 3 and 4 and

Figure 2 for quantitative data analyses.

The analysis of the managers' qualitative data using Kanter's framework

indicated movement toward a change-adept culture over an 18 month period. At the

beginning of the pilot, managers held a negative opinion of the workplace environment

and issues were viewed as single unconnected events that were described either by

Kanter's dimensions of *perform* or *innovate. Collaborate* was infrequently mentioned.

There was no integration of the dimensions. See Appendix G for the definition of integration strength. As the pilot progressed, managers began to link two of the three dimensions, indicating a weak integration. Over time Kanter's three dimensions became more fully integrated, as managers recounted more instances of interrelationships among all three dimensions (i.e., strong integration).

As managers engaged in an emergent change process over time, Kanter's three dimensions became more fully integrated. Simultaneously as stronger integration developed, the managers demonstrated greater adeptness in complex thinking and dialogue; ability to use a systems approach including multiple levels and multiple perspectives; incorporation of a positive approach, increasing employee involvement, awareness of self and others, and a willingness to engage in changing. The managers' initial understanding of change-adeptness occurred early in the process and deepened as the change initiative progressed. The more comfortable the managers became with participating in an emergent change process, the deeper and more robust their understanding of change-adeptness became.

However, during the period from February through May 2007, managers experienced some regression, possibly an indication of non-linear change, as some managers became uncertain and frustrated with the change and unsure of how to move forward. It is noteworthy that during this period, the researcher had no indication of the occurrence of any intervening internal or external events that might have triggered a negative response from the management team. Rather, this time period seemed to represent a critical decision point (tacit) among the managers on whether to retreat to the familiar or push on into uncharted territory that required continued experimentation,

change, and potential discomfort in addressing the unknown. During this time, integration became markedly weaker. By the end of May, the management team was ready to move forward again. Therefore, this period may illustrate non-linear change at the local level, as discussed by Amis et al. (2004) and Weick & Quinn (1999).

Employee positive perceptions lagged behind managers' positive perceptions of the impact of the change initiative's to create a "best place to work." The analysis of the employee listening sessions data showed that some change was detected in comments on the most positive survey items from 2006 to 2007. Employee listening session comments on the most positive items evidenced some weak integration of Kanter's dimensions (i.e., integration of two of the three dimensions). Comments on the least positive items were similar year-over-year—generally negative with little to no integration. However, employee survey data indicated some positive movement from 2006 to 2007 (Table 3), indicating that while employees recognized the occurrence of positive change, there was more work to be done.

The managers' culture assessment composite data indicated movement in the desired direction year-over-year (Figure 2). The management team culture meetings exhibited the same growth year-over-year as illustrated by the managers' interviews. An analysis of the culture meetings using Kanter's (1997) dimensions showed that comments and plans for 2007 were more strongly integrated than those from 2006.

Quantitative data analyses supported and lent credibility to the qualitative data analysis. The combined data analyses illustrated positive changes that occurred over time in individual manager's, the management team's, and employees' attitudes, beliefs, expectations, and reported actions.

The analysis of the quarterly business metrics data from Q1 2006 through Q4 2007 showed positive trends for the majority of the metrics with a few that remained stable. There was some improvement in all metrics from the beginning of the pilot to 6 months after the pilot ended. Of particular note was a favorable improvement trend in the following metrics—Total Recordable Injury Rate (TRIR), residential productivity, gross operating profit as a percent of net revenue, and total wages as a percent of net revenue. Therefore, the financial metrics and many of the operating metrics improved, some substantially, while others remained stable. Overall the analysis indicated the pilot location achieved enhanced business performance through the use of an emergent change process leading to a more change-adept culture.

CHAPTER 5 – CONCLUSION

Given the rapidly changing environment in which most organizations find themselves today (Cameron & Quinn, 2006, pp. 9-10; Lawler & Worley, 2006, pp. 1, 4), it is imperative that organizations meet the challenge to become adept at change while maintaining a high level of performance (Lawler & Worley, p. 16). The preceding retrospective case study explored the experience of one organization as it participated in a pilot change initiative designed to develop a change-adept culture. For the purposes of this study, a change-adept organizational culture is one that "anticipates, creates, and responds effectively to change" (Kanter, 1997, p. 3) and is "open to new possibilities, challenge, learning, and change" (Kanter, p. 25). Artifact qualitative and quantitative data were used in this retrospective case study. The researcher analyzed artifact qualitative data by applying Kanter's framework of change-adept cultures. In addition, the researcher utilized artifact quantitative data to support, enrich, and lend credibility to the qualitative findings (Chapter 4).

In this chapter, the researcher summarizes the assumptions and purpose of this case study, reviews the research objective and criteria, considers the conclusions and limitations, and provides a brief summary of the research. In addition, the researcher offers recommendations for further research, discusses practical considerations for change practitioners, and concludes with a short epilogue.

Summary of Assumptions, Purpose, and Objectives

The researcher articulated the assumptions, purpose, and research objective and criteria of this study in Chapter 1 which served as the foundation for this retrospective

case study. In this section, the researcher reviews the extent to which this study achieved

its purpose and met its research objective criteria.

Purpose and Assumptions

The *purpose* of this study is to explore how an organization's emergent change

process influenced its movement toward a change-adept culture while continuing to

perform its normal operations. Four *assumptions* underlie this study. One assumption of

this case study is based on Lawler and Worley's (2006) statement that "organizations

always need to be changing and must be able to perform well while changing" (p. 19). A

second assumption focuses on the belief that an emergent change process encourages and

prepares an organization and its participants to become skillful at navigating in a

continuously changing environment. A third assumption holds that use of multiple

theories to inform an emergent change process strengthens the capability of the

organization to move toward a change-adept culture. A fourth assumption of this study

states that during the process of becoming a change-adept culture, business performance

will remain stable or improve.

Research Objective and Criteria of Achievement

The *research objective* is to collect evidence from the case study in order to

examine and document how an emergent change process moves an organization's culture

toward becoming more change-adept while continuing to perform its normal operations.

The three criteria for measuring the achievement of this research objective follow—1)

identify key criteria of a change-adept culture based on current literature; 2) use the

established criteria to analyze evidence of movement toward a change-adept culture

based on the artifact case study data and document the findings; and 3) review the artifact

business metric data over the time period studied to determine the level of business

performance.

Study Conclusions

In this section the researcher considers each of the research objective criteria in

turn, reviews the evidence to determine the extent to which the evidence supports the

accomplishment (or not) of each criterion, and elaborates on impact/implications of the

evidence. Additionally, the researcher presents general conclusions based on the study's

findings.

Criterion 1—Identify Key Criteria of a Change-adept Culture Based on Current

Literature

By meeting the first research objective criterion, a clear definition of a change-

adept culture for this study is established. In addition, meeting this criterion ensures that

the coding and analysis of the artifact qualitative data is consistent and grounded in the

scholarly literature.

Evidence

For this study, Kanter's (1997) dimensions of a change-adept organizational

culture, *professionalism to perform*, *imagination to innovate*, and *openness to collaborate*

were used as the basis on which to code the artifact qualitative data. See Appendix G for

a detailed description of the framework used to code the qualitative data. To determine

the appropriateness and fit of the framework to the data, a modified constant comparative

method was employed. See Chapter 3, Qualitative Data—Modified Constant

Comparison Method section for a description of this method. Based on the results of the

modified constant comparison method, all qualitative data fit within the coding schema of Kanter's change-adept framework.

Impact/Implications

Kanter's (1997) dimensions of a change-adept culture provided a comprehensive framework that served as a foundation for exploring the nuances of the qualitative data. The framework allowed the researcher to closely examine the data not only for purposes of categorization, but also for evidence of interaction and integration across the dimensions. Therefore, Kanter's framework supplied a mechanism for developing insight into the subtleties of the data. In addition, Kanter's framework offered a way to compare data across different time periods, collected by different methods, and within and across different levels of the organization. In other words, Kanter's framework provided a robust method for analyzing an organization's movement toward a change-adept culture. Therefore, the first research criterion—identify key criteria of a change-adept culture based on current literature was met. See Chapter 2, Change-adept Culture—Three Dimensions for a full explanation.

Criterion 2—Use the Established Criteria to Analyze Evidence of Movement

Toward a Change-adept Culture and Document the Findings

Evidence

Chapter 4 elaborates on the use of Kanter's (1997) framework to analyze the qualitative data. The analysis revealed that over time, managers clearly demonstrated movement toward a more change-adept culture—moving from a negative helpless view at the beginning of the change initiative to steady progress toward integrating Kanter's dimensions of *professionalism to perform (perform), imagination to innovate (innovate),*

and openness to collaborate (collaborate) and developing a change-adept culture. In addition to the documented progress, the analysis highlighted a short period of regression among the managers when progress was interrupted due to perceived uncertainty and frustration concerning how to move forward with changing. During this time, managers' comments were more negative and the integration of Kanter's dimensions was weaker. Since the researcher had no indication of intervening internal or external events during this time period that may have triggered a negative response from the management team, this regression may be evidence of local non-linear change described by Weick & Quinn (1999) and Amis et al. (2004). However as recovery ensued, managers moved more confidently toward a change-adept culture. Evidence of the managers' recovery was illustrated by comments indicating an increasing willingness and ability to change, to involve employees, to engage in complex thinking, to develop awareness of self and others, and to exhibit a strong integration of *perform, innovate, and collaborate*.

Using Kanter's (1997) framework, the researcher documented individual, team, and organizational movement toward becoming change-adept. These documented changes were supported by the culture assessment (OCAI) results (Figure 2). The managers mentioned the need for greater Market Area support on several occasions as the pilot progressed, indicating Kanter's framework was useful in discovering constraints that might potentially impede progress.

The employee listening session data analysis called attention to the fact that there was a lag between the rate of change exhibited by employees (slower) and that of the managers. However, some indication of change among the employees existed based on the difference in their comments to the most positive survey items from 2006 to 2007.

See Chapter 4, Employee Listening Session Data—Most Positive Items section for details. Weak integration of *perform, innovate, and collaborate* may be one factor in the slower movement of employees to change, although the employee survey data showed overall positive movement year over year (Table 3). Based on this discussion of the analysis using Kanter's (1997) framework, the second criterion—use the established criteria to consider evidence of movement toward a change-adept culture and document the findings was met.

Impact/Implications

Kanter's (1997) framework functions equally well in distinguishing differences between/among the levels of the organizations, between/among functional groups, in cross functional teams, and with individuals; thereby allowing for an in-depth view into the organization. Capturing and analyzing multiple perspectives increased the robustness of the findings and the confidence with which the researcher could state the results. In addition, the ability to use Kanter's framework to consider the importance and impact of the integration of the dimensions provided another level of complexity to consider, creating a more holistic picture of the organization and the way people socially constructed their environment toward becoming change-adept.

The analysis of the data using Kanter's (1997) framework provided insight into, and documentation of, the emergence of self-awareness and reflection (Kolb, 1984); development of complex thought (Bartunek et al., 1983; Langer, 1989; Mitroff & Emshoff, 1979); recognition and use of appreciation, inquiry, and building on positive strengths (Watkins & Mohr, 2001); valuing and using a systems approach to diagnose, plan, take action, and evaluate (Coghlan & Brannick, 2005; Gharajedaghi, 2006); and the

consideration of how managers' actions "trickle down" to employees, known as the

butterfly effect (Eoyang, 1997). All of these examples are indicators of an embedded

emergent process that incorporates appreciative inquiry (AI), action research (AR),

systems thinking, and complexity theory. These theories are also embedded in Kanter's

framework, creating an integrated whole based on core ideas that complement and

strengthen each other while contributing important differences in perspective (Chapter 2).

The District Manager (personal communication, June 27, 2007), reflecting on his

experience at the end of the pilot, captured the essence of an emergent change process in

the following description.

> The first meeting was very confusing. We were not sure what we were there for.
>
> The meeting was focused on recruiting and problems with turnover and retaining
>
> employees. The second meeting we talked about doing things for the employees
>
> and becoming the best place to work. In the third meeting the five buckets [areas]
>
> came about when we talked about why people leave and why we had a "hair on
>
> fire" approach, and why chaos was occurring. We grouped all the reasons
>
> looking for similarities. Once we came up with the five buckets [areas], things
>
> started to roll. However, when we developed the process it seemed unorganized
>
> and a bit stressful. We didn't know what the end result would be. We didn't
>
> know what we were really trying to accomplish. It was not comfortable. In our
>
> culture we know where we want to go and just need to figure out how to get there
>
> [i.e., the emergent process was counter-cultural]. It was a good process to go
>
> through. Now we have a structure, but flexibility is important.

In considering this manager's comments, it becomes clear that the emergent change process employed in this study challenged the traditional management views and hierarchy. It is important to realize the impact of the context of this pilot, which included—permission and freedom to innovate and experiment, focus and insistence on the inclusion and involvement of employees, the expectation and accountability for progress signaled through periodic review sessions with and site visits from the executive team, and ongoing interest expressed by the project sponsor, President/Chief Operating Officer.

Some managers' comments supported the premise of the importance of using multiple theories to inform the emergent change process. Based on the managers' interviews conducted in June 2007, there is evidence that the management team incorporated the four main theories—AR, AI, systems thinking, and complexity theory into "how things are around here" (Cameron & Quinn, 2006, p. 16). For example, the managers became more adept at identifying patterns and responding effectively to the employee survey data. They also became more adept at proactively undertaking cross functional system analysis to resolve issues. Both of these processes require diagnosis of issues, developing a plan, taking action based on the plan, and evaluating and reflecting on the impact of the actions before starting a new cycle (iteration). These processes incorporated AR, system thinking, and experiential learning. One manager, commenting about the change initiative, stated "the initiative reminded us of how things should be. We need to build from strengths. If you focus on the positive, you look at things from a different perspective." This view indicates an internalization of some AI principles. In

addition, managers and employees continually socially constructed and reconstructed their perspectives, which is also part of AI theory.

Complexity theory was demonstrated in numerous ways. The buddy system described in Chapter 4 is an example of self-organizing. The belief that "the managers talking with each other has tickled down to our people" may be interpreted as the beginning of a butterfly effect. The managers recognized "there will be different answers for different locations." A manager's comment that "we tried, tested, and benchmarked, but still had the flexibility to adapt and change" indicates an understanding of the need for experimentation and flexibility in developing/adapting local level solutions. In addition, the temporary regression of the managers' views and attitudes illustrates local level, non-linear change as discussed by Amis et al. (2004) and Weick and Quinn (1999). Accepting and recognizing non-linear change as a normal part the process of changing at the local level, opens the door to creating an expectation that time is required to work through issues that arise as a normal part of the change process. Perhaps this recognition will reduce some of the change initiative failures so often cited in the literature (e.g., Beer & Nohria, 2000; Cameron & Quinn, 2006).

Criterion 3—Review the Artifact Business Metric Data over the Time Period

Studied to Determine the Level of Business Performance

Evidence

Artifact metric data for the pilot district from Q1 2006 through Q4 2007 were analyzed by reviewing trends over the 2-year period and by making same quarter year over year comparisons. See Appendix J, Figures J1 through J20 for details. In addition, the percent of favorable movement over a two year was investigated (Table 4).

Impact/Implications

The implications based on this analysis support the qualitative analysis using Kanter's (1997) framework. Financial and most operations metrics improved. The few operations metrics that showed little improvement remained favorably stable. None of the metrics exhibited a negative trend over the two year period. This is contrary to Cameron and Quinn's (2006) findings that an organization may be worse off after an attempt to change than if the organization never attempted to change (pp. 11-12). This study presented evidence that an emergent change process leads to more effective business performance. Based on this evidence, perhaps the business mindset will move from "change is something to fear" to "change is something to embrace."

General Conclusions

First, this study is one of the few studies that resulted in the documentation of an organization's movement toward a change-adept culture, where change became "change is a natural way of life" (Kanter, 1997, p. 3) rather than a disruptive event to be feared. Second, Kanter's framework clearly enabled comparisons of data across different time periods, using different collection methods, and within and across different levels within an organization. In addition, the framework allowed the researcher to capture the nuances of integration and provide a more complex holistic view into organization factors that influence the movement toward a change-adept culture. Third, explicitly incorporating multiple theories and concepts into an emergent change process and reinforcing their use through out the process of changing led to the emergent change process becoming an enabler for moving toward a change-adept culture. Fourth, counter to other change studies, the organization not only experienced overall enhanced financial

and operational business performance throughout the pilot change initiative, but continued to experience enhanced performance 6 months after the end of the pilot. Fifth, the criteria set forth by the research objective were met; thereby achieving the purpose of the study—to explore how an emergent change process influenced an organization's movement toward a change adept-culture while continuing to perform its normal operations. This study presents compelling evidence that as an emergent change process moves an organization's culture toward becoming change-adept, the organization experiences positive benefits in terms of more effective manager, employee, and business performance, all of which converge to strengthen the organization.

<center>Methodological Limitations and Significance of the Study</center>

Limitations are restrictions placed on a study over which the researcher has no control (Rudestam & Newton, 2001, p. 90). These limitations may be potential weaknesses in the study (Creswell, 2003, p. 148).

Because this is a retrospective case study, the data were limited to what had already been collected during the pilot. The researcher had no opportunity to collect additional data from the field in order to explore other avenues of inquiry that were presented as the artifact data was analyzed. The artifact quantitative employee survey data and metric data were aggregated and, therefore, did not lend themselves to extensive statistical analysis. In addition, studying a single location restricts the ability to generalize to a larger population. However, the findings of the study provide support for generalizing to broader theory (Yin, 2003, p. 10) and reader recognition of the phenomenon (Merriam, 2002, p. 28-29). Significantly, the breath and depth of the artifact data with the links and supports between and among the qualitative and

quantitative data findings provided a rich holistic perspective, leading to significant evidence that an emergent change process can move an organization toward becoming change-adept. Furthermore, this study demonstrated that change-adeptness can positively impact financial and operational business performance.

<div align="center">Summary</div>

Openness to change was substantiated by the comments of the managers during the June 2007 interviews. The managers reported that they were "more open to positive change, change that has benefit." Embedded in this comment is the recognition that not all change is positive or beneficial and demonstrates a more complex understanding of change than was known prior to this change initiative. The following manager's comment (personal communication, June 26, 2007) illustrates a more complex understanding of change, this time relating it to culture.

> How to change the culture? Before, I thought you needed a volcano to erupt or something to pull everybody together. Now I realize it's how you treat employees and what you expect of them. You can't do one thing to make the culture change, you have to do a lot of different things everyday to make a culture change. Now I believe you can make a culture change by how you are.

A comment offered by the District Manager summarizes the result of the pilot. "Finances are still improving. The organization is now built to change, or we are moving toward that. We strive to achieve, be adaptable, and agile. We have a vision and when we get people together we can make it happen." These comments illustrate a strong integration among Kanter's dimensions— *perform, innovate, and collaborate* and movement toward a change-adept culture.

The advantages of an emergent change process leading to a change-adept organization were recognized in the two managers' quotes above. Culture change is ongoing and based on how people treat each other. This represents an understanding of the personal/people side of business. Improved finances represent the business performance side of business. However, the second quote then shifts focus to changing, being adaptable, and working together. Improving finances may be viewed as a result of how well the people become change-adept. By becoming change-adept, an organization has the advantage of successfully and effectively competing in the market place because the people within the organization are skilled at continuously scanning for opportunities or changes that are perceived as advantageous to the business and they are unafraid to experiment.

<div align="center">Recommendations</div>

The following recommendations are based on this study. The first group of recommendations provides topics for further research. The second group provides practical considerations for change practitioners.

<div align="center">*Further Research*</div>

This case study has opened many avenues for further exploration. A few of those avenues, based on this study's findings, are mentioned below.

- An in-depth consideration of how the structure of organizational support mechanisms impacts the development and outcome of change and becoming change-adept. This might include the use of the concept of the container in the broader sense described by (Olson & Eoyang, 2001) as part of a complex adaptive system (CAS) or in the narrower sense used by Kanter, 1997.

- A deeper look at why changes get stuck and how people unstick the change process to move forward or why the change stays stuck.

- A multi-level study of the development and role of self-awareness, awareness of others, and complex thought in creating change-adept cultures.

- An exploration of the impact of Martin's (2002) concepts of differentiation, integration, and fragmentation on organizational culture and how these concepts enhance or inhibit the move toward a change-adept culture.

- An analysis of the influence of social construction dynamics on developing a change-adept organizational culture.

- An exploration across organizations of the impact of movement toward change-adeptness from the micro (local) level and the macro (organizational) level.

- An evaluation of the acceptance and influence of the system phenomena of multifinality and equifinality on change-adeptness in organizations.

- A comparison of multiple levels and multiple perspectives within an organization on the impact of developing a change-adept culture within or across organizations.

These recommendations represent a few of the many opportunities for applied research on change-adeptness in an organizational setting. The topics listed above are relevant to today's organizations as they learn to cope with a changing world.

Practical Considerations for Change Practitioners

Change practitioners should consider the following comments before working with an emergent change process or change-adept culture.

- Change practitioners facilitating an emergent change process must be aware of and willing to accept the differences required by an emergent change process in contrast to a planned change process.

- Therefore, change practitioners must be able to accept that in an emergent process there are no predefined steps; it is a journey of discovery for both the participants and the change practitioner and that changing is a process.

- Change practitioners must be positive and willing to experiment.

- Change practitioners must be comfortable with ambiguity, paradox, and complexity.

- This is a collaborative process where change practitioners are not the experts on the needs of the change participants.

- Rather, the participants are experts on their needs and in defining their own direction. However, change practitioners are experts in the theory and concepts used as part of an emergent process and it is their role to translate that knowledge into understandable business terms.

- Change practitioners must know the business in which they are working and the work-life challenges faced by the participants.

- Change practitioners must be able to coach the participants in order to build the capacity within the organization to sustain a change-adept culture through an emergent change process.

- Most importantly, change practitioners must know their own strengths and weaknesses and maintain a voracious interest in continuous learning through experimentation, reflection, and inquiry; therefore, they must be change-adept.

A Short Epilogue

After the pilot, experimentation and progress continued at the pilot district. The

District Operations Manager (DOM) was promoted to District (Site) Manager of a small

district—the next step in becoming a District Manager of a large site. The Dispatch

Supervisor was promoted to DOM. The DM restructured the service machine meetings

to include the use of brainstorming and cross functional system analysis to more

effectively resolve issues. The driver safety committee was combined across three sites

and the meeting rotated monthly among the sites. The committee included employees

from Maintenance, Drivers, Dispatch, Sales, Billing, and other departments as

appropriate from each site. Throughout the district, managers and employees began to

think about and experiment with creative ways to increase revenue. One manager

commented that to "sustain the initiative it needs to be worked into the normal routine.

Now we are getting pretty good at changing." This comment is supported by Kanter's

(1997) statement "productive change becomes a natural way of life" (p. 3). The

movement toward a change-adept culture continued after the completion of the pilot

indicating the potential sustainability of an emergent change process.

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APPENDIX A

Organizational Chart

```
                    ┌──────────────────┐
                    │   Group Sr. VP   │
                    └──────────────────┘
                             │
                    ┌──────────────────┐
                    │     Area VP      │
                    └──────────────────┘
                             │
                    ┌──────────────────┐
                    │ Market Area (MA) │
                    │   General Mgr    │
                    └──────────────────┘
                             │
          ┌──────────────────┴─────────────────────────────────┐
  ┌──────────────────┐              ┌─────────────────────────────────┐
  │ District Mgr (DM)│              │ MA: Customer Service – Billing – │
  └──────────────────┘              │ Sales — Finance – Fleet – Safety – HR – │
          │                         │              Other              │
          │                         └─────────────────────────────────┘
  ┌──────────────────┐              ┌──────────────────────┐
  │ District Ops Mgr │              │ District Fleet Mgr   │
  └──────────────────┘              └──────────────────────┘
          │
  ┌───────────────────────────────────────────────────────┐
  │ District: Route Mgrs (RM) by Line of Business (LOB) –  │
  │ Dispatch – Ops Specialists – Containers – Transfer Station - │
  └───────────────────────────────────────────────────────┘
          │
  ┌───────────────────────────────────┐
  │ Drivers by LOB report to RM by LOB│
  └───────────────────────────────────┘
```
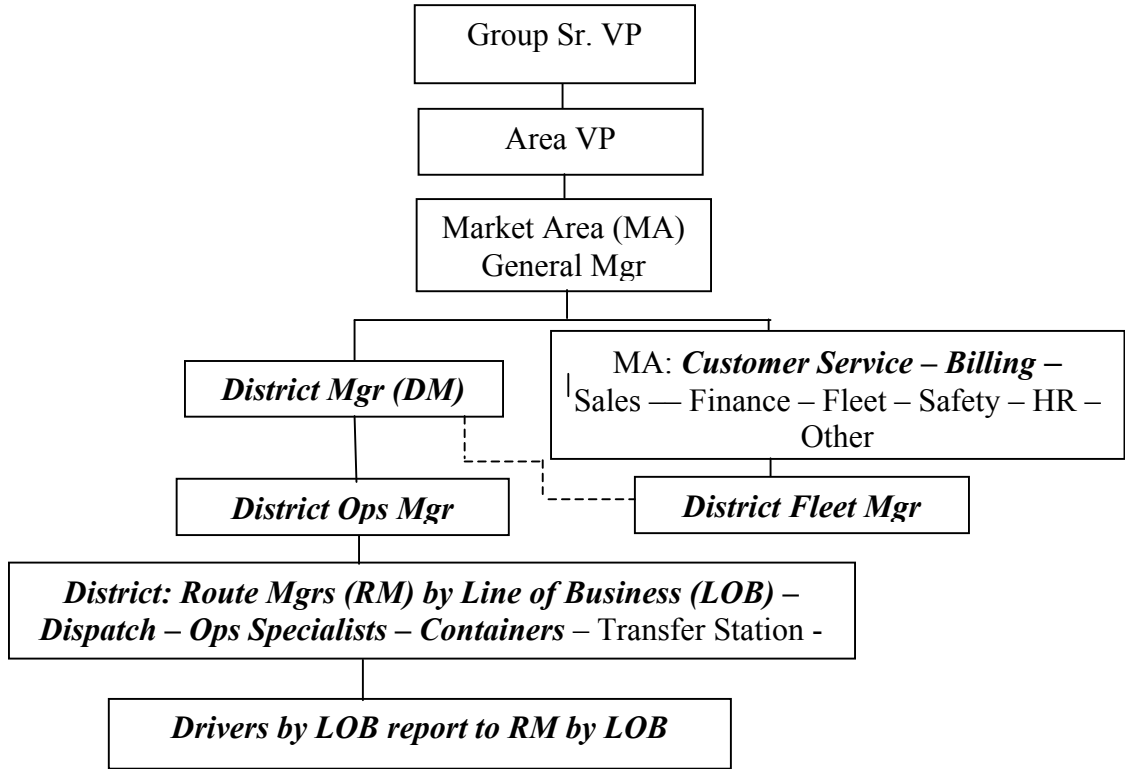
Figure A1. General hierarchy model for Acme field hauling operations

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Note: This graph represents a generic model of Acme. Not all levels or departments

illustrated above are present in every Market Area or District. The areas highlighted in

bold italics are the focus of this case study.

APPENDIX B

Description of the Five Areas and Key Actions

Definitions and key actions of the five areas—culture, compensation, organization, recruiting, and training identified by the core team are listed below. The descriptions and key actions are extracted from a presentation by the core team to the President/Chief Operating Officer on July 12, 2006.

Culture was defined as how business gets done. A more in-depth explanation described culture as an expansive set of written and unwritten rules, beliefs, and perceptions that give body and soul to a district and is directly impacted by the way in which a company manages its employees and processes. The intent of the "culture pilot" was to provide an awareness of and tools to develop an atmosphere that supports the "Best Place to Work."

Key actions recommended in the area of culture included administering the a culture assessment (OCAI) to managers, conducting an employee survey with feedback and follow-up to employees based on the results, analyzing organizational gaps based on key operational indicators, promoting open communications with and recognizing employees, holding employee round table meetings, ensuring managers had an open door policy with employees, and continuously monitoring the business environment and culture to maintain alignment.

Compensation was defined as competitive wages that pay for performance. Compensation included tools and methodologies that compensated employees at competitive market rates, assessed employee performance to ensure that they had the

skills to do their jobs, and aligned employee pay systems with the core company objectives in order to recruit and retain the best talent in the industry.

Key actions recommended in the area of compensation included conducting local competitive wage analysis annually; implementing a driver incentive pay plan and reviewing targets quarterly; utilizing standardized job assessments for Dispatchers, CSRs, Technicians, and Route Managers; implementing and maintaining incentive plans for CSRs and Technicians; providing coaching and feedback to employees on a regular basis, and maintaining action plans/succession planning.

Organization was defined as the standardization of district processes and job duties and to help employees maintain a balance between their personal and professional lives.

Key actions included standardizing Route Manager to route and employee ratios, focusing Route Manager responsibilities on safety and service including spending 80 percent of their time in the field and 20 percent of their time in the office; defining duties and responsibilities for Route Managers, Driver Trainer, Operations Clerks, Dispatchers, and Route Auditor; structuring Route Manager work schedules around start and end times; incorporating maintenance program recommendations; and driving team work between Maintenance and Operations.

Recruiting/Retention was defined as attracting a quality workforce and encompassed hiring dedicated recruiters to attract, source, select, and retain the highest quality applicant, while working closely with the on-boarding procedure.

Key actions included hiring a staffing professional for each market area, fully utilizing existing recruiting systems, standardizing processes for each Market Area, using

recruiting metrics as a part of routine operations review, sustaining a strategic focus on recruiting candidates, and maintaining continuous communication, training, and coaching of hiring managers.

Training was defined as developing employees. The core team noted that training was a costly investment that needed to be made only after careful system diagnosis and analysis. The stated goal of training was to improve the quality of performance across the organization by closing certain skill and knowledge gaps, allowing employees to perform their jobs effectively and efficiently. Strategic application of training to both the individual (succession planning) and the group (improving organizational performance) was recommended.

Key actions included conducting District Manager/Route Manager training; utilizing a Driver Training School for new hire driver training; developing a "grow your own" driver training program and employee orientation; certifying Field Driver Trainers to re-enforce and follow-up on training; and creating group and individual learning plans for closing skill gaps using existing internal and external resources.

APPENDIX C

Pilot District Timeline of Events and Activities

Table C1

Pilot District Timelines of events and Activities

Date	Culture	Compensation	Organization	Recruiting/Retention	Training
Q1 2006	- 1st Employee survey	- Comparable wage assessments conducted for RMs and Maint. Techs	- District assessment - Adopt RM job responsibilities - Adopt RM span of control - New residential RMs - Create job and hire Dispatch Supervisor RM and Maint. Tech assessments		- Facilitation training for RMs - Interviewer training for Driver Trainer
Q2 2006	- 1st Employee listening sessions	- Maint. Tech wage adjustment - RM wage adjustment - Implement PRO pay incentive plan for drivers	- New Fleet Maint. Mgr. - New Roll off Mgr. - New District Operations Mgr. (DOM) - Previous DOM promoted to site mgr. - Adopt Ops. Specialist job responsibilities - Adopt Dispatch job responsibilities - Adopted laptops with aircards for RMs - Changed from 1 on 1 pager communication to open radio communication with drivers to keep everyone connected	- Implemented employee referral bonus program - New Hire sign-on bonus program - Streamlined interview process with Driver Trainer responsible for Driver interviews	- New drivers to formalized central Driver Training Participating in centralize CDL Driver Training ("grow your own") Note: Driver Training fosters drivers as professionals with technical skills, leaders, customer service reps. Training based on metaphor "Captain of the Ship" - DM Operations training - RM Operations training - Performance
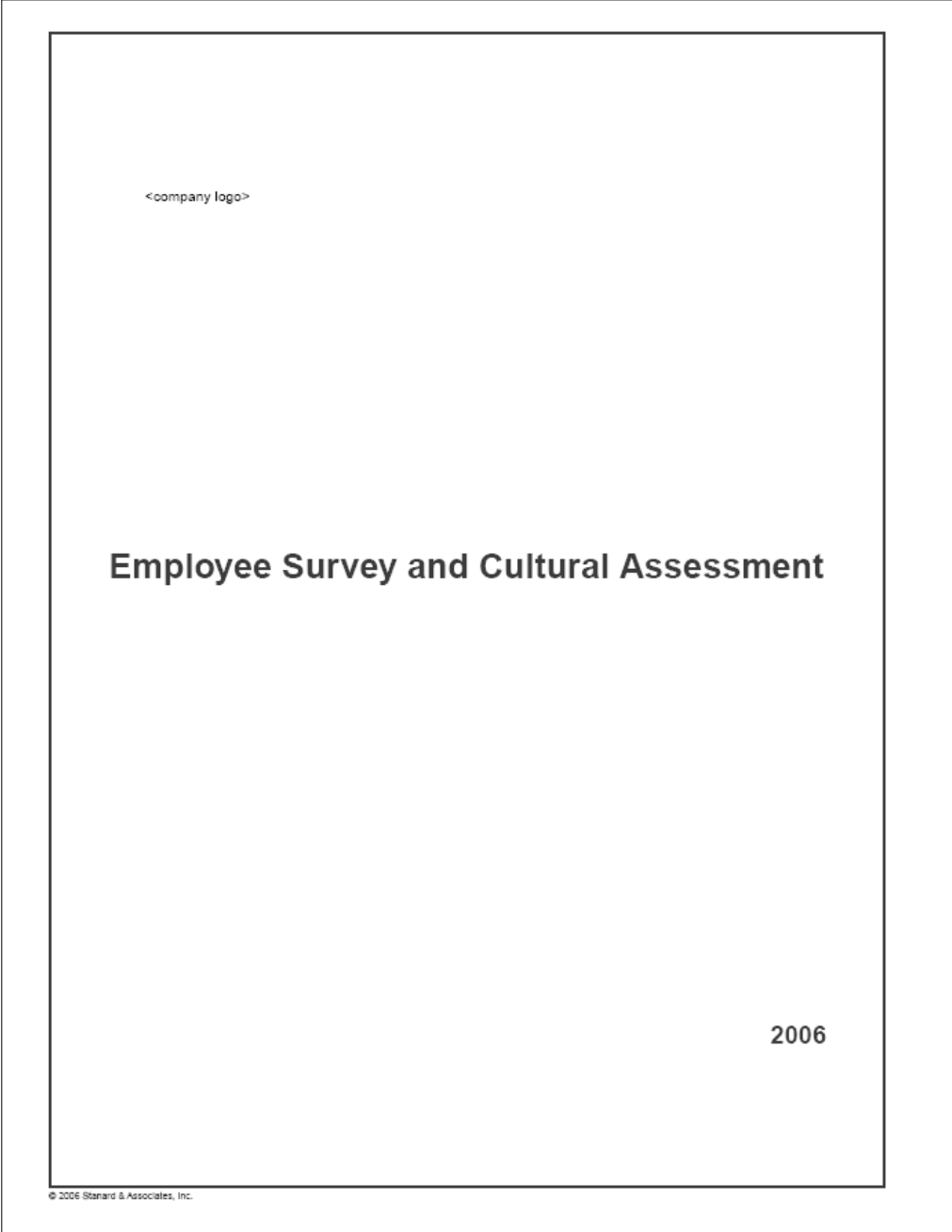
(table continues)

Date	Culture	Compensation	Organization	Recruiting/Retention	Training
					- Assessment training for RMs - Safety training for RMs - Preventive Maint. training for DM, Fleet Maint. Mgr, and Maint. Techs
Q3 2006	- 1st Mgr Culture Assessment - Employee volunteer teams - Drivers engaged in reroutes		- Shop improvement in planning and stocking parts - Drivers fully staffed - Dispetcher promoted to RM		- Excel for RMs - Leadership and performance management training for mgrs. - Coaching for DM - Safety bootcamp training for RMs
Q4 2006	- Employee volunteer teams recommendations approved and implemented		- 3rd RM added to residential -		- DVIR training for drivers - Dispatchers go through CS training
Q1 2007	- Began conducting systemic analysis of challenges and action planning - 2nd Employee survey				- Systemic analysis and action planning
Q2 2007	- 2nd Employee listening sessions - 2nd Mgr. Culture Assessment		- CS Supervisor promoted to RM		- Employee dialogue sessions - Skills assessments

APPENDIX D

Employee Survey

Below is the Stanard & Associates, Inc. employee survey used in the Acme Waste pilot

initiative. The survey was administered to employees at the beginning of the pilot and

approximately one-year later. The second employee survey did not include the question

on the last page "Importance of Survey Categories."

<company logo>

Employee Survey and Cultural Assessment

2006

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Introduction

At <company name>, we are always looking for ways to improve our performance, as well as to reinforce the things we as a company do well. This survey will allow you to express your view toward various aspects of working for <company name>, and will ultimately enable us to improve our company.

We are hoping for 100% participation and you can help us achieve this goal. This survey is completely anonymous and strictly confidential, so please complete it independently and be as honest as possible in your responses. An outside company will tally results and process the comments. Summaries will be shared with all employees at the earliest opportunity. Reports will only be created for employee groups that have at least 5 responses.

Satisfied colleagues are key to high levels of productivity, colleague retention and an overall good work atmosphere. Thank you for helping us in our continuous effort to make <company name> a great place to work.

Instructions for Completing the Survey

In the *General Information* section below, darken ONE circle in each category which best describes you and your job at <company name>. Use the Department Code Sheet provided by your administrator to fill in your department code. Then respond to the survey questions that begin on the next page by darkening the response alternative that most accurately expresses your opinion or feelings. This is not a test and there are no right or wrong answers. We just want your honest opinion about the questions. To help us understand how important various aspects of the work environment are to you, there is a section in which you will rank the importance of the eleven (11) survey categories measured in this survey. Be sure to use each rank only once. In order to ensure anonymity of your response, please do not sign your name on this survey.

THIS SURVEY IS COMPUTER SCORED. TO MAKE SURE THAT YOUR RESPONSES ARE RECORDED, PLEASE:

* Use a #2 or softer lead pencil, or a blue or black ink pen.

    CORRECT MARK   INCORRECT MARKS
    ○○●○○   ✓ ✗ ◕ ◌ ₪

* Completely erase answers you wish to change.
* Do not make stray marks on the survey.
* Do not fold, bend or staple this survey.
* Do not detach any pages from this survey.

General Information

A. Location

○
○
○
○
○
○

B. Job Title

○ Senior District Manager
○ District Manager
○ Senior Route Manager
○ Route Manager
○ Fleet Manager/Maintenance
○ Site Manager
○ Customer Service Manager
○ Driver/Helper
○ Dispatcher
○ MRF Operations Manager/Site Supervisor
○ Transfer Station Employee
○ Technician
○ Customer Service Rep.
○ Administrative Support Staff
   (including Operations Clerks)
○ All Others

C. Tenure

○ Less than 1 year
○ 1 year but less than 3 years
○ 3 years but less than 5 years
○ 5 years but less than 10 years
○ 10 or more years

D. Department

My **Department** is:
(Enter the two-digit code provided by your survey administrator)

⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

<u>Survey Term Definitions</u>

Company =   <company name>

Management = All managers at your location (including the District Manager, Maintenance Manager, Route Manager, Site Manager, Maintenance Supervisor, and your Supervisor).

The person I report to = The person to whom you report directly.

Work Group = The co-workers with whom you work on a daily basis.

N/A, Don't Know

Strongly Disagree
Disagree
Agree
Strongly Agree

1. I am given an opportunity to improve my skills in the company . . . . ○○○○ ○
2. There are good opportunities for advancement for me here . . . . ○○○○ ○
3. If I was unhappy about something, I would speak with someone in management about it . . . . ○○○○ ○
4. Employees are told about organizational plans and developments . . . . ○○○○ ○
5. Customer satisfaction is one of our priorities . . . . ○○○○ ○

6. This company identifies and responds effectively to customer needs . . . . ○○○○ ○
7. This company provides better service than that of our competitors . . . . ○○○○ ○
8. I have the resources I need to provide good customer service . . . . ○○○○ ○
9. My work group uses feedback from our customers to improve the quality of our services . . . . ○○○○ ○
10. There is an atmosphere of trust between employees and management . . . . ○○○○ ○

11. Management believes employees are a valuable asset . . . . ○○○○ ○
12. Management cares about the well being of employees . . . . ○○○○ ○
13. Management is fair and honest with employees . . . . ○○○○ ○
14. My job allows me the freedom I need to use my own judgment . . . . ○○○○ ○
15. I am involved in making the decisions that affect me and my work . . . . ○○○○ ○

16. Suggestions for improvement are encouraged around here . . . . ○○○○ ○
17. The person I report to treats everyone fairly . . . . ○○○○ ○
18. The person I report to gives me good guidance in accomplishing my work . . . . ○○○○ ○
19. I get the recognition I deserve when I do a good job . . . . ○○○○ ○
20. The person I report to tells me what is expected of me in my work . . . . ○○○○ ○

21. The person I report to does a good job of keeping me informed . . . . ○○○○ ○
22. The person I report to enforces policies and rules consistently . . . . ○○○○ ○
23. The people I work with cooperate to get the job done . . . . ○○○○ ○
24. There is a spirit of cooperation and teamwork among the people here . . . . ○○○○ ○
25. The company provides enough information and training for those who want to learn more about their job . . . . ○○○○ ○

26. The company provides adequate training for me to keep my skills up to date . . . . ○○○○ ○
27. I have been properly trained to do my job . . . . ○○○○ ○
28. The amount of work I am expected to do is fair and reasonable . . . . ○○○○ ○
29. Management does everything possible to make sure our workplace is safe . . . . ○○○○ ○
30. I have the proper equipment and supplies to do my job . . . . ○○○○ ○

31. Overall, the working conditions are satisfactory for my type of work . . . . ○○○○ ○
32. Compared with similar companies in the area, pay here is good . . . . ○○○○ ○
33. Our benefits are good compared with those of similar companies . . . . ○○○○ ○
34. This company's future is very important to me . . . . ○○○○ ○
35. I feel like I really belong in this company . . . . ○○○○ ○

36. I would recommend this company to a friend as a good place to work . . . . ○○○○ ○
37. Overall, this is a good place to work . . . . ○○○○ ○

Please turn the page to continue ⟶

- 3 -

Importance of Survey Categories: Instructions

Please put the following eleven (11) survey categories in numerical order in terms of their importance to you with 1 being the most important survey category to you and 11 being the least important category to you. Fill in the number associated with the rank you choose for each factor. Please be sure you use each rank (1 through 11) only one time; this should result in only one circle filled in per column.

Survey Category	1 = Most Important									11 = Least Important	
1. Advancement Opportunities	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	⑪
2. Communication	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	⑪
3. Customer Satisfaction	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	⑪
4. Management	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	⑪
5. Participation - being able to provide meaningful input into the job	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	⑪
6. Supervision	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	⑪
7. Teamwork	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	⑪
8. Training	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	⑪
9. Working Conditions	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	⑪
10. Compensation	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	⑪
11. Identification with <company name> - feeling proud to work for <company name>.	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	⑪

Thank you for your participation. Please return the survey to your survey administrator.

Note. The employee survey form was reprinted with permission of Stanard & Associates, Inc.

APPENDIX E

Organizational Culture Assessment Instrument (OCAI)

Example of the email request to respond to the culture assessment.

BDS

From: BDS - Behavioral Data Services [bds@b-d-s.com]

Sent: Monday, February 12, 2007 9:15 AM

To: <name>

Subject: Management Culture Assessment

Dear <name>,

Acme Waste requests that you take the Organizational Culture Assessment between now and 16-Feb-07.

During the first part of March, Janet will meet with the management team to discuss the results.

You will receive your results both as a link in an email and visibly on your screen. Please save/print your results so you may review them during these upcoming meetings

Simply click on the URL below

   http://www.hrgems.com/guests/user_main.asp?userid=FINALTEST

(if the URL is not an active link then copy and paste it into your browser)

OR

Go to www.hrgems.com and in the upper right hand corner in the box labeled EXPERIENC enter your USER NAME and PIN in the boxes.

   Your User Name is: FINALTEST
   Your PIN is: <number>

Please complete the survey between now and 16-Feb-07.

If you have any questions regarding the survey please contact Janet McCollum [JKMcCollum@xxx.com].

As the external administrator, if you have any questions regarding the link, please contact me directly at sherry.slade@b-d-s.com.

Thank you,
Sincerely,
Sherry Nelson Slade
Director
BDS-Behavioral Data Services
224 Nickels
Ann Arbor, MI 48104 USA
Phone: +1 734 663 2990
Email: bds@b-d-s.com

Online OCAI with example responses.

Organizational Culture Assessment - Acme Waste

Rate each of the statments be dividing 100 points between A,B,C, and D depending on how similar the description is to the firm (100 is very similar and 0 is not at all similar). **The total points in each column must equal 100.**

In the first column, describe the organization as it is now, in the second column describe how you would prefer it to be.

1.1 DOMINANT CHARACTERISTICS

1. NOW
2. PREFERRED

	1	2	
A	10	40	The organization is a very **personal place**. It is like an extended family. People seem to share a lot of themselves.
B	20	30	The organization is a very **dynamic and entrepreneurial** place. People are willing to stick their necks out and take risks.
C	30	20	The organization is very **results oriented**. A major concern is with getting the job done. People are very competitive and achievement oriented.
D	40	10	The organization is a very **controlled and structured** place. Formal procedures generally govern what people do.

Save & Continue

Finish Later
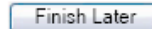
Organizational Culture Assessment - Acme Waste

Rate each of the statments be dividing 100 points between A,B,C, and D depending on how similar the description is to the firm (100 is very similar and 0 is not at all similar). **The total points in each column must equal 100.**

In the first column, describe the organization as it is now, in the second column describe how you would prefer it to be.

1.2 ORGANIZATIONAL LEADERSHIP

1. NOW
2. PREFERRED

	1	2	
A	10	20	The leadership in the organization is generally considered to exemplify **mentoring, facilitating, or nurturing.**
B	0	0	The leadership in the organization is generally considered to exemplify **entrepreneurship, innovating, or risk taking.**
C	0	0	The leadership in the organization is generally considered to exemplify a **no-nonsense, aggressive, results-oriented focus.**
D	90	80	The leadership in the organization is generally considered to exemplify **coordinating, organizing, or smooth-running efficiency.**

Save & Continue   Previous Item

Finish Later

Organizational Culture Assessment - Acme Waste

Rate each of the statments be dividing 100 points between A,B,C, and D depending on how similar the description is to the firm (100 is very similar and 0 is not at all similar). **The total points in each column must equal 100.**

In the first column, describe the organization as it is now, in the second column describe how you would prefer it to be.

1.3 MANAGEMENT OF EMPLOYEES

1. NOW
2. PREFERRED

	1	2	
A	50	0	The management style in the organization is characterized by **Teamwork, consensus, and participation.**
B	0	50	The management style in the organization is characterized by **individual risk-taking, innovation, freedom, and uniqueness.**
C	0	50	The management style in the organization is characterized by **hard-driving competitiveness, high demands, and achievement.**
D	50	0	The management style in the organization is characterized by **security of employment, conformity, predictability, and stability in relationships.**

Save & Continue   Previous Item

Finish Later

Organizational Culture Assessment - Acme Waste

Rate each of the statments be dividing 100 points between A,B,C, and D depending on how similar the description is to the firm (100 is very similar and 0 is not at all similar). **The total points in each column must equal 100.**

In the first column, describe the organization as it is now, in the second column describe how you would prefer it to be.

1.4 ORGANIZATIONAL GLUE

1. NOW
2. PREFERRED

	1	2	
A	50	20	The glue that holds the organization together is **loyalty and mutual trust.** Commitment to this organization runs high.
B	0	30	The glue that holds the organization together is commitment to **innovation and development**. There is an emphasis on being on the cutting edge.
C	0	0	The glue that holds the organization together is the emphasis on **achievement and goal accomplishment**. Aggressiveness and winning are common themes.
D	50	50	The glue that holds the organization together is formal **rules and policies.** Maintaining a smooth-running organization is important.

Save & Continue   Previous Item

Finish Later

Organizational Culture Assessment - Acme Waste

Rate each of the statments be dividing 100 points between A,B,C, and D depending on how similar the description is to the firm (100 is very similar and 0 is not at all similar). **The total points in each column must equal 100.**

In the first column, describe the organization as it is now, in the second column describe how you would prefer it to be.

1.5 STRATEGIC EMPHASES

1. NOW
2. PREFERRED

	1	2	
A	10	100	The organization emphasizes **human development**. High trust, openness, and participation persist.
B	10	0	The organization emphasizes **acquiring new resources and creating new challenges**. Trying new things and prospecting for opportunities are valued.
C	10	0	The organization emphasizes **competitive actions and achievement**. Hitting stretch targets and winning in the marketplace are dominant.
D	70	0	The organization emphasizes **permanence and stability**. Efficiency, control and smooth operations are important.

Save & Continue   Previous Item

Finish Later

Organizational Culture Assessment - Acme Waste

Rate each of the statments be dividing 100 points between A,B,C, and D depending on how similar the description is to the firm (100 is very similar and 0 is not at all similar). **The total points in each column must equal 100.**

In the first column, describe the organization as it is now, in the second column describe how you would prefer it to be.

1.6 CRITERIA OF SUCCESS

1. NOW
2. PREFERRED

	1	2	
A	0	0	The organization defines success on the basis of the **development of human resources, teamwork, employee commitment, and concern for people.**
B	0	100	The organization defines success on the basis of having the most unique or the newest products. It is a **product leader and innovator.**
C	0	0	The organization defines success on the basis of **winning in the marketplace and outpacing the competition. Competitive market leadership is key.**
D	100	0	The organization defines success on the basis of efficiency. **Dependable delivery, smooth scheduling, and low cost production** are critical.

Save & Continue   Previous Item

Finish Later

Note. OCAI © Kim Cameron, University of Michigan. In (Cameron & Quinn, 2006).

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Example of a thank you for participating email

BDS

From:	BDS - Behavioral Data Services [bds@b-d-s.com]
Sent:	Monday, February 12, 2007 9:24 AM
To:	<name>
Subject:	Management Culture Assessment

Dear <name>, Thank you for taking the Organizational Culture Assessment.
 If you have any questions regarding the survey please contact Janet McCollum [JKMcCollum@xxx.com].
As the external administrator, if you have any questions regarding the link, please contact me directly at
sherry.slade@b-d-s.com. Click below to view report:
Individual Feedback Report(html)

Example of an overall individual results report
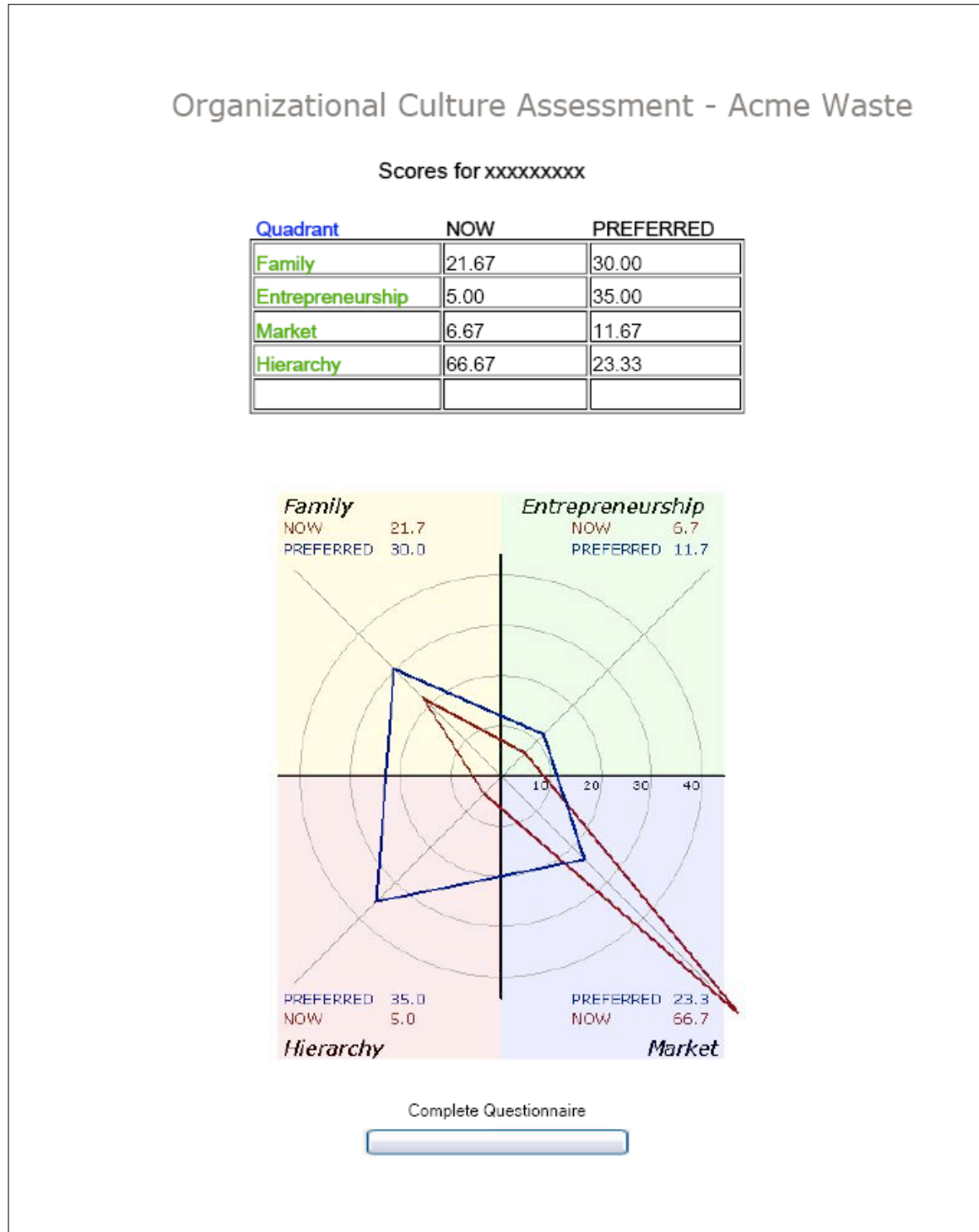
Note. © Kim Cameron, University of Michigan. Reprinted with permission of the author.

Example of a group results report. This report shows the average of all responses from the group.
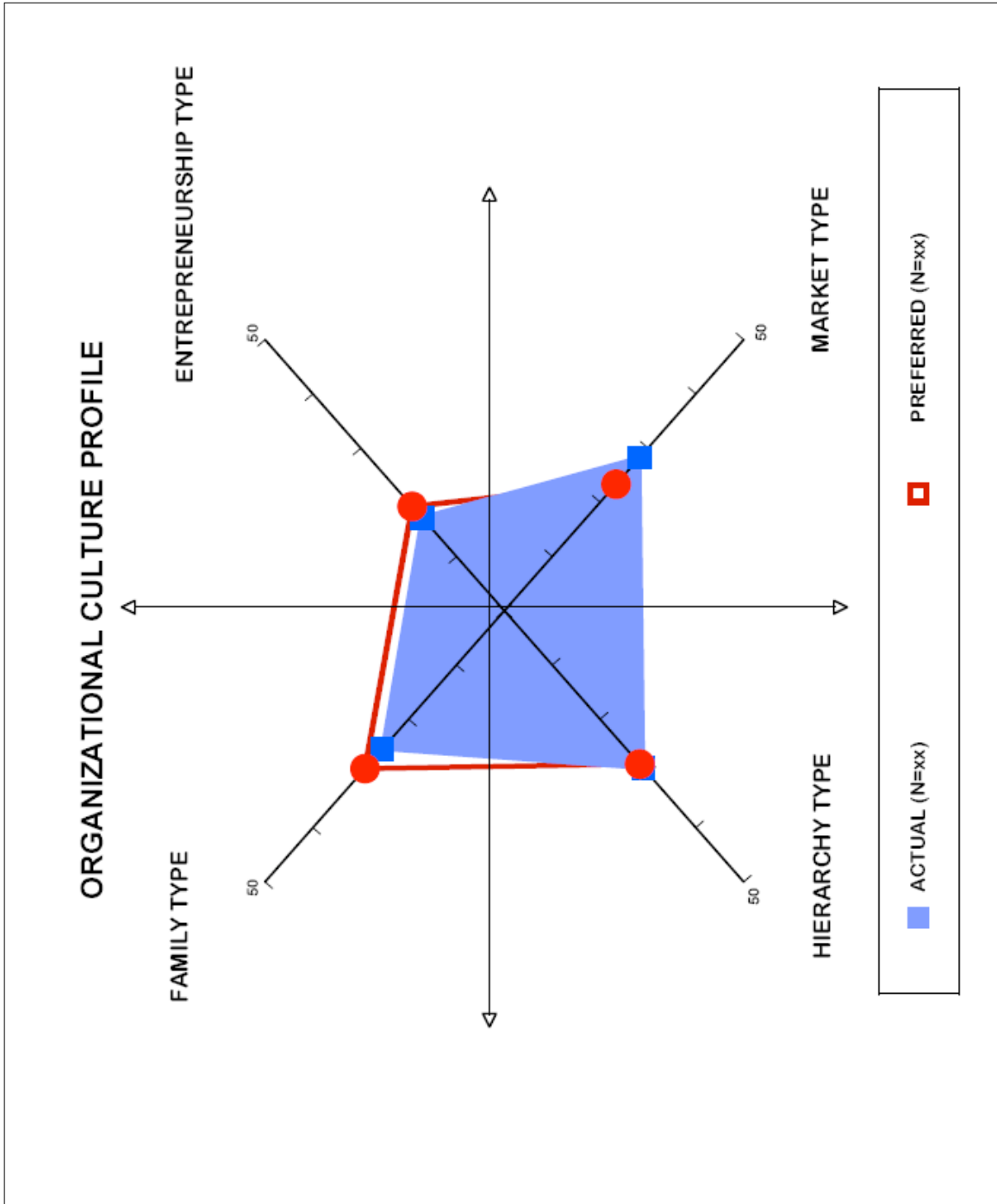
Note. © Kim Cameron, University of Michigan. Reprinted with permission of the author.

APPENDIX F

Business Metrics

Table F1

Business Metrics

Metric	Desired Direction	Area Impacted	Description
TRIR	Lower	Safety	Total Recordable Injury Rate (TRIR). OSHA metric. TRIR = (# injuries x # employees) / 20,000 hrs.
HARR	Higher	Safety	Hourly Accident Report Rate (HARR). Internal safety metric. HARR = # hours trucks run without and accident whether Acme's fault or some else's fault.
CSI	Lower	Fleet Maintenance & Customer Service	Customer Service Interruptions (CSI). Determines the effectiveness of drivers' pre and post trip inspections of their trucks, fleet maintenance repairs and preventive maintenance. CSI = total engine hours of trucks on routes / (Door Traffic + Road Calls). Door traffic is when the truck breaks down while it is still at the district. Road calls are when a truck breaks down on the route and a maintenance truck is dispatched to make repairs.
Customer Service Score	Higher	Customer Service	A composite measure that is used to indicate how customers perceive the service level of a district. Includes correct customer set up, speed of the call center to answer the call, correct billing, and missed pick ups, among many other customer service measures.
CO MPU/1000	Lower	Customer Service	Number of Commercial Missed Pick Ups (CO MPUs) per 1000 customers.

(table continues)

Metric	Desired Direction	Area Impacted	Description
Resi MPU/1000	Lower	Customer Service	Number of Residential Missed Pick Ups (Resi MPUs) per 1000 homes.
Resi Productivity	Higher	Productivity	Residential Productivity. # of homes picked up per hour on a route.
CO Productivity	Higher	Productivity	Commercial Productivity. # of yards of trash picked up per hour on a route.
RO Productivity	Higher	Productivity	Roll Off Productivity # of hauls per hour.
Total Wages as % of Net Revenue	Lower	Efficiency	Total Wages include hourly straight time, hourly overtime, insurance, benefits, workers compensation, and casual (temp) labor. Net revenue = Gross Revenue (all revenue including 3rd party and intercompany) – revenue reduction (disposal fees and subcontracted fees)
GOP as % of Net Revenue	Higher	Financial Performance	Gross Operating Profit (GOP) is profit before Sales, General, and Administrative (SG&A) Costs. GOP = Net Revenue – Operating Costs (labor, maintenance, fuel, etc.)
Voluntary Turnover	Lower		Number of employees voluntarily leaving the company.

APPENDIX G

Coding Guide for Kanter's Change-adept Culture Framework

Professionalism to Perform (Perform) – people and capacity to act, flawless execution to deliver higher standards to the customer, operational excellence, and discipline

Discipline – few simple rules, people empowered to take action not covered by formal rules.
- People understand the overall mission and the importance of their work, know what they are doing and why, have sense of ownership, and improve the ability to deliver value to customers
- Small number of rules guide autonomous decision-making and use of judgment leading to productive increased capacity to act
- Simple rules/guidelines circumscribe patterns of behavior
- Each person makes locally independent, adaptive responses while remaining part of the larger system
- New rules for the future are considered and mid-course corrections are made (links to experimentation)

Learning and Skill Development – human talents exist only as potential until activated by the organization which emphasizes learning capabilities and stresses learning
- Professionally committed to excellence and continually upgrading skills
- Opportunities to learn new skills and develop and apply current skills to new situations
- Reward systems encourage learning and growth, as well as current value added activities
- Skill development training to do current job and future jobs
- Learning comes from working on real business issues

Changing Roles – of managers and employees
- Distinction between managers and employees diminishes
- Managers become more supportive coaches
- Managers demonstrate interpersonal skills
- People become more accountable and feel more empowered to innovate
- Shared leadership
- Open up leadership and development programs to employees throughout the organization
- Open sharing of information – more transparency to create a shared sense of mission and direction

Imagination to Innovate (Innovate) – includes new ways of thinking about the basic business model. Leaders create a culture in which experiments, inquiry/questions, and challenges are encouraged and the persistence to convert imagination into useful ideas is expected. An experimental attitude channels resources to the most promising ideas and promotes learning from less successful ideas.

Supportive Container – defined more narrowly than Complex Adaptive Systems (CAS), focus is on structures that support the following.
- Freedom to take risks and provide support when risks are not successful
- Structures that encourage people to do what needs to be done
- Balance of the decentralized, spontaneous, and creative with more centralized, formal processes
- Creation and nurturing of change
- Balance innovation and achievement
- Transforming exchanges, where connections across differences create change at the local level
- Self-organizing system includes physical (location), organizational (department), conceptual (ideas, purpose, or procedures), and behavior (professional identity and culture)
- Semi permeable boundary, where change occurs as new relationships and structures form and reform over time

Innovative Thinking – ability to rethink categories and transcend boundaries essential for business practices, opens the way to experimentation
- Open to new ways of thinking
- Engage in the search for new ideas
- Thinking and reflection, before taking action (experimenting)
- Mindfulness
- Mental agility
- Comfortable with ambiguity
- Balance contradiction/paradoxes – complicated understanding (ill-structured knowledge)
- Diversity of thought
- Self awareness

Experimentation – trying new approaches (actions) based on innovative thinking
- Explore new possibilities through experimentation, inquiry/questioning, challenging to status quo
- Use the organization strengths to provide a springboard for change
- Experimental attitude to explore options and performance capabilities
- Small multiple initiatives to make new connections closing the gap between current performance and organizational possibilities
- Learn from experience to create capabilities and potential for the future
- Take the organization to the next level
- Surprise and unpredictable outcomes resulting in novel solutions

Openness to Collaborate (Collaborate) – develop collaborative internal and external networks to discover opportunities to learn together in participative and inclusive ways that encourage cross-fertilization of ideas across an organization in order to identify and pursue opportunities.

- A large number of multidimensional, multilayered relationships within and outside the organization, where
  - New ideas are amplified throughout the organization via social interaction
  - Common language forms a basis for action
  - Dialogue considers multiple perspectives which offer new possibilities to develop shared meaning and action
  - People act as ambassadors with partners and communities
- People socially construction their organization. The act of relating is the core of the organization.

Integration – the intersection/interaction of Professionalism to Perform, Imagination to Innovate, and Openness to Collaborate

Coding integration strength – the link or interaction between/among the three dimensions

- Weak integration is when a link or interaction between two of Kanter's (1997) three dimensions is expressed
- Strong integration is when a link or interaction among all three of Kanter's dimensions is expressed

Coding positive and negative comments

- Positive comments consider possibilities, explore ways to do things differently, and indicate a willingness to take action. Issues and solutions are seen as part of an integrated system.

- Negative comments focus on what is missing or needed, often blaming others or the environment for the situation. Solutions or actions are seldom suggested. Issues are seen as discrete and independent.

APPENDIX H

Employee Survey Responses for 2006 and 2007

Table H1

Employee Survey Responses 2006 and 2007

Item	Year	% Favorable	% N/A	% Unfavorable	N
This company's future is very important to me.					
	2007	95	1	4	197
	2006	92	2	7	180
Customer satisfaction is one of our priorities.					
	2007	91	2	7	197
	2006	87	2	11	174
My job allows me the freedom I need to use my judgment.					
	2007	78	3	20	197
	2006	79	2	19	179
Overall, this is good place to work.					
	2007	88	2	10	196
	2006	80	3	17	178
There is an atmosphere of trust between employees and management.					
	2007	53	5	42	195
	2006	46	4	50	180

(*table continues*)

Item	Year	% Favorable	% N/A	% Unfavorable	N

I get the recognition I deserve when I do a good job.

| | 2007 | 59 | 3 | 39 | 198 |
| | 2006 | 54 | 2 | 45 | 179 |

(a) Management believes employees are a valuable asset

| | 2007 | 61 | 5 | 35 | 197 |
| | 2006 | 54 | 4 | 41 | 178 |

(a) Management is fair and honest with employees.

| | 2007 | 59 | 5 | 37 | 197 |
| | 2006 | 48 | 6 | 47 | 178 |

(a) Management cares about the well being of employees.

| | 2007 | 68 | 1 | 31 | 198 |
| | 2006 | 53 | 5 | 42 | 180 |

There is a spirit of cooperation and teamwork among the people here.

| | 2007 | 59 | 4 | 37 | 190 |
| | 2006 | 51 | 2 | 48 | 176 |

(b) The person I report to does a good job of keeping me informed.

| | 2007 | 67 | 3 | 30 | 199 |
| | 2006 | 63 | 2 | 35 | 181 |

(*table continues*)

Item	Year	% Favorable	% N/A	% Unfavorable	N
(b) The company provides enough information and training for those who want to learn more about their job.					
	2007	62	5	33	193
	2006	50	3	46	179
(c) The company provides adequate training for me to keep my skills up-to-date.					
	2007	65	3	32	199
	2006	55	3	42	180
(c) I have been properly trained to do my job.					
	2007	81	1	18	198
	2006	67	1	32	178
This company identifies and responds effectively to customer needs.					
	2007	84	3	13	199
	2006	72	3	25	180

Note. Letters indicate the items that the listening session participants linked together.

APPENDIX I

Management Culture Assessment Process

The management culture assessment process consisted of the following six steps. The

process was accomplished in two meetings, plus 20 minutes to complete the online

OCAI. Step 2 is the first meeting which takes between 2-3 hours. The second meeting

included steps 3-7 and takes approximately 4-6 hours to complete. Sometimes step 6 was

completed in a third meeting, depending on the time managers can spend away from their

jobs, but the total time remains the same.

1) Managers individually took the culture assessment instrument (OCAI).

2) Managers participated in a management team dialogue to reach agreement on a composite view of the location's current and preferred culture using the individual manager culture assessments as a starting point for the conversation.

3) Management team reviewed the employee listening session data and identified common response patterns of employees across the district.

4) Based on the employee survey data, patterns identified from the employee listening sessions data, the composite current and preferred culture, the management team defined what each culture quadrant meant and did not mean for the location.

5) The management team reached agreement on what they wanted to start doing, continue doing, and stop doing over the next year in each culture quadrant to move the culture in the desired direction.

6) The management team developed an action plan to use as a guide over the year to accomplish moving in the district in the direction of the preferred culture.

APPENDIX J

Performance Metrics Analysis—Trends and 2006-2007 Quarter Comparisons

The following graphs illustrate the trends and provide a same quarter comparison year

over year for artifact metrics. See Appendix F for definitions of the metrics.
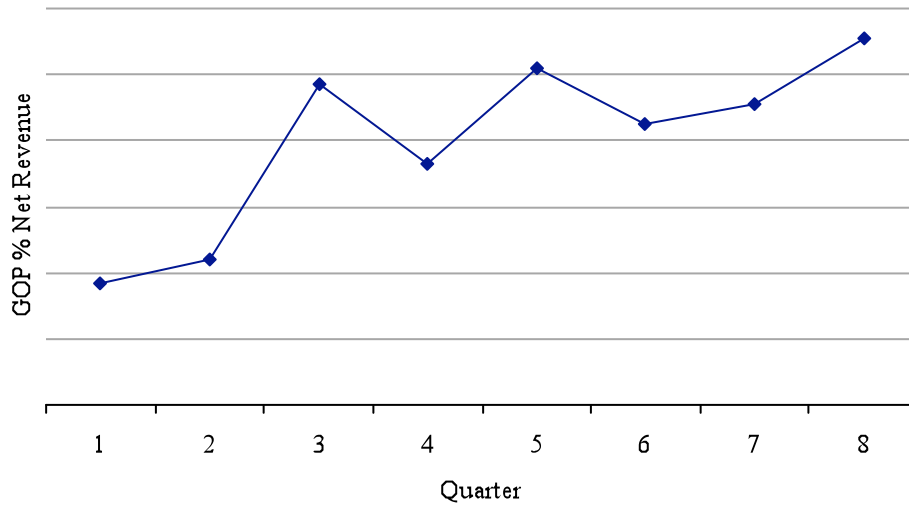
Figure J1. Gross operating profit (GOP) as % of net revenue quarterly trend from 2006

through 2007. The trend is increasing—the desired direction.
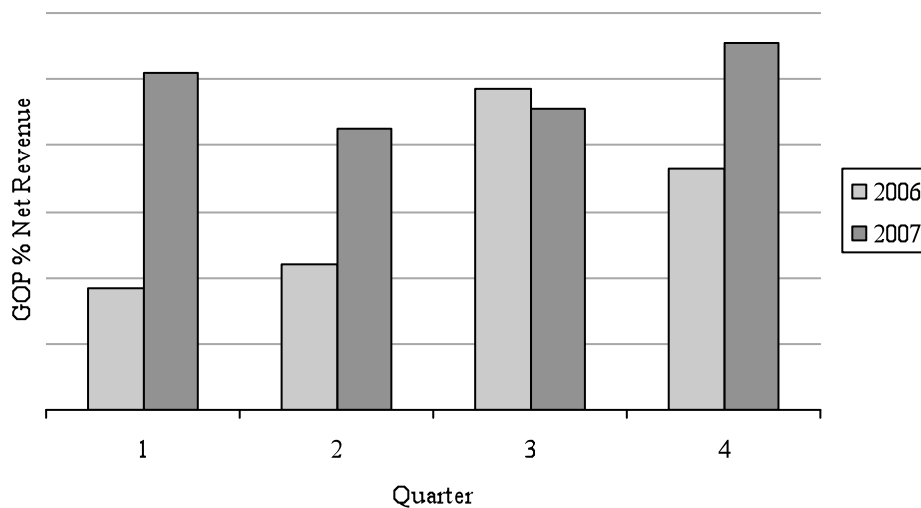
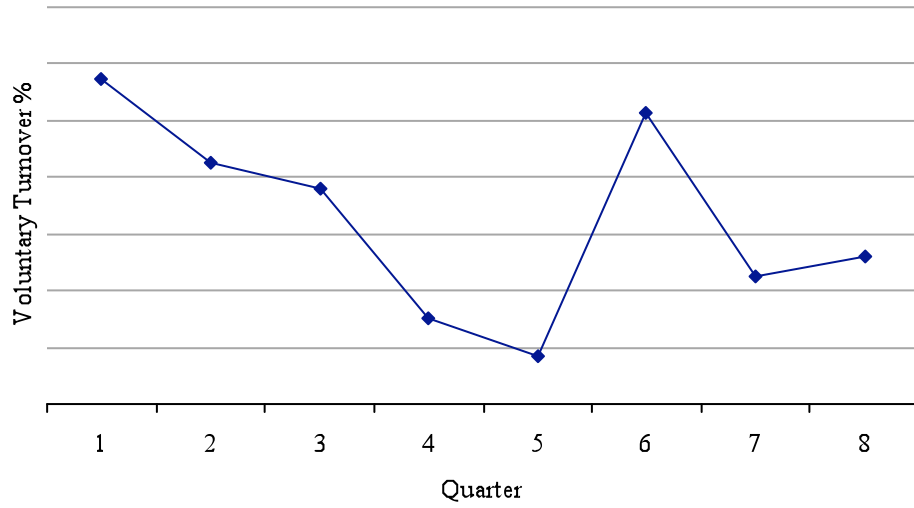*Figure J2*. GOP as % net revenue same quarter comparison 2006 to 2007.
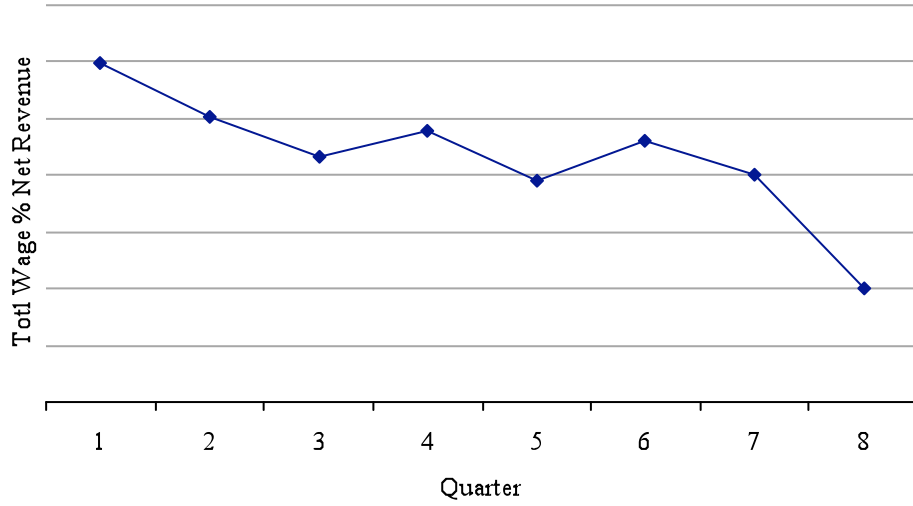
Figure J3. Total wages as % of net revenue quarterly trend from 2006 through 2007.

The trend is decreasing—the desired direction.
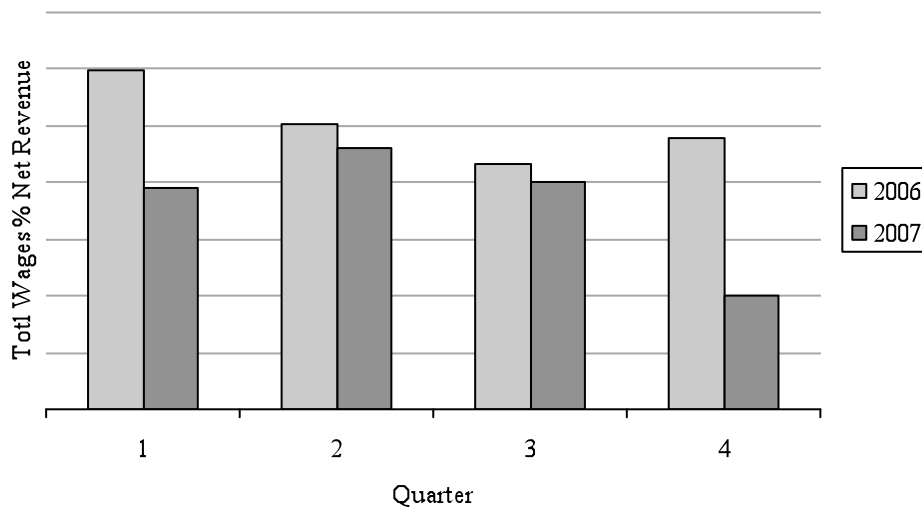
Figure J4. Total wages as % net revenue same quarter comparison 2006 to 2007.
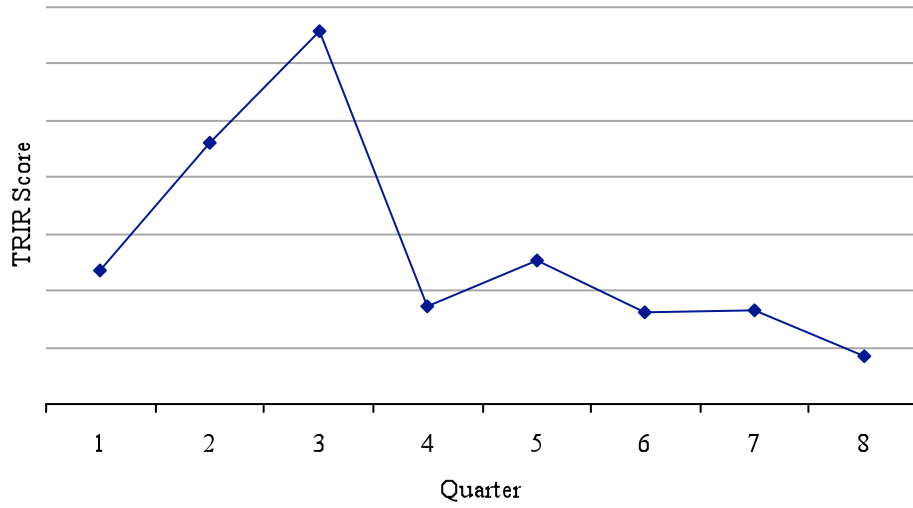
Figure J5. Total Recordable Injury Rate (TRIR) quarterly trend from 2006 through

2007. The trend is decreasing—the desired direction.
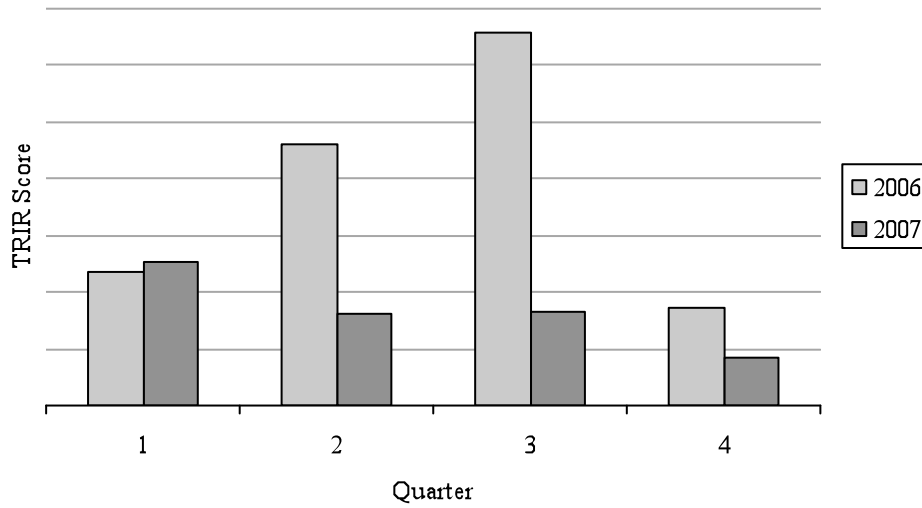
Figure J6. Total Recordable Injury Rate (TRIR) same quarter comparison 2006 to 2007.
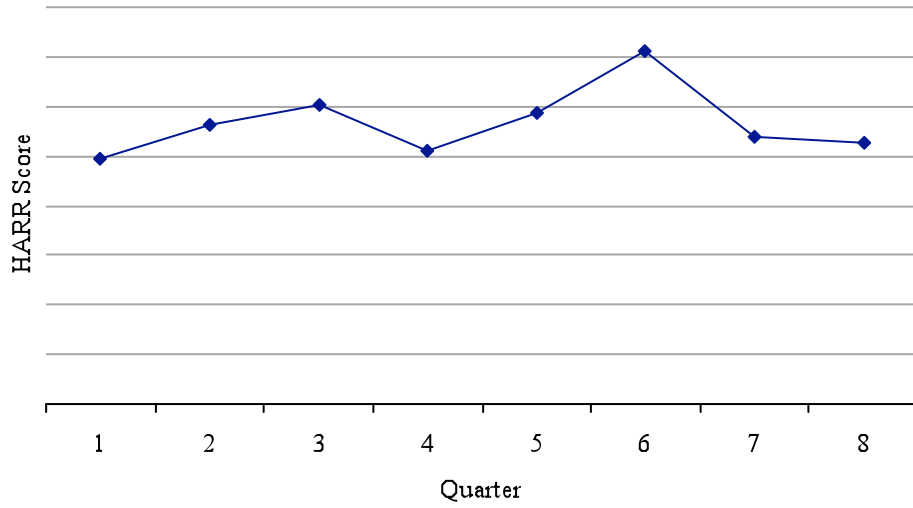
Figure J7. Hourly Accident Report Rate (HARR) quarterly trend from 2006 through

2007. Overall the trend is stable. The desired trend would be increasing.
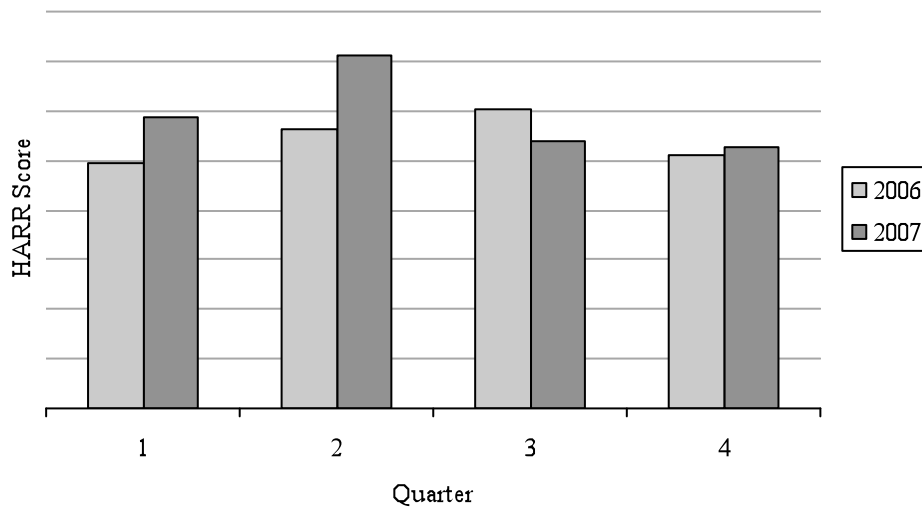
Figure J8. Hourly Accident Report Rate (HARR) same quarter comparison 2006 to
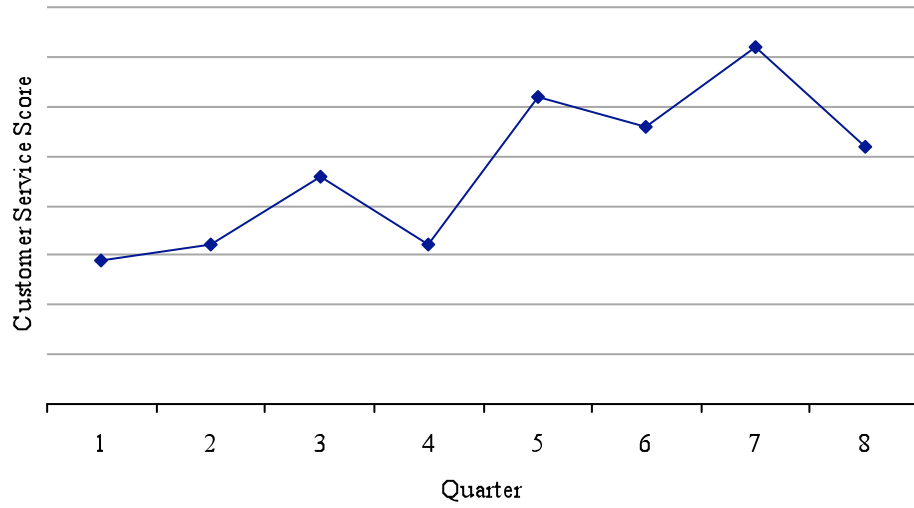
2007.

Figure J9. Customer service metric quarterly trend from 2006 through 2007. Overall the trend is increasing—the desired direction.
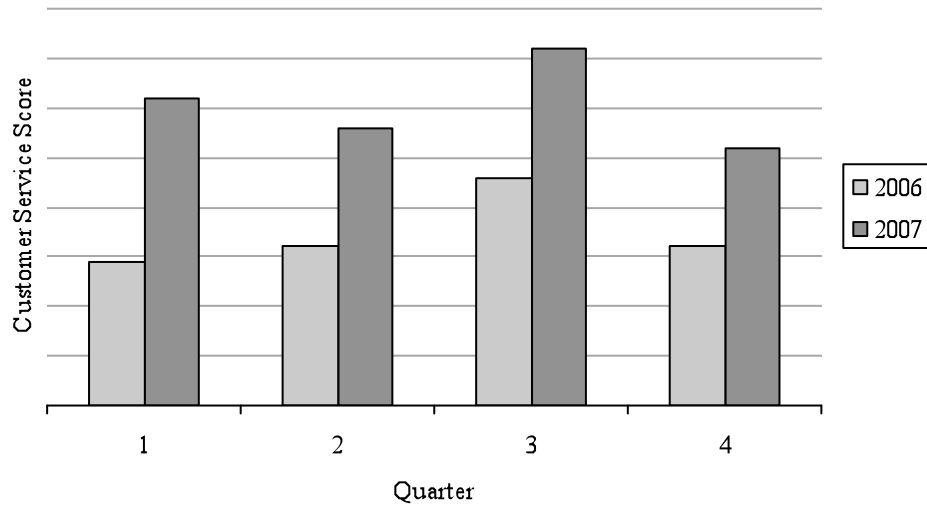
Figure J10. Customer service metric same quarter comparison 2006 to 2007.

Figure J11. Percent of voluntary turnover trend from 2006 through 2007. Overall the trend is decreasing—the desired direction.
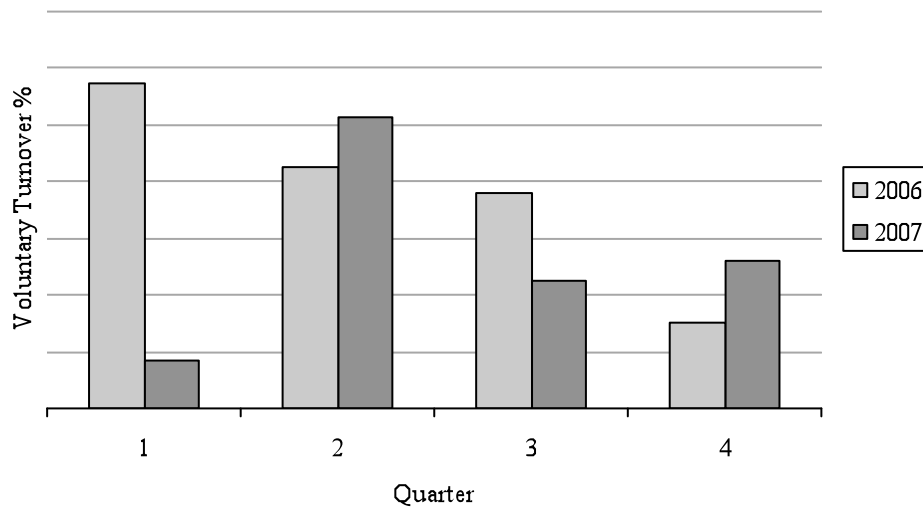
Figure J12. Percent of voluntary turnover same quarter comparison 2006 to 2007.
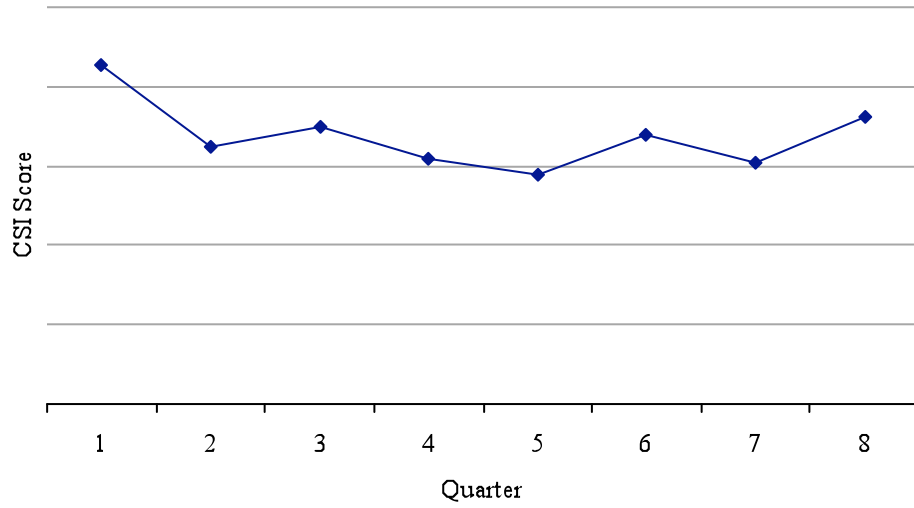
Figure J13. Customer service interruptions (CSI) trend from 2006 through 2007.

Overall the trend is stable. The desired trend would be decreasing.
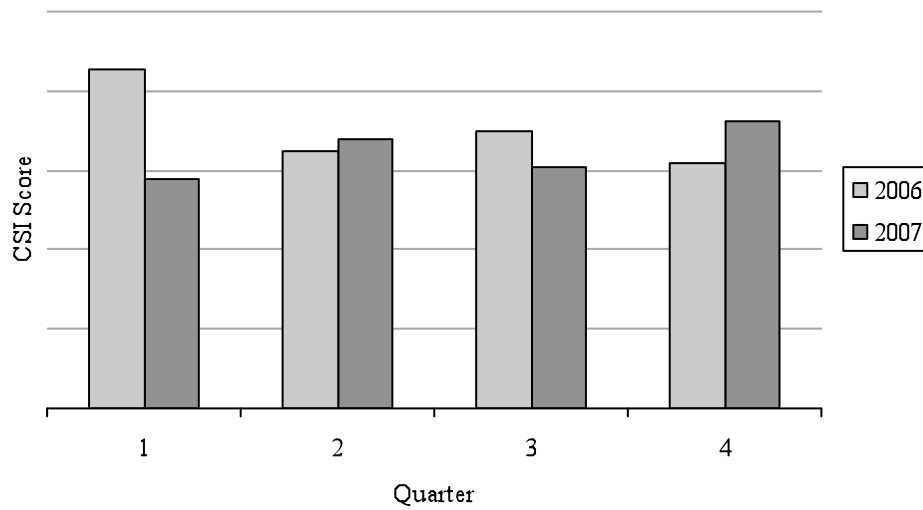
Figure J14. Customer service interruptions (CSI) same quarter comparison 2006 to 2007.
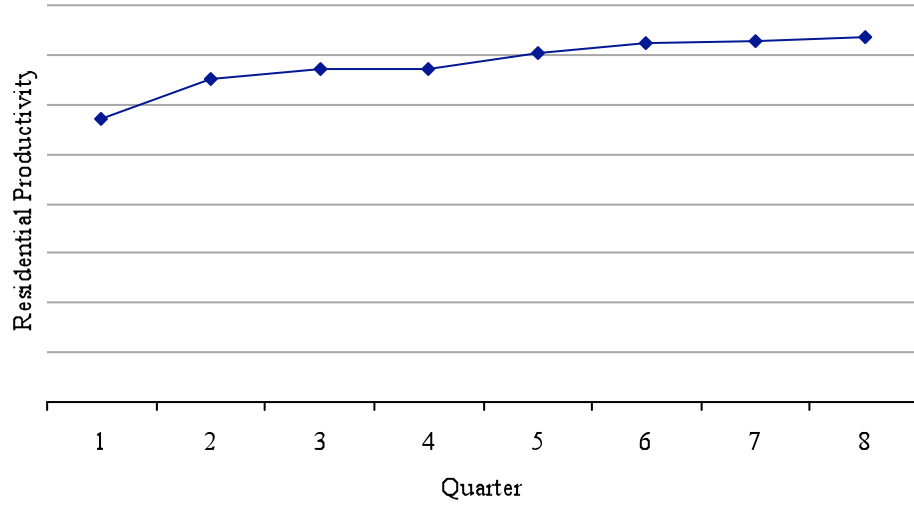
Figure J15. Residential productivity trend from 2006 through 2007. Overall the trend is
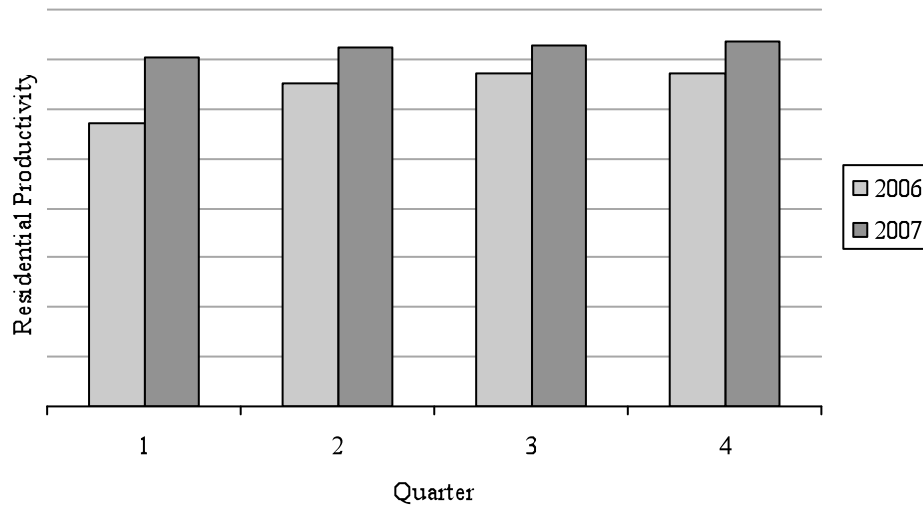
increasing—the desired direction.

Figure J16. Residential productivity same quarter comparison 2006 to 2007.
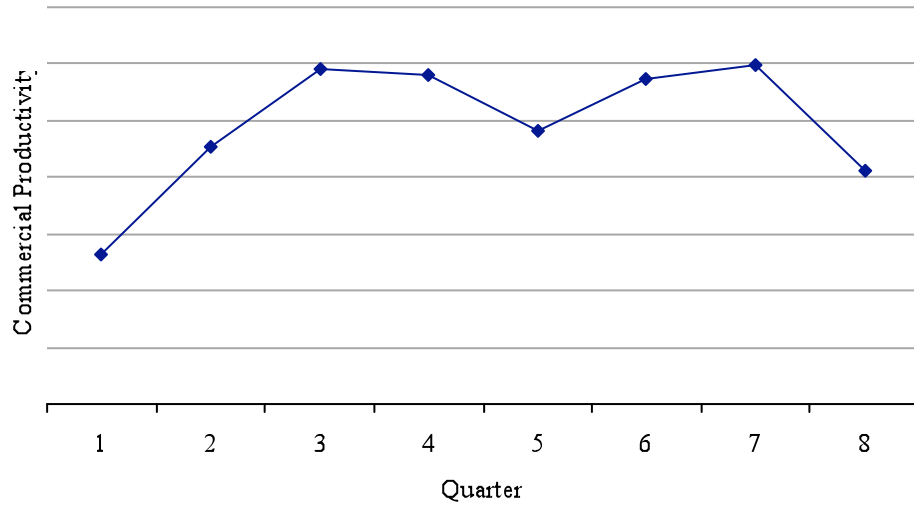
Figure J17. Commercial productivity trend from 2006 through 2007. Overall the trend is increasing—the desired direction.
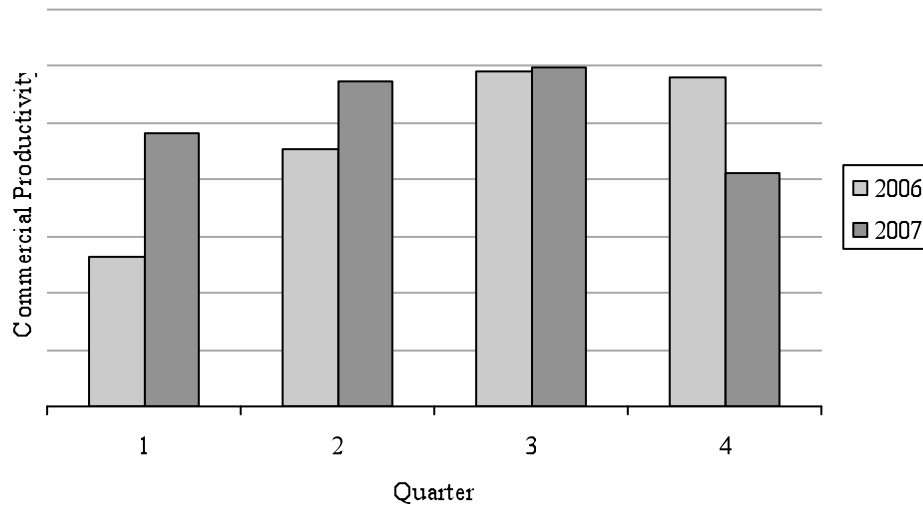

Figure J18. Commercial productivity same quarter comparison 2006 to 2007.
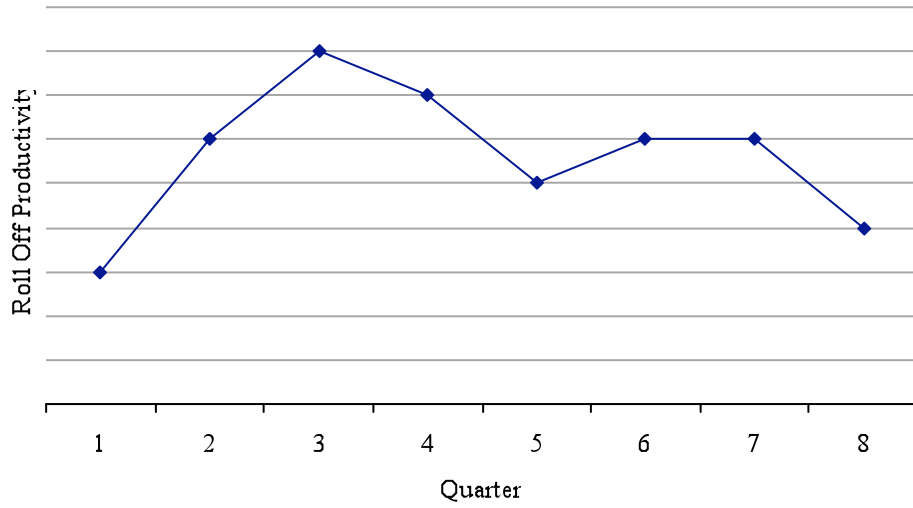
Figure J19. Roll off (industrial) productivity trend from 2006 through 2007. Currently

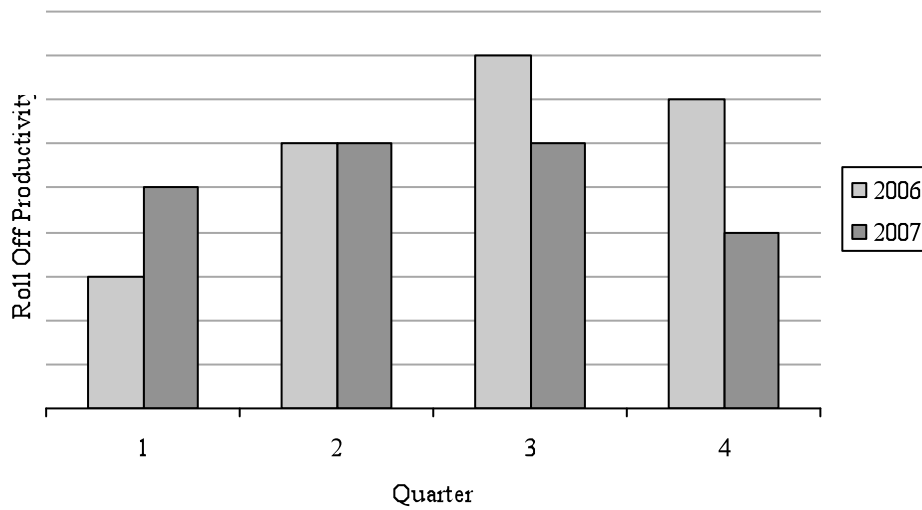the trend is indefinite. The desired direction would be increasing.

Figure J20. Roll off (industrial) productivity same quarter comparison 2006 to 2007.

APPENDIX K

Comparison of Qualitative Data Sources Using Kanter's Framework

Table K1

Comparison of Qualitative Data Sources Using Kanter's Framework

Data source	Kanter's Framework for Change Adept Culture							
	Perform			Innovate			Collaborate	Integration
	D	L	R	C	T	E		
Manager Interviews								
Jan 2006	-	-	-	-				none
Mar-May 2006*		+	+	+	+	+	+	beginning
Feb, Apr, May 2007**	-	+	-	-/+	-/+			weak
June 2007	+	+	+	+	+	+	+	strong
Ee Listening Comments								
Positive 2006 & 2007	+		+	+	+	+		weak
Negative 2006 & 2007	-	-	-	-	-		-	weak
Mgrs retrospective look at								
the culture 2006 to 2007	+	+	+	+	+	+	+	strong

Note. *Professionalism to Perform* (Perform) dimension includes the categories of

discipline (D), learning (L), and changing roles (R); *Imagination to Innovate* (Innovate)

dimension includes the categories of container (C), thinking (T), and experimenting (E).

*includes time of the first employee survey. **includes time of the second employee

survey. -/+ indicates that comments during the beginning of the time period were

negative and later shifted to positive. See Appendix G for detailed coding descriptions.