Pepperdine University

Pepperdine Digital Commons

Theses and Dissertations

2015

The organization culture assessment of area agencies on aging in the state of California

Maria Carmen Victoria E. Painter

Follow this and additional works at: https://digitalcommons.pepperdine.edu/etd

Recommended Citation

Painter, Maria Carmen Victoria E., "The organization culture assessment of area agencies on aging in the state of California" (2015). *Theses and Dissertations*. 594.
https://digitalcommons.pepperdine.edu/etd/594

Pepperdine University

Graduate School of Education and Psychology

THE ORGANIZATION CULTURE ASSESSMENT OF

AREA AGENCIES ON AGING IN THE STATE OF CALIFORNIA

A dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctor of Education in Organizational Leadership

by

Maria Carmen Victoria E. Painter

July, 2015

Kent Rhodes, Ed.D. - Dissertation Chairperson

This dissertation written by

Maria Carmen Victoria E. Painter

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

Doctoral Committee:

Kent B. Rhodes, Ed.D., Chairperson

Joseph A. Weber III, Ph.D.

John C. Tobin, J.D.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

DEDICATION

This research work is dedicated to God the Father, Son, and Holy Spirit. My faith in God

sustained me to complete this study. It is also dedicated to three men in my life. First, to my

father, Ricardo (1925-1997), who taught me to use my words and actions to be a blessing for

others. My father and I share our favorite Bible verse, Philippians 4:8: "Finally, brethren,

whatever is true, whatever is honorable, whatever is pure, whatever is lovely, whatever is of

good repute, if there is any excellence and if anything is worthy of praise, dwell on these things.

The things that you have learned and received and heard and seen in me, practice these things

and the God of peace will be with you." Second, to my brother Eric, who in spite of his daily

struggles, remains calm and focused on what he can do because of love for his wife and son.

Third, to my husband, David, whom I fell in love with in 1992. Fast-forwarding 23 years, he

remains the love of my life. Finally, this research is dedicated to a special lady, my mother,

Lourdes. Her love to our family is peace, her prayers to our family are a blessing, and her

presence is a miracle.

ACKNOWLEDGEMENTS

I would like to acknowledge the people who rallied around my academic journey to accomplish an Ed.D. Degree. A special note of "thank you" to my Dissertation Chair, Dr. Kent Rhodes, for the many times he appreciated my efforts and challenged my thought processes. He made himself available all the time for consultation. He helped me traverse through many details of the five chapters. To my committee members: Judge John Tobin, who kept me in the straight and narrow and Dr. Joseph Weber, my guide without whom I would not have attempted this journey.

I owe gratitude to Peggy Weatherspoon, MSG, who demonstrated to me how the Aging Network functions and the wisdom in the Older Americans Act. She was an endearing Professor in my life. She also was instrumental in my meeting with Derrell Kelch, Executive Director of the California Association of Area Agencies on Aging (C4A). I am thankful to Derrell Kelch who opened the doors for me to meet with the Executive Committee who then eventually rolled out the Dissertation Survey to the 33 Agency Directors. I am also indebted to Joe Cobery, C4A President and Cynthia Banks, Immediate Past President for their continued support of this research. Recognition of all Directors of Area Agencies on Aging who were all kind with their collaboration throughout this process.

I am indebted to Daniel Denison, Chairman and Founding Partner of Denison Consulting, LLC and his staff particularly Ken Uehara, Research and Data Manager, for his generous contribution to the survey and depiction of the organization culture in circumplex form.

I started this journey in Fall, 2010. Since then, I have met many people and developed friendships that I will keep forever. Such is my bond to Angela Deulen, Lic. MFT. She

encouraged me to persevere and helped me focused on my strengths. Finally, Renee Dorn, JD., Ed.D., who appraised my manuscript format and structure.

For all time, I recognized all the kind words and gestures of my colleagues at work. I will remember my cohort, all my Course Professors who influenced me with their teachings; they raised my spirits through their words and supportive roles in the Graduate School of Education and Psychology. And to sum up, the entire academic community of Pepperdine University who impressed upon me to "Freely ye received, freely give".

VITA

MARIA CARMEN VICTORIA E. PAINTER

EDUCATION

Ed.D. in Organizational Leadership, Doctoral Candidate
Graduate School of Education and Psychology
Pepperdine University, California

Master of Science in Gerontology (MSG)
Degree Conferred on January 2010
Institute of Gerontology
California State University-Fullerton

Bachelor of Science in Social Work (BSSW), 1984
Centro Escolar University, Philippines

ADJUNCT INSTRUCTOR TEACHING EXPERIENCE

University of La Verne, 2012 to present
Developed courses syllabi and outlines.
GERO 571-Cognitive Aspects of Aging
GERO 573-Legal and Ethical End-of-Life Issues
HSM 305-Management of Diversity in Health Service Organizations
HSM 309-Introduction to Gerontology
HSM 401-Leadership and Management in Health Services
HSM 417-Economic, Political, Social and Cultural Issues in Health Care
HSM/MGMT 459-Organizational Behavior

Brandman University, 2012 to present
Taught courses in a hybrid format using Blackboard.
PSYU 450-Theory and Practice of Counseling and Psychotherapy
PSYU 508-Life Span Development Psychology/Aging and Long-Term Care
PSYU 541-Family Therapy, Theories and Techniques
PSYU 582-Community and Environmental Mental Health
PSYU 613-Clinical Issues in Human Diversity
PSYU 617-Transition to Work and Career
SOCU 309-Introduction to Social Work Research
SOCU 390-Socialization Through Life Span

Academic Learning Technology
Skilled and versatile in the usage of Blackboard and Sakai

Computer Software Application
Microsoft Office Suite

PROFESSIONAL EXPERIENCE

Consultant, Administrator / Case Manager
Licensed Healthcare Facilities in the State of California
1994 to present

Senior Social Worker
Social Services Agency
Orange County, CA
2002-2004

Director of Programs
Westview Vocational Services
Anaheim, CA
1993- 2002

Regional Training Adviser, Asia Pacific Region
HelpAge International (HAI)
Asia Training Centre on Ageing (ATCOA)
Chiang Mai, Thailand
1992-1993

Welfare Specialist
Persons With Disabilities, Senior Citizens and Special Groups
Training Specialist
Department of Social Welfare and Development
Manila, Philippines
1989-1992

School Social Worker
Immaculate Conception Academy
San Juan, Metro Manila, Philippines
1985-1986

Lecturer
La Consolacion College
Mendiola, Manila, Philippines
1987-1989

Centro Escolar University
Mendiola, Manila, Philippines
1987-1989

La Concordia College
Paco, Manila, Philippines
1986-1987

INTERNSHIP EXPERIENCE

United Nations High Commission for Refugees (UNHCR)
Philippine Refugee Processing Center (PRPC)
Bataan, Philippines
June-November 1983

MASTERS PROJECT

Author, "The Representation of Aging in Time," *US News and World Report* and *Newsweek,*
2007
Approved by CSUF College of Humanities and Social Sciences, Institute of Gerontology,
November 2009

SIGNIFICANT POSTGRADUATE COURSES COMPLETED

39 Master's Units in Social Work
Asian Social Institute
Malate, Manila, Philippines

36 Master's Units in Public Administration
Major: Organization Studies
University of the Philippines

21 Master's Units in Special Education
California State University of Long Beach
Long Beach, CA

Core Practice Course: Code 11101 through 10117
County of Orange, CA, Social Services Agency
Public Child Welfare Training Academy

INTERNATIONAL POLICY EXPERIENCE

Economic and Political Systems, as a Doctoral Student
Buenos Aires, Argentina
Summer 2011

CONSULTANCY PROJECT

Feasibility Study on Self-Support Degree Program (SSDP) in Liberal Studies
California State University at Fullerton, University Extended Education (UEE)

Summer and Fall, 2011

PROFESSIONAL LICENSE

RSW, Registered Social Worker
Board of Social Work Licensed, 1985

PROFESSIONAL ORGANIZATIONS

Member, The American Society on Aging (ASA)
Member, The National Council on the Aging (NCOA)
Member, California Council on Gerontology and Geriatrics (CCGG)
Member, Sigma Phi Omega, Gerontology Honor Society (SPO)
Member, The National Association of QMRP's (NAQ)

FIELDS OF INTEREST

Organization and Business Leadership
Access to Education, Sustainable Development of Impoverished Communities
Bioethics
Public Health, Long-Term Health Care
Human Resource Development and Management
Physical Fitness/Recreation/Leisure, Mental Health, and Spirituality in Aging

ABSTRACT

The world is undergoing a key demographic shift and a restructuring of its population due to the increase in the relative size of the aging population. Based on the latest world census data, the number of people aged 65 or older is expected to increase from an estimated 416 million in the year 2000 to 853 million in the year 2025. The US Census Bureau estimated that in 2050 the number of Americans aged 65 and older would reach 88.5 million, more than double the projected population of 40.2 million in 2010. The state of California has 3.5 million people over the age of 65, the largest older adult population in the United States. This research assessed the functions and effects of the organizational culture of the Area Agencies on Aging in California as the lead agencies mandated to deliver services to older adults. The study presented measurements and comparisons of the cultural traits of each agency and the impact of these traits on performance across the state of California. The organizational culture traits that were scrutinized included involvement, consistency, adaptability, and mission. The outcomes revealed that Area Agencies on Aging in California were high-performance organizations. The data showed that the strongest trait was involvement, which was manifested a high level of employee investment in their work. The weakest trait was adaptability, which was manifested by inflexible or not easily changed behavior.

Chapter 1. The Research Problem

Introduction

This research explored the organizational culture of the Area Agencies on Aging (AAAs) in the state of California. The purpose of this chapter is to introduce the reader to the study. The chapter includes a background of the study, a problem statement, a purpose statement, the significance of the study, the conceptual framework, the research questions, the assumptions, the theoretical perspectives, the limitations, the definitions of terms, and the organization of the study.

Background of the Study

Due to the global increase in the absolute and relative size of the aging population, the world is undergoing a key demographic change and a restructuring of its population. In 2002, the Population Division of the UN Department of Economic and Social Affairs prepared a report for the World Assembly on Aging. The report described global trends in population aging and contained a succession of values of the aging process by region and country. The reported facts confirmed the following:

- The population is aging at an unprecedented rate in human history, and the 21st century will experience even more rapid aging than the past century.

- Population aging is a pervasive, global phenomenon that affects everyone. Different countries are at different stages of the process, and the pace of change varies greatly. Countries that started the process later than others will have less time to adjust.

- Population aging is enduring. The population will never again be as young as that of previous societies.

- Population aging has profound implications for many facets of human life.

Global population projections suggest that by 2060, the proportion of people older than age 65 will almost equal the proportion of people younger than age 15. By 2060, in the more developed regions and nations with mature, aging populations, there will be 156 people older than age 65 for every 100 children younger than age 15 (UN Department of Economic and Social Affairs, Population Division, 2012). The aging population has wide-ranging implications. Researchers have sought to answer questions such as does global aging ensure a better world or does it create uncertainty? and is global aging a social problem?

Kunkel, Brown, and Whittington (2013) posited that studying global aging is important for two main reasons: (a) to improve education, and (b) to build a global solidarity. John Beard, director of the World Health Organization's Department of Aging and Life Course, stated, "Study of global aging is a necessity" (American Society on Aging, 2013, p. 7). Global aging is foreseeable, and its complexity directly impacts the world's political and economic future (Beard et al., 2011). The experiences, needs, and behaviors of the aging population are tied to national policies (Pifer & Bronte, 1986). It is important to seize every opportunity to understand and learn from various cultures, to study various role models, and to contribute to an aging world.

The challenge of aging individually, locally, and globally is to advance the human rights, welfare, and well-being of a growing cohort of elders. In a 2011 message to the United Nations on the International Day of Older Persons, UN secretary general Ban Ki-moon emphasized independence, participation, care, self-fulfillment, and dignity as essential features of life for the aging population. The declaration is clear evidence that interest in global aging is focused on the well-being and quality of life of older people and is not simply concerned with the "looming threat" of the "silver tsunami" (Perry, 2009, pp. 15, 22). Several questions remain to be answered

such as who is responsible? who should be responsible? the individual, the family, or the local community, county, state, or national government?

The Second World Assembly on Aging, which took place in Madrid, Spain, in April 2002, adopted the Madrid International Plan of Action on Aging "to respond to the opportunities and challenges of rapid population aging in the twenty-first century and to promote the development of a society for all ages" (Edwards, 2002, p. 17). To attain these goals, the assembly suggested a plan of action to "ensure the full enjoyment of all human rights conventions and other human rights instruments, particularly in combating all forms of discrimination" (Edwards, 2002).

The challenge for the global community is to champion social change that capitalizes on the worth of an aging population (Uhlenberg, 2013). The *UN Principles for Older Persons* (2013) addressed the (a) independence, (b) participation, (c) care, (d) self-fulfillment, and (e) dignity of older persons. The principles consisted of 18 suggestions covering five topics (UN Principles for Older Persons, 2013). The UN, through various conventions and assemblies, encouraged all governments to incorporate the 18 principles into their national programs whenever possible to ensure a future free of ageism and elder invisibility (UN Principles for Older Persons, 2013). Ageism is defined as the biased and unfavorable attitudes people hold of aging/older adults (T. Nelson, 2002).

Focusing on the human rights of older adults is a priority in many countries, though incorporating the 18 UN principles for older persons is a challenge to any government. Cornman, Kingson, and Butt (2009) advocated for an all-generations approach as an intergenerational strategy to eradicate the generation gap. Cornman et al. strongly suggested that intergenerational solidarity could be achieved by incorporating the 18 UN principles. This solidarity would rest on

a spiritual and moral foundation as a social compact that gives direction to societies and

governments.

Population aging may have various outcomes for diverse cultures. Researchers have

sought to answer the questions, what is the impact of global aging to the United States of

America as a country and to its government? and what could be the wide-ranging implications

for the graying of America as it ages over the next decades? According to the US Census

Bureau's 2010 population estimates and projections, between 2010 and 2050, the US population

is projected to grow from 310 million to 439 million, an increase of 42% (Vincent & Velkoff,

2010). A detailed account of this projected 42% increase is presented in Chapter 2.

In the state of California, the rapidly aging population cannot be ignored. California

has 3.5 million people over the age of 65 the largest older-adult population in the nation. The

number is expected to increase by 172% by 2050, with most of the growth occurring by

2030. A detailed account of this 172% increase in the population of adults aged 85 or older in

the state of California is presented in Chapter 2 (California Health and Human Services

Agency and California Department of Aging, n.d.).

Adjusting to the aging population will not be easy. Problems will arise "if we just blunder

into an aging population without changing our attitudes toward the old" (Pearce, 2010, p. 89).

For aging societies to prosper, many habits including ageism must change (Fishman, 2010). The

major influence on programs for older adults has been the federal Older Americans Act (OAA)

of 1965, which was passed by the US Senate and House of Representatives and signed into law

as Public Law 89-73. The passage of the Social Security Act, which concerned retirement

provisions, social services, and health care for the elderly, was also significant (Achenbaum,

2008). The purpose of the act was to provide a comprehensive program, services, and assistance

to older adults by allocating funds to the states for services, training, research, development, and training project grants. It also established within the Department of Health, Education, and Welfare an operating agency designated as the Administration on Aging (AoA) (Compilation of the Older Americans Act of 1965 and the Native Americans Programs Act of 1974, 1993).

The OAA comprises eight titles (see Appendix A). Title III is the most important component of the OAA. This title outlines the types of services that should be provided at the local level in order to develop comprehensive and coordinated services the help older adults to maintain maximum independence (see Section 301). A bureaucratic agency designated by the governor of each state carries the responsibility for providing services to the aging (Gelfand, 2006). The OAA fulfilled its role in leading the aging population through a half-century of changes and continuous growth.

The OAA represents a dogma with resolutions fulfilled through an informal network of agencies and organizations (Estes, 1979). The structure of this informal network encompasses federal and state agencies, as well as AAAs and the relevant advisory and advocacy groups, referred to as the "aging network" (Wacker, et al, 2002, p. 19). The California Aging Network chart is presented in Chapter 2.

AAAs are formal, private, nonprofit or public agencies designated by the State Department of Aging to advocate for the interests of its citizens within a planning and service area. AAAs engage in community planning, coordination, and program development. Additionally, through contractual agreements, they provide a broad array of social and nutritional services (Mello-Granlund Older Californians Act, 1996). Local AAAs are a key element of the aging network and are generally based in a city or a county. Because the 50 states are all distinct, each aging network varies in terms of function and advocacy.

The challenge that AAAs face is ensuring that the older adult population that is living longer ages better. Several relevant questions pertain to managing aging services:

1. What must AAAs do as an organization to adapt to the growing population of older adults?

2. Is there a particular modality of aging services management?

3. How can AAAs' consistency of mission and involvement in serving the older adult population be measured?

4. How can AAAs' consistency in adapting to social service challenges in health care, housing, nutrition, social care, and other components of aging services management and leadership be quantified?

Problem Statement

As demographics change in the United States, organizations serving older adults, such as AAAs, face challenges and must adapt to the shifting needs of the aging population. Effective and efficient organizations demonstrate a high level of cultural traits. Denison and Mishra (1995) identified the following traits:

1. *Involvement*. People at all levels feel that they at least have some input into decisions that will affect their work and that their work is directly connected to the goals of the organization (Spreitzer, 1995).

2. *Consistency.* A common mindset and a high degree of conformity can serve as a powerful source of stability and internal integration (Senge, 2006).

3. *Adaptability.* Adaptable organizations are driven by their customers. They take risks, learn from their mistakes, and have the capability and experience to create change (Nadler, 1998).

4. *Mission.* When an organization has a culture that is widely shared and warmly

endorsed by operators and managers alike, the organization is said to have a sense of

mission (Wilson, 1989). Successful organizations have a clear sense of purpose and

direction that define organizational goals and strategic objectives and express a vision

of how the organizations will look in the future (Hamel & Prahalad, 1994).

Purpose Statement

The purpose of this research was to explore and examine the organization culture of

AAAs in the state of California. This research explored whether AAAs all follow the same

federal mandate and have the same organizational culture. Understanding the similarities and

differences between the agencies may lead to organizational learning.

Significance of the Study

In the world of aging, every program and service designed for the older adult population

matters. This research allows for the assessment of the functions and effects of the organizational

culture of AAAs as the lead agencies mandated to deliver services to older adults. The study was

aimed at creating measurements and comparisons of the cultural traits of each agency and

determining the impact on performance across the state of California.

The results of this research can be used to help enhance, restructure, and transform

service delivery by AAAs for the growing population of older adults in the state of California.

The assessment results can help the agencies frame and organize their perspectives and their

activities related to the assessment of organizational culture competence. The results of this

research could complement OAA Title IV-Training, Research, and Discretionary Projects and

Programs, Section 410, which states, "The purpose of this part is to improve the quality of

service and to help meet critical shortages of adequately trained personnel for programs in the

field of aging by facilitating to advance employees development through the creation of practical

training curriculums tailored to the requirements in the field of aging" (Compilation, 1993, p.

75).

The results of this research could be helpful to the US AoA, which in 2010 began

soliciting input from consumers of OAA services throughout the country. The US AoA also

began looking into provision of additional funds to the 50 states as an incentive for high

performance in achieving state goals and as a way to support the aging network in the

implementation of five titles namely Titles III, IV, V, VII, and VIII. Title III is Grants for State

and Community Programs on Aging; Title IV is Training, Research, and Discretionary Projects

and Programs; Title V is Community Service Employment for Older Americans; Title VII is

Allotments for Vulnerable Elder Rights Protection Activities; and Title VIII is Native American

Programs (Compilation, 1993).

The results of this research could be beneficial to the US Senate Special Committee on

Aging, a permanent committee that conducts oversight and studies issues related to the

implementation of OAA (US Senate Special Committee on Aging (n.d.). The results of this

research also may be important to future White House Conferences on Aging. The White House

Conference on Aging (WHCoA) is outlined under Title II, Section 201 of the OAA Amendment

of 1987. It is a once-a-decade conference sponsored by the Executive Office of the Office of the

President of the United States that makes policy recommendations to the president and Congress

regarding the aged and the agencies that directly serve them at the county and state levels

(WHCoA, 2005). At the 2005 WHCoA, a set of steps were developed for leaders to execute the

goals outlined at the conference. Two of the three philosophies developed to help implement the

goals identified at the conference were as follows:

1. To proactively realign and modernize current aging programs and networks to be

   more efficient in their performance, so as to free-up resources for unmet needs, and

2. To proactively work to fully integrate the efforts of federal, state, tribal, local and

   community, private, and not-for-profit stakeholders. (p. 22)

The results of this research could contribute to both philosophies as conceived at the 2005

WHCoA. The results also could inform the US AoA as it continues to build and sustain the

workforce that makes up the aging network in 50 states. It is the responsibility of the federal

government to ensure that the personnel who work with older adults at the state, county, and city

levels have training grounded in geriatric and gerontology education. Finally, it is the federal

government's responsibility to enhance the delivery of programs and services for older adults by

ensuring that the agencies receiving state and federal funds are consistent, involved, and

adaptable to the needs of the growing older adult population, and remain focused on achieving

their organization's vision, mission, goals, and objectives. Therefore, the methodology used in

this research was designed such that it can be replicated in the other 49 states of the union.

Conceptual Framework

Since the 1980s CEOs, practitioners, and researchers in the field have scrutinized

organizational culture to explain much of what goes on in organizations. Although some aspects

of an organization's culture are immediately obvious, many other traits are less noticeable.

Schein (2010) defined culture as

> A pattern of shared basic assumptions that a 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. 18)

Schein (2010) further suggested that culture could be found on three levels: artifacts,

espoused values, and underlying assumptions. Schein described the second level of culture as

espoused values, or the explanations for why individuals do what they do in an organization.

Schein's description of the third level of organizational culture is the basic assumption that

members take for granted. Culture prescribes "the right way to do things" at an organization,

often through silent but well-understood assumptions (Schein, 2010, p. 20). Artifacts, espoused

values, and basic assumptions form the essentials of understanding organizational culture.

In essence, organizational culture is a structure of formal and informal norms. These

norms are models of customary performance and include supervisory and managerial decision

making for leaders and members, who collectively contribute to the vision, mission, goals, and

objectives of the organization. An organization that focuses only on policies, procedures,

processes, and relationships from within is making a major mistake. The achievement of an

organization's purpose and its overall competence rely on the effect it has outside of its formal

and informal norms. Organizations endure to produce outcomes for the good of society. These

outcomes, which benefit recipients, are realized outside of the organization's building in the

community it serves.

Research Questions

This study was guided by two general research questions:

1. What is the organizational culture of the AAAs in the state of California?

2. To what extent, if any, are there similarities and differences in the organizational

   cultures of the AAAs in the state of California?

Assumptions

I established the following assumptions for this study:

1. The AAAs in the state of California have the same organizational culture because

   they follow the same federal mandate from the OAA.

2. All agencies in this study are alike in terms of organizational values; governance; planning, monitoring, and evaluation; communication; staff development; organizational infrastructure and services/interventions; operations; policies; and procedures.

3. The organizational effectiveness of all AAAs in the state of California, as perceived by workers, is the same because each agency follows the federal mandate of the OAA.

Theoretical Perspective

According to Kerlinger (1979), a theory is a set of interrelated constructs, such as variables, definitions, and propositions, which present a systematic view of phenomena by specifying relations among variables with the purpose of explaining natural phenomena. The theory of organizational culture, like the theory of societal culture, comprises many intangible phenomena, such as values, beliefs, assumptions, perceptions, behavioral norms, artifacts, and patterns of behavior (Shafritz, Ott, & Jang, 2011). It is important to understand and appreciate organizational culture perspectives as defined by Kerlinger and Shafritz et al. and acknowledge the influence of an organization's current culture on change.

The literature suggests that approaches to major organizational change that eventually leads to organizational culture reform were dominant in the 1970s, 1980s, and 1990s. Shafritz et al. (2011) cited several transformation programs that involved conversions in organizational culture:

Total Quality Management
Japanese Management
The Search of Excellence
Sociotechnical Systems of Quality of Work Life
Learning Organizations
Productivity Measurement/Balanced Scorecard

Reinventing Government
Reengineering, Process Reengineering, of Business Reengineering (Shafritz et al., 2011, pp. 342- 343)

One of the related goals with these transformation programs is to intensify input and output and to increase efficiency, manageability, receptiveness, and customer service by reforming organizational culture. There are five major theorists in the study of organizational culture: Edgar H. Schein, Joanne Martin, William G. Ouchi, and David L. Cooperrider with Diana Whitney. Schein (2009) stated, "Culture is a property of a group" (p. 18), as it can be found in all organizational units. Martin (1992) stated,

> As individuals come into contact with organizations, they come into contact with dress norms, stories people tell about what goes on, the organization's formal rules and procedures, its informal codes of behavior, rituals, tasks, pay systems, jargon and jokes only understood by insiders, and so on. These elements are some of the manifestations of organizational culture. When cultural members interpret the meanings of these manifestations, their perceptions, memories, beliefs, experiences, and values will vary, so interpretations will differ even of the same phenomenon. The patterns or configurations of these interpretations, and the ways they are enacted, constitute culture. (p. 3)

Martin (1992) pointed out that there are disagreements between organizational culture researchers on how to operationalize the theory of organizational culture and even the very meaning of the term *culture*. Ouchi (1993) contended that "organizational life is a life of interdependence, or relying upon others" (p. 65). Interdependence and relying upon others build trust and foster familial, clannish environments to accomplish organizational goals. Organizations that have high interdependence levels appear to act with efficiency because they have already established consistent coordination unlike controlled, official, rigid, and reserved organizations.

Cooperrider and Whitney (2005) stated, "Organizations are centers of vital connections and life-giving potentials: relationships, partnerships, alliances, and ever-expanding webs of

knowledge and action that are capable of harnessing the power of combinations of strengths" (p.

1). The philosophy of appreciative inquiry advocates understanding of an organization's

communal strengths and using this knowledge to motivate the organization to create

improvements that may eventually lead to overall effectiveness.

Known organization theories such as classical organization, neoclassical organization,

human resource/organizational behavior, modern structural organization, organizational

economics, power and politics organization, and organization and environments have unique

strengths and weaknesses. The theories of organizational culture and change present various

instruments to diagnose and appreciate organizational culture. They present perspectives in a

manner in which transformations take place in organizational culture. They also describe the

metaphors, images, and symbols inside the organization. By contrast, since metaphors, images,

and symbols are difficult to characterize, transformations based on these ideas require logical

methods of implementation.

Limitations of the Study

For the purposes of this research study, the following limitations apply:

1. The study was limited to AAAs in the state of California that agreed to participate.

2. The study was limited to the employees of the AAAs in the state of California.

3. The study was limited to the number of completed surveys.

4. The study was limited to the use of the Denison Organizational Culture
   Assessment/Survey instrument in the AAAs in the state of California.

5. The study was not limited to any particular race or gender. All eligible participants
   were considered irrespective of race or gender.

6. The study was not limited to any title or position within the respective AAA.

7. The study did not combine instruments of individual job performance.

Definitions of Terms

- *Adaptive culture.* An organizational culture in which employees focus on the changing needs of customers and other stakeholders, and support initiatives to keep pace with those changes (Kotter, 1998).

- *Ageism.* A widely pessimistic and pervasive view of adulthood that is not based on positive development but assumes continuous deterioration and decline (Demos & Jache, 1981).

- *Aging network.* The agencies and organizations created and funded under the OAA at the federal, state, and local levels. The network includes the federal AoA, State Units on Aging, AAAs, nutrition programs, and senior citizen centers (Gelfand & Olsen, 1983).

- *Denison Organizational Culture Assessment (DOCS)/Daniel Denison Model.* The Denison Culture Survey Quantitative Instrument measures four key cultural traits: Mission, Consistency, Involvement, and Adaptability. The instrument empowers organizations and their leaders to ascertain specific strengths, weaknesses, opportunities, and threats that have been shown to influence implementation of programs and delivery of quality services, employee satisfaction, and consumer satisfaction (Denison, 1990).

- *National Aging Services Network.* Federal, state, and local organizations that implement the OAA through a variety of existing and new programs and services for older people.

- *Organizational culture (OC).* The basic pattern of shared assumptions, values, and beliefs governing the way employees within an organization think about and act on problems and opportunities (Ravlin & Meglino, 1998).

- *Organizational Culture Assessment (OCA).* Organizational culture assessment is a process of examining an organization's culture and determining the factors that bring people together; identifying and eliminating the vagueness from the internal and external environments; and guiding the organization toward the completion of its vision, mission, goals, and objectives. The assessment is done using qualitative and quantitative methods (Rousseau, 1997).

- *Population aging or aging of the population.* Moody (2006) defined population aging as a rise in the average age of the population. Alternatively, it is defined as an increase in the proportion of the population made up of people over age 65.

- *United States Administration on Aging (AoA).* Located within the Department of Health and Human Services, the AoA is the principal agency for carrying out the OAA of 1965. Its functions and duties include developing and conducting research in the field of aging; coordinating and assisting federal, state, and local agencies in planning and developing programs for older persons; and disseminating information relating to the problems of the elderly (Baumhover & Jones, 1977).

- *White House Conferences on Aging (WHCoA).* These conferences, which have occurred every 10 years since 1961, bring people together from across the nation to make recommendations that can be used in developing a proposed national policy on aging for the coming decade. This policy, together with recommendations for its implementation, is then presented to the president and to the Congress/House of

Representatives. The idea to sponsor such conferences originated in a bill introduced

by Congressman John E. Fogarty in the second session of the 85th Congress in

January 1958. This date was later changed to December 1961 to allow time for

preliminary state conferences and to stimulate grassroots interest in the national

conference (Pratt, 1976).

Organization of the Remainder of the Study

Chapter 2 presents a review of the relevant literature and research and its contributions to

the study. The chapter provides an overview of population aging and the concepts of

organization, culture, and organizational culture. The chapter also discusses when and how to

assess organizational culture and conduct cultural assessments as part of managed organizational

change, as well as how to change and strengthen an organization's culture. Chapter 3 details the

methodology employed in the study. The methods used in the research are presented. In addition,

the purpose of the study, the hypotheses, and the data analysis procedures used in the study are

described. Chapter 3 further details the survey instrument used in the study and the procedures

for collecting the data. Chapter 4 describes the analysis of the data. Chapter 5 details the

summary, conclusions, and recommendations.

Chapter Summary

Many nations around the globe are going through a rapid increase in their older adult

population. The main cause of population aging is the increase in life expectancy beyond age 65.

In the United States, there is a projected shift in the nation's age structure, as the young old

population (aged 65 and older) grows from 13% of the population in 2010 to 19% in 2030. The

number of people in the oldest age group is projected to grow from 5.8 million in 2010 to 8.7

million by 2030. By 2050, this group is projected to reach 10 million. Even as the baby boomers

enter the 65 and older group, they will continue to have an impact on the age structure of the US population.

The growth of older populations has wide-ranging effects on US federal funding of organizations such as AAAs. AAAs are responsible for the implementation of programs and services for older adults within regional, county, and local areas. As demographics shift in the United States, organizations serving older adults face challenges and must learn to adapt to the various needs of the aging population. The success or failure of AAAs' implementation of their programs and services may be based on the extent to which the workforce is driven to realize the program's vision, mission, goals, and objectives.

The purpose of this research was to explore and examine the organizational culture of 33 AAAs in the state of California. This research explored the possibility of all agencies following the same federal mandate and having the same organizational culture. Understanding the similarities and differences between the agencies may lead to organizational learning. The research survey instrument used in this study was the Denison Organizational Culture Survey (DOCS) developed by Denison, Cho, and Young (2000). Organizational culture occurs where values, ideals, beliefs, principles, ethics, standards, morals, and individual conduct merge. It functions as the foundation of the organization's distinctiveness and reputation.

Chapter 2 focuses generally on multiple aspects of concepts in organizations, culture, organizational culture, organizational performance, organizational effectiveness, organizational culture assessment, and on organizational renewal.

Chapter 2. Review of Related Literature

Introduction

The first part of this chapter focuses on the growth of the aging population globally and nationally and the accelerating growth of the aging population in the state of California. It also presents the impact of population growth on programs and services. The second part of this chapter presents a treatise that features multiple aspects of organizational culture and describes the makeup of and the powerful influence of organizational culture. The broad analysis focuses on the meaning of organizational culture and its impact on organizational performance. The underpinnings of the treatise are an account of the reasoning for this research and the definition of the central concept being studied organizational culture. Further, the treatise looks into other issues related to the topic, including the relationships and connectivity between organizational culture, organizational effectiveness, organizational performance, and other elements. The purpose of this dissertation is to test the researcher's assumptions regarding organizational culture of a federal- and state-funded agency serving older adults.

Worldwide Population Aging Expansion

Older adults now compose a significant proportion of the world population (see Figure 1). They are a potent economic force. Because they are living longer, serious thinking about programs, services, and methods of care is necessary to assist this group of people, who can expect to live for 20 years after their official retirement age (Hamilton, 2011). To expound on this claim, it is essential to study population statistics and to analyze the global challenges and opportunities that the data reflect.
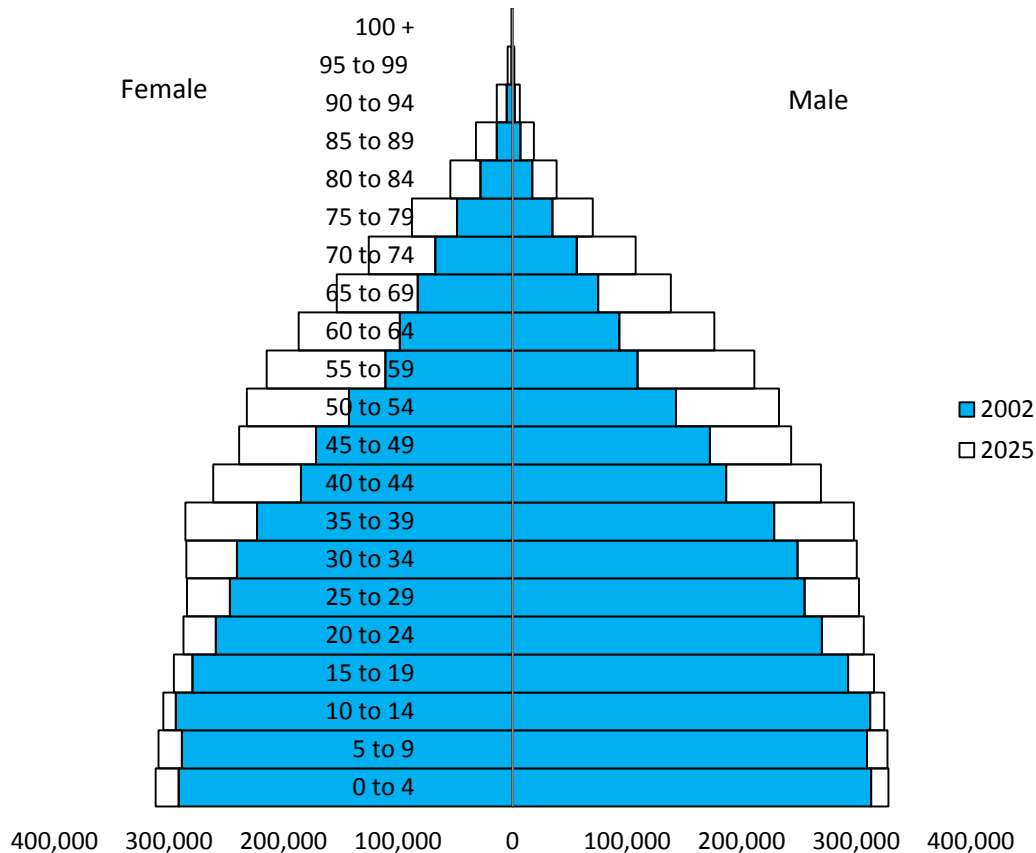
Figure 1. Global population pyramid, 2002-2025. Population estimates for 2002 are consistent with the 2010 Census. Population data in the International Data Base for 2025 are based on the 2012 National Projections, Middle Series. Adapted from *International Data Base World Population by Age and Sex*, by US States Census Bureau, 2011, retrieved from http://www.census.gov/populatiion/international/data/idb/worldpop.php.

Population Aging Developments in United States

The US Census Bureau's (2012) population estimates and projections further stated that

the nation would become more racially and ethnically diverse, with the aggregate minority

population projected to become the majority in 2042. In addition, in 2050, the number of

Americans aged 65 and older is projected to be 88.5 million, more than double the projected

population of 40.2 million in 2010. The population is also expected to become much older, with

nearly 1 in 5 US residents aged 65 and older in 2030. The baby boomers became largely

responsible for this increase in the older population when they crossed into this category in 2011

(Vincent & Velkoff, 2010). Figure 2 illustrates the importance of the baby boom generation in shaping the overall population.
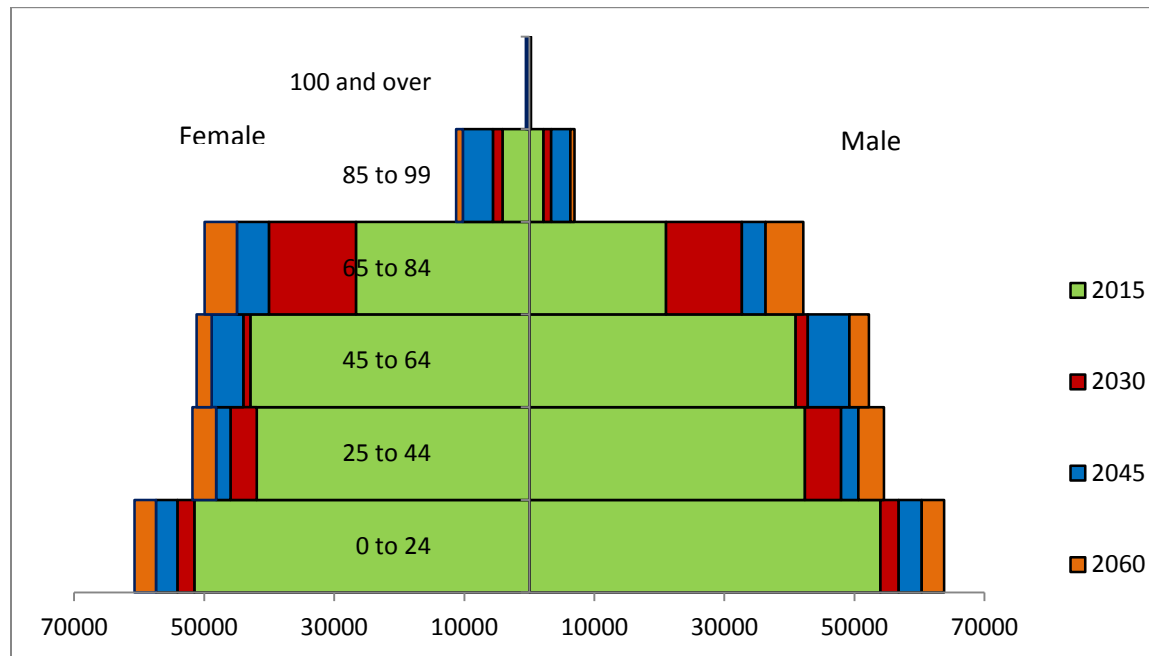
Figure 2. Age and sex structure of the population for the United States: 2015, 2030, 2045, and 2060. Adapted from Projections of the Population by Selected Age Groups and Sex for the United States 2015-2060 (NP 2012- T2), by US Census Bureau, Population Division, December 2012.

Vincent and Velkoff (2010) elaborated on the population estimates and projections. In 2010, the baby boom generation was 46 to 64 years old. By year 2030, all of the baby boomers will have moved into the ranks of the older population. This will result in a shift in the age structure, as the young old population (aged 65 and older) grows from 13% of the population in 2010 to 19% in 2030. The number of people in the oldest old-age group is projected to grow from 5.8 million in 2010 to 8.7 million by 2030 (Vincent & Velkoff, 2010). By 2050, this group is projected to reach 10 million. Even as the baby boomers become the oldest members in the old-age group, they will continue to have an impact on the age structure of the US population. The large baby boom generation, which has transformed public and private institutions

throughout its life course, is poised to change American communities once again (P. Scharlach, 2009).

The rapid demographic and social changes in the United States have had a complex impact. The United States faces difficult policy and welfare program choices as the projected increase in the aging population is expected to directly impact spending at all levels of the government federal, state, county, and city. The expansion in number and sheer magnitude of older people has created difficulties on the health insurance system, long- and short-term care arrangements, and social service systems. For example, the projected increase in the number of elderly Americans raises a number of concerns related to providing health care for this group. According to Kim (1994), the primary concerns are as follows:

1. Medicare costs are projected to more than double by 2020, with the greatest proportional increase in costs for the oldest age groups.

2. By 2040, the number of nursing home residents aged 85 or older will increase to a level two to three times the number of persons age 65 and older currently in nursing homes.

3. There will be as many as 6.1 to 9.8 million Americans with moderate to severe dementia, requiring $92 billion to $149 billion annually for their care.

The growth in the older population demands in-depth examination of questions related to aging. For example, is population aging a social problem? The answer to this question reflects how society values older adults. Estes (1996) illustrated a few examples of these values or beliefs:

1. Older people are special or different, requiring separate programs.

2. Older adults' problems cannot be solved by national programs; rather they should be addressed by initiatives of state and local governments, the private sector, or the individual.

The design of a society's public policies, programs, and services for the aging population summarize the prevailing beliefs, sentiments, stereotypes, prejudices, and generalizations. It is also a reflection of a society's' understanding of the elderly's basic human rights to independence, participation, care, self-fulfillment, and dignity. The problem of ensuring just treatment of all generations is deeply rooted in public policies and private behavior that go well beyond social programs (Moody, 1992). Robert M. Ball (1914-2008), an American, former Social Security Administration commissioner and architect of the Medicare program who served three presidents John F. Kennedy, Lyndon B. Johnson, and Richard M. Nixon stated,

> Because we owe so much to the past, we have an obligation to try to pass on a world to the next generation which is a little better than the one we inherited, so that those who come after, standing on our shoulders can see a little further and do better in turn. (Cornman et al., 2009)

Population Aging Trends in the State of California

The greatest growth will be among the oldest Californians, age 85 years and older, whose numbers are projected to grow 200% by 2040. At that time, the ratio of the elderly to adults under age 65 will have increased by 80% (A. Scharlach, Torres-Gil, & Kaskie, 2001). Table 1 indicates the projected growth in the population aged 60 or older in the state of California.

According to the California Department on Aging (2009), between 2005 and 2009, the percentage of Californians aged 60 or older is projected to increase by 59%, from 5.5 million to 8.7 million. California is projected to see a 21% increase in older adults age 85 and over. During this time frame, 54 counties will likely experience increases ranging from 7% to 192% in the number of residents aged 85 or older. The areas of greatest population growth among those

Table 1

Projected Growth in Population from Year 2000- 2030 by Age Groups 60 to 85 Plus

Age range	Total population (2000 Census)	Total population (2010 projections)	Total population (2020 projections)	Total population (2030 projections)	Total population change	Percent change
60-64	1,146,841	1,860,791	2,349,380	2,307,530	1,160,689	101.2%
65-69	984,535	1,334,874	1,976,915	2,286,219	1,301,684	132.2%
70-74	903,288	998,221	1,606,549	2,046,047	1,142,759	126.5%
75-79	779,347	777,345	1,072,886	1,620,007	840,660	107.9%
80-84	502,831	610,644	706,279	1,177,431	674,600	134.2%
85+	425,657	671,624	836,504	1,158,537	732,880	172.2%
Totals	4,742,499	6,253,499	8,548,513	10,595,771	5,853,272	123.4%

Note. Adapted from Interim State Projections of Populations for Five-Year Age Groups, by State of California Department of Finance, US Census Bureau, Population Division, Interim State Population Projections, 2005.

According to the California Department on Aging (2009), between 2005 and 2009, the percentage of Californians aged 60 or older is projected to increase by 59%, from 5.5 million to 8.7 million. California is projected to see a 21% increase in older adults age 85 and over. During this time frame, 54 counties will likely experience increases ranging from 7 % to 192% in the number of residents aged 85 and or older. The greatest areas of greatest population growth among those aged 85 or older in terms of sheer numbers are projected to be concentrated in Riverside and San Bernardino counties, with increases of 61% and 53%, respectively. Detailed data from planning service areas and counties in the state of California regarding the projected population aged 60 or older between the years 2005 and 2020 can be found in Appendix B.

The California Aging Network

In 2000, there were 655 AAAs across the nation. To date, there are nearly 700 AAAs and 222 tribal organizations with AAA functions (Koff, 1999). The AAAs are faced with challenges in managing services for the growing aging population. Services that cover health, living

patterns, education, employment, and income are just a few of the areas that require

comprehensive programming (see Figure 3). In the area of health, almost 1 in 5 California adults

aged 65 or older (18.2%, or about 710,000 seniors) lived in rural areas in 2007 (Durazo et al.,

2011). Rural elders face greater health risks and higher rates of some health conditions than their

suburban counterparts, including overweight/obesity, physical inactivity, food insecurity, heart

disease, diabetes, and repeated falls (Minegain, 2011). In the area of living patterns, aging in

place has emerged as a major policy and research area in the 21st century. Many older adults

prefer modifying their homes and receiving increased services rather than relocating (National

Association of Area Agencies on Aging, 2006).

Organization

The word *organization* sounds like a powerful construct. Organizations are groups of

people who work interdependently toward some purpose (Stern & Barley, 1996). Wilson (2000)

stated that organizations matter and are essential, though what is most important is not the

organization but the people in it. Simon (1976) contended,

> If an organization is inessential, if all we need is the man, why do we insist on
> creating a position for the man? Why not let each create his own position,
> appropriate to his personal abilities and qualities? Why does the boss have to be
> called the boss before his creative energies can be amplified by the organization?
> And finally, if we have to give a man some measure of authority before his
> personal qualities can be transformed into effective influence, in what ways may
> his effectiveness depend on the manner in which others are organized around
> him? (p. xvi)

Barnard (1968) defined an organization as a system of consciously coordinated activities

or forces of two or more people. When examining an organization, the most important thing to

know is how that coordination is accomplished. According to Drafke (2006), there are two

minimum requirements without which one cannot have an organization: cooperation and

communication. These two requirements must be present whether there are 2 or 2,000, or more

people in order to meet common interests. In other words, an organization is a coordinated group

of people who function to achieve a common goal. Every organization has a system and exerts

effort to attain its stated goals, which individual employees on their own could not reach. All

organizations have specific goals that a collective effort is made to achieve.

CALIFORNIA AGING NETWORK
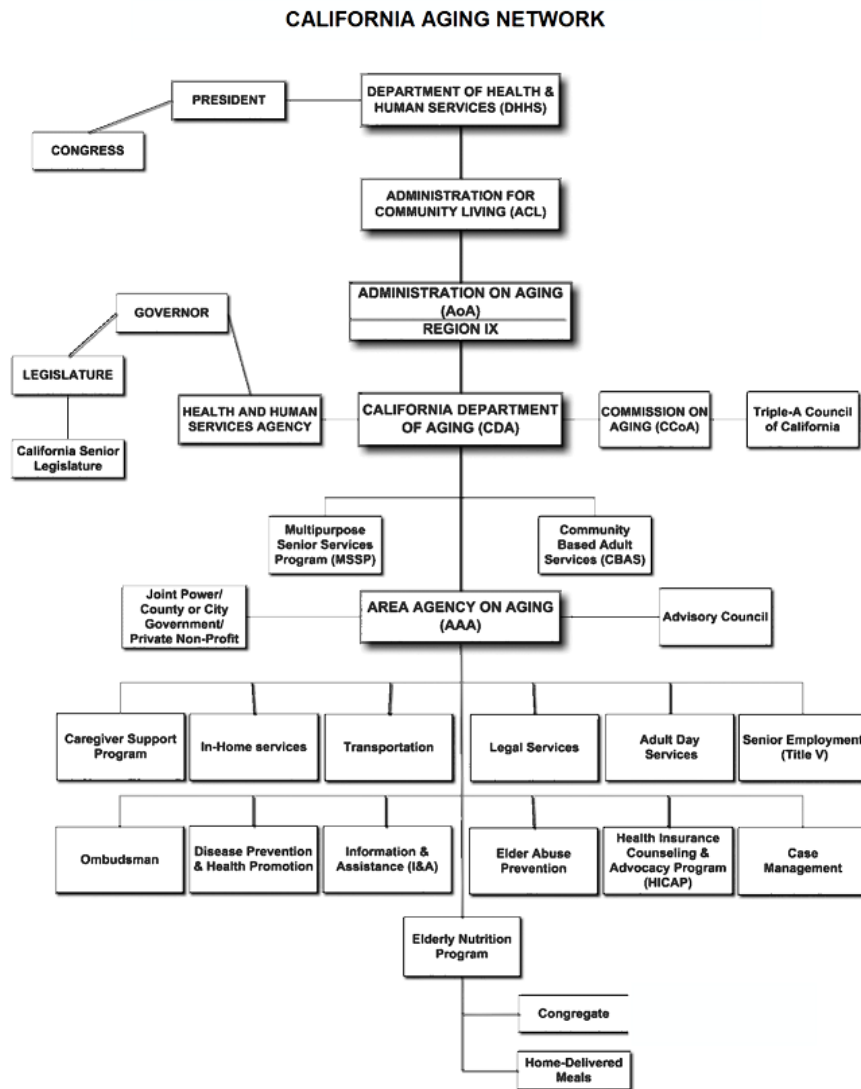
Figure 3. California aging network. Reprinted from *Aging California from the 2005-2009 State Plan on Aging*, California Department on Aging, 2009 (Sacramento, CA: California Department on Aging), retrieved from http://www.aging.ca.gov/About CDA/DOCS/California_State_Plan.pdf Copyright 2009 California Department on Aging. Reprinted with permission.

Organizations have existed for as long as people have worked together. Archeologists have discovered massive temples dating back to 3500 B.C. that were constructed through the organized actions of many people (Grenier & Kerr, 1979). Some societies have been dominated by religious organizations, such as the temple corporations on ancient Mesopotamia and the churches in colonial America (Sterba, 1976). The existence of elaborate structures in high places of worship, referred to as monuments, temples, mosques, or churches, is proof that there were complex organizations composed of people who worked well together. Collaboration is more than a strategy to achieve organizational goals; it requires positive behavior of assertiveness and constant communication between and among individuals.

In the 21st century, there are numerous notable organizations, such as the Boeing Company, the National Football League, Los Angeles International Airport, and the Internet, which comprises the people who coordinate a worldwide network of computer connections. According to Schlender (1998), the late Steve Jobs, former CEO of Apple Computer and Pixar Animation Studios, once said that an organization is an abstract construct that humans invented. Thus, a complete understanding of a multifaceted organization and how it works requires an understanding of human behavior and the organizational milieu where the human behavior is presented. In order to appreciate how organizations accomplish their set goals and how individuals collaborate, it is important to understand the open system mechanisms of the organization and the mechanism of its task environment. Figure 4 shows the open systems view of an organization.

The four major internal components of an organization task, people, technology, and structure along with the organization's inputs, outputs, and key elements in the task environment are depicted in Figure 4 (Kahn & Katz, 1978). The four major internal components of task,

people, technology, and structure are interrelated. An open system organization directly interacts

with its environment. Change affects all four internal components and can trigger deviant

behavior or resistance (Salawu & Agboola, 2011).
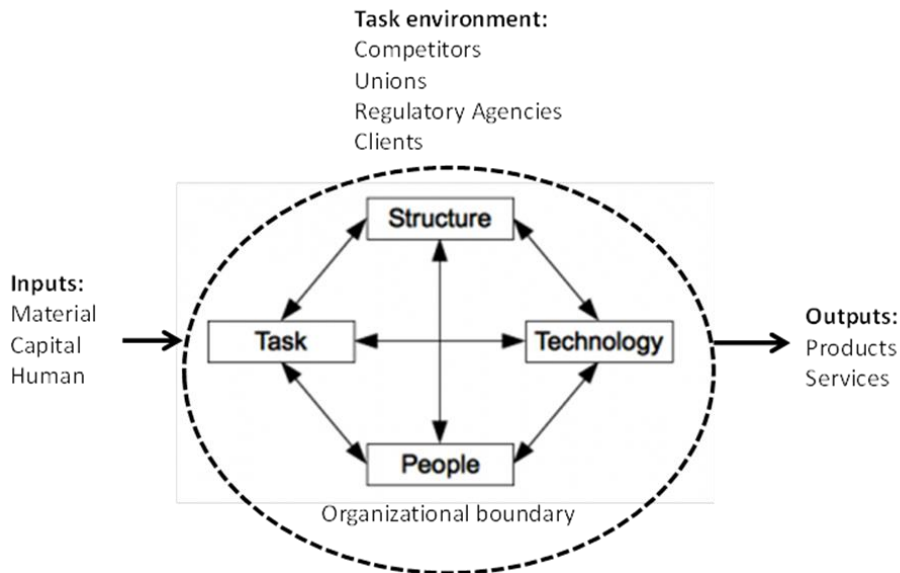
Figure 4. Open systems view of an organization. Adapted from Applied Organizational Change in Industry: Structural, Technological and Humanistic Approaches, by H. M. Leavitt, 1965 (Chicago, IL: Rand McNally).

Organizations that are seen as an open system also have an outside business environment.

The task environment comprises different constituents, such as suppliers, customers, and federal

regulators (D. Nelson & Quick, 2013). The organization works by taking inputs, converting them

using throughputs, and delivering outputs to its task environment (Thompson, 2003). Once the

transformation is complete, throughputs become outputs for clients, customers, and consumers

(Downey, Hellriegel, & Slocum, 1975). The open systems view is logical and rational; it is an

official, legitimate way of conceiving the visible part of a *formal* organization. The elements in a

formal organization provide the overt framework for organizational development activities and

represent the problem-solving mechanisms of the organization (Bobbitt & Behling, 1981).

However, the open systems view did not contain the concept of organizational culture, which

was later discovered to directly impact all four major internal organizational components as an intervening variable (Deshpande & Webster, 1989).

Organizations must be viewed with a wide-angle lens to acknowledge and integrate such informal elements as beliefs; assumptions; perceptions; attitudes; values; feelings of fear, joy, anger, trust, and hope; group norms; and informal leaders. The importance of employees' moods, emotions, and dispositional affect is recognized as a key influence on critical organizational outcomes such as job performance, decision-making, creativity, turnover, teamwork, negotiation, and leadership (Gibson & Barsade, 2007).

Schein (1990) viewed the concept of an organization as unclear and sought a functional definition of organizational culture. This definition included the features of a group of persons, the stability of the group, and the history of the group, which combine to create the culture of the group. Schein (1984) also emphasized, "There cannot be an organization culture unless there is a group that owns it" (p. 5). Schein contended that this sense of ownership often leads to organizations acknowledgement of their strong and weak cultures that are contingent on the stability and history of the group and the prevalence of the culture.

Organizations are often made up of several different groupings along such lines as gender, tenure with the organization, departmental roles, and ethnicity. An organization may have several subcultures that may conflict with the dominant culture of the organization when small groups exist along departmental or other unifying lines (Martin & Siehl, 1983; Schein, 1990). These smaller groups, referred to as subcultures, sometimes have a major impact on integration and differentiation of persons within an organization's main culture and are seen as having an impact on organizational effectiveness (Lorsch & Morse, 1974).

Diverse subcultures within an organization enrich the prevailing culture by advocating dissimilar expectations, standards, and principles completely in opposition to the core values of the organization. Subcultures that hold countercultural values pose an important source of surveillance over and critique of the dominant order (Sinclair, 1993). Subcultures generate emerging values that keep the organizational values in line with the needs of clients and consumers. Organizations ultimately need to change their prevailing ideals to meet the needs of the business world known to shift from time to time.

Organizations must recognize subcultures and not hinder such groupings in order to determine and realize the need to espouse new standards aligned with the shifting or evolving business environment. Organizational cultures are stable over time because organizations are populated with persons who exhibit a variety of personalities, interests, and dispositions, which are manifested in their behavior. Organizational culture is a reflection of the people contributing to the culture and thus is never static (Kotter & Heskett, 1992).

Culture

A culture is the unique pattern of shared assumptions, values, and norms that shape the socialization, symbols, language, narratives, and practices of a group of people (Higgins & McAllaster, 2002). Hofstede (2000) offered a similar definition that stated that culture refers to the unique pattern of shared characteristics, such as values, that distinguish the members of one group of people from another. Experts are inclined to agree that culture is acquired as the common way of doing things in a particular group. It refers to the way its members eat, dress, greet, and treat one another, teach their children, solve everyday problems, and so on (Hofstede, 2001). Individuals acquire culture from a society and everything the society imparts to and instills in its people.

Culture, both formal and informal, is shared among different groups of people and assists in recognizing individuals' potentials and limitations. It also provides guidance on how people interact with each other. Such a culture is found in everyday language, norms, and practices. Organizational design is the process of constructing and adjusting an organization's structure to achieve its strategy and goals (D. Nelson & Quick, 2013, p. 552). Therefore, the structure outlines environments, tasks, and relationships among the individuals in the organization so everyone can work toward a unified goal. A clear definition of the tasks leads to cooperation; lack thereof leads to confusion and chaos.

As illustrated in Figure 5, assumptions, values, and norms form the base of a culture but cannot be observed directly. They can only be inferred from a culture's more visible elements, such as its socialization activities, symbols, language, narratives, and practices. Herb Kelleher, founder and chairman of Southwest Airlines, stated that his company's culture was key to its success (Colvin, 1997). When asked whether the real secret to his success was not simply keeping costs low, Kelleher slammed his fist on the table and shouted back that culture has everything to do with Southwest's success because competitors cannot copy its culture (Colvin, 1997). The essential features of culture that are not seen but felt in daily operations are the most dominant. These elements are referred to as shared assumptions, rituals, ceremonies, socialization, symbols, language, artifacts, narratives, practices, values, and norms known collectively as value orientations. Value orientations are preferences for certain outcomes over others (Katan, 2004). Assumptions are the deeply held beliefs that guide behavior and tell members of an organization how to perceive or think about the organization (D. Nelson & Quick, 2013).

Goals

| Formal (overt) acts | Technology Structure Policies and procedures Services/products Financial resources | The way we say we get things done |

The way we really get things done

Beliefs, assumptions, and perceptions

About the formal and informal systems

| Informal (covert) aspects |

Attitudes feelings (anger, fear, liking, despair, etc.)

Values Informal interactions Group norms

Figure 5. The two stages of culture. Adapted from *The Hidden Dimension*, by E. T. Hall, 1982 (New York, NY: Anchor Books).

Socialization is a process by which new members are brought into a culture (Meyer, 1990). A symbol in an organization is something specific and may mean everything to all members. Ceremonies and rites are relatively elaborate sets of activities that are repeatedly enacted on important occasions (Beyer & Trice, 1987). Language is a shared system of vocal sounds, written signs, and/or gestures used to convey special meanings among members of a culture (Beyer & Trice, 1993). Organizations transmit information about their culture through narratives contained in stories, accounts, and chronicles of their traditions. Stories illustrate key aspects of an organization's culture. Telling them can effectively introduce or reaffirm values to the employees (Martin, 1982).

Ceremonies are elaborate and formal activities designed to generate strong feelings. Usually they are referred to as special events (Beyer & Trice, 1991). According to O'Donnell-

Trujillo and Pacanowsky (1982), there are six communicative practices in analyzing a given

culture's facts, practices, vocabularies, metaphors, stories, rites, and rituals. The following are

questions worth asking:

- What does the culture think?

- What does the culture do?

- What does the culture say?

- How does the culture say it?

- What does the culture narrate?

- What does the culture enact?

Davis and Newstrom (2002) asserted that the covert and overt aspects of culture have

varying strengths that can be illustrated as moderately strong or weak depending on the extent of

their impact on an individual, organization, or society and how widely the underlying beliefs are

held. The seen and unseen aspects of culture are characterized as distinctive, stable, implicit,

symbolic, integrated, and accepted. All cultures have subcultures, and no one type of culture is

best. Each has varying strengths or weaknesses. In light of Davis and Newstrom's assertion that

each culture is distinct and no one type is best, culture can be compared to the personality of an

individual.

To attain a better appreciation of culture, its visibility, and invisibility, it is important to

understand its functions. According to Smiricich (1983), culture provides a sense of identity for

its members and increases their commitment to the organization. When employees adopt the

morals, ethics, beliefs, and principles of the company, they find their employment inherently

worthwhile and can relate with their colleagues. Culture provides a way for employees to

interpret the meaning of organizational events (Louis, 1983). For example, the use of a company

logo is a sense-making device to help employees recognize their company identity.

Culture strengthens the significance of an organization. Ultimately, culture operates as a

regulator for shaping employees' behavior. If a company wants to promote cooperation among

its employees, then the culture must emphasize cooperation. Further, the company's culture must

be characterized by open communication, cooperation between teams, and integration of teams

(Doolen, Hacker, & Van Aken, 2003). Culture also can be used to define acceptable and

discourage deviant behaviors in organizations.

Several authors and experienced managers have attested that it is difficult to quantify the

effects of culture in an organization. Kotter and Heskett (1992) examined culture in

organizations from three different perspectives: the strong perspective, the fit perspective, and

the adaptation perspective. A strong culture perspective states that an organization with a strong

culture performs better than other organizations (Kennedy & Deal, 1982). Members of an

organization with a strong, fit, and adaptive organizational culture agree on their principles and

perform at a high level with low operating costs. A strong, fit, and adaptive organizational

culture builds quality into their work designs, which encourages quality outputs. Lastly, a strong,

fit, and adaptive organizational culture creates values and norms that encourage creativity, and it

rewards employees who are committed to upholding organizational values and are responsive to

the organization's clientele.

Organizational Culture

In the 1940s and 1950s, culture was fundamental to folktales, myths, and traditions. The

study of organizational culture is grounded in the works of Chapple (1941, 1943) and Dalton

(1959). Cultures within organizations operate like societal cultures. The qualities of a culture are

its shared values imparted through symbols, unwritten rules, belief systems, assumptions, perceptions, behavioral norms, artifacts, and patterns of behavior handed down from generation to generation of employees. Kessing (1974) viewed culture as an indispensable attribute of adaptation of social organizations and regarded culture as a system of socially transmitted behavior patterns that serve to relate human communities to their ecological settings.

Organizational culture is the philosophy that endures in an organization, as exhibited in the works of ethnographers and psychologists such as Whyte (1948), Schein (1985), and Hofstede, Neuijen, Ohayu, and Sanders (1990). Its significant members may have consciously shaped it throughout a certain period. An organization's beliefs and value systems exemplify a fundamental feature of the work environment in which employees perform their jobs. Organizational culture is elusive because we cannot touch it, but it exists and is pervasive. It is a powerful force, both seen and unseen, behind all organizational activities. Culture is to an organization what personality is to the individual: a hidden, yet unifying theme that provides mobilization, direction, and meaning (Kilmann & Saxton 1983).

In the early to middle part of the 1980s, management scholars adopted the concept of culture in organizations. To really understand a culture and to ascertain more completely the group's values and overt behavior, it is imperative to delve into the underlying assumptions, which are typically unconscious but which determine how group members perceive, think, and feel (Schein, 1985). Shared assumptions, values, norms, socialization, symbols, language, narratives, rituals, and practices are subtle elements that transmit culture. These cultural elements and their correlates generate a pattern that leads to organizational behavior.

Organizational culture describes the culture of the entire organization and not just the individuals who make up the organization. This is because culture persists regardless of the

individual employees (Hofstede, Bond, & Luc, 1993). There are four types of cultures in an organization: bureaucratic, clan, entrepreneurial, and market (Hooijberg & Petrock, 1993). In a culturally consistent organization, one of these four basic types of culture will prevail. No type of culture is ideal for an organization. Conversely, some individuals may choose one type over another. For example, an employee who works in an organization that fits his or her view of an ideal culture tends to be committed to the organization and optimistic about its future (Harris & Mossholder, 1996).

The first type of culture in an organization is bureaucratic culture. It is one of the three branches of traditional management. Bureaucratic management refers to the use of rules, a set hierarchy, a clear division of labor, and detailed procedures (Hellriegel, Jackson, & Slocum, 2005). Bureaucratic cultures are particularly common in governmental organizations. Bureaucratic organizations outline guidelines and procedures that pertain to general circumstances, and employees are told that their responsibility is to follow legal standards and operating procedures referred ("following the manual"). Individuals are expected to behave "by the book." According to Morand (1995), these behavioral norms support formality over informality. Bureaucracy is a form of an organizational structure. In an organization with a bureaucratic culture, those who give orders are carefully differentiated from those who carry out the orders (Greenberg & Baron, 2008).

The second type of culture in an organization is clan culture. Clan culture is focused on human resources. It puts a lot of time and effort into selecting and retaining employees and giving these employees the power to make decisions (Hartnell, Ou, & Kinicki, 2011). There are formal rules and procedures that exist in a clan culture, but they are few and subtle. According to Cameron and Quinn (1999), the typical characteristics of clan-type firms are teamwork,

employee involvement programs, and corporate commitment to employees. Some basic assumptions in clan culture are that the environment is best managed through teamwork and employee development, customers are best thought of as partners, and the organization is in the business of developing a humane work environment (Likert, 1970). Managers also play an important role in providing leadership and exerting influence (Douglas & Gardner, 2004). There is strong support for the use of soft-influence tactics in managers' communication with self-directed teams yielding positive results (Douglas, Martin, & Krapels, 2006). Highly skilled teams, like those in the aerospace and automobile industries, are increasingly self-managed (Gratton, 2011).

The third type of culture in an organization is entrepreneurial culture. Entrepreneurial culture is also referred to as ad-hocratic culture, where mutual adjustment is the prime coordinating mechanism. Support staff are the key part of the organization and are selectively decentralized (Mintzberg, 1979). Entrepreneurial culture is an organizational structure that emphasizes shared, decentralized decision-making; extreme horizontal specialization; few levels of management; the virtual absence of formal controls; and few rules, policies, and procedures (Schermerhorn, Hunt, & Osborn, 2005). In an entrepreneurial culture, flexibility and individual initiative are rewarded.

By valuing employee knowledge, positive attitudes, skills, broad perspectives, and the use of organizational configurations such as the cross-functional team, all of these types of culture provide employees with autonomy and inspire them to thrive. Entrepreneurial culture places a premium on professionalism and coordination in problem solving (Mintzberg, 1983). An ad-hocracy's value orientation supports only the presence of organizational information acquisition processes. Consistent with this view, Quinn (1988) noted that ad-hocracies tend to be

effective at acquiring resources and performing boundary-spanning functions. Quinn and

Rohrbaugh (1983) suggested that ad-hocracies tend to acquire information about the

environment while emphasizing no other information processes. Slater and Narver (1994) noted

that entrepreneurial cultures such as ad-hocracies thrive on information acquisition (see

Zammuto & Krakower, 1991). Entrepreneurial culture is particularly useful when an aspect of

the organization's operations and technology present one of two challenges: (a) the tasks facing

the organization vary considerably and involve many exceptions, as in a management-consulting

firm, or (b) the problems are difficult to define and resolve (Perrow, 1986).

The fourth type of culture in an organization is market culture. A market-driven

organization does not suffer unduly from organizational chimneys, silos, or smokestacks, which

restrict information flows to vertical movements within functions (Day, 1994). The processes in

a market-driven organization follow the usual sequence of information-processing activities that

organizations use to teach (Huber, 1991). The structure of an organization with a market culture

is divisional. Divisional structures whether related to products, markets, or geography have

several advantages in terms of coordination, motivation, and overcome many of the problems

associated with functional structure as the size and complexity of an organization increases

(George & Jones, 2002).

Organizational Culture and Organizational Climate: An Examination

Organizational culture and organizational climate have been widely discussed in both

business and educational media circles. Researchers and practitioners in the field of

organizational leadership are attracted to and interested in how climate and culture improve or

diminish individual performance and organizational effectiveness. The organizational literature

has defined organizational culture as the shared values, beliefs, and behavioral norms in an

organization (Ouchi, 1981). Rentsch (1990) defined organizational culture as being a more

"complex, multilevel concept of which meaning is only one aspect" and "having shared

interpretations and understanding of organizational events" (p. 669).

Organizational climate is widely defined in terms of employees' perceptions of their

work environment (Schneider, 1990). When employees agree on their perceptions of their work

environment, their shared perceptions can be aggregated to describe the organization's climate

(Joyce & Slocum, 1984). Deshpande, Farley, and Webster (1993) theorized that climate explains

the *what,* and that culture explains the *why* of organizational behavior. In other words, culture is

an affirmation of the organization in its entirety, and climate is an affirmation of the perceptions

of the individuals within the culture.

Several unresolved questions on organizational culture and organizational climate have

continued to evolve throughout the years. In the early 1990s, paradigms of organizational culture

and climate began to appear together in collected writings on organizations. As the two

paradigms were discussed and examined and questions abounded, it became clear that

researchers and theorists were not in accord. The question of what differentiates culture from

climate and what unites them has not been adequately answered (Denison, 1996). Denison

further stated that while the distinction between organizational climate and organizational culture

may initially appear to be clear-cut, when considered more intensely, those distinctions

disappear. He theorized that both culture and climate as concepts affect "the creation and

influence of social contexts of organizations" (Denison, 1996, p. 646).

Perhaps the most important issue is simply whether climate and culture are actually

distinct concepts or whether they are merely two views of the same concept (Ouchi & Wilkins,

1985). Does organizational climate affect organizational culture? Does one influence the other?

Is a shared force present between the two paradigms? Or are the two connected by their own

correlations with a third variable? Even though there are shared variables that influence norms

and shape workers' perceptions, it is probable that the perceptions change each other in several

ways. Workers' perceptions of the impact that their work environment has on them are most

affected by the norms that drive behavior in that environment (Schneider, Gunnarson, & Niles-

Jolly, 1994).

It is also likely that workers' perceptions of their work situation alter the behavioral

patterns within an organization. For example, if most adult protection service workers in a state

agency do not find their administration encouraging, patterns of exercising cautious practice may

develop. Department managers, supervisors, and case managers might call attention to extensive

written documentation and by-the-book adherence to standard policies and procedures in order to

support their decisions if their decisions or actions are disputed by a court or advocate for older

adults.

Another concern is whether culture and climate can be assessed in an organization.

Researchers and practitioners are familiar with both quantitative and qualitative assessments of

climate and culture. Some argue that in order to understand the complex culture of an

organization, extensive observation and dialogue with workers is necessary. Others dispute that

the data collected from observations and dialogue can be measured and that these data can only

be described in qualitative terms. Still others argue that both methods can be used and that they,

in fact, complement each other (Denison & Mishra, 1995).

The examination of organizational culture and climate is important to human services

agencies. The fulfillment of human service organization program goals and objectives by and

large hinges on the affiliations and collaborations between service providers and the clientele

served. No matter whether the organization delivers remedial, preventive, or developmental programs translated into social, medical, educational, or other human services, these interactions are fundamental to the value and aftereffects of the service.

Organizational climate and culture are important to human services because the nature and tone of human relationships and interactions are molded by and reflect the organizational culture and climate in which they occur (Johnson & McIntyre, 1998). Culture and climate link organizations to outcomes through the behaviors, perceptions, and attitudes associated with employee performance (Denison & Mishra, 1995; Glisson & Hemmelgarn, 1998). Culture and climate directly influence human services outcomes. Human service agency perceptions of how to best deliver programs and services are susceptible to the behavioral patterns that make up an organization's culture. Organizations that are highly bureaucratic perceive their clients as facing similar challenges. These organizations attempt to discern what every client needs and wants, even before learning about the strengths and weaknesses of the particular individual or family.

In organizations that are non-bureaucratic, direct care service workers perceive their clients both individuals and families as presenting multiple unique problems and issues have difficulty anticipating clients' specific needs. They also have difficulty understanding that their situations require individualized plans of care and the involvement of immediate and sometimes extended family members. Workers' perceptions of their work environment affect how they perform in that environment (S. Brown & Leigh, 1996). Human collaboration and interactions are significant to successful delivery of human services. Direct social service workers' perceptions of their work situations are vital to success.

Culture and climate are constant features of an organization. Organizations maintain both culture and climate, which evolve in response to the needs of the organization and as perceived

by the workers. There are different kinds of organizations, including human service and

nonhuman service, profit and nonprofit, public and private. These differences are a function of

the mission of the organizations, the way they are funded, and the external environments in

which they must survive (Gordon, 1991). The various purposes for which an organization is

created and its operating mandate are supported by the way in which the organization operates its

business. Culture and climate must generate a constructive work atmosphere regardless of the

type of organization, its mission, and the authority of the organization.

Organizational Effectiveness

In the study of organizational culture and organizational behavior, the concept of

organizational effectiveness is used as an indicator of how well organizations perform as open

systems (Jones, 2001). Effectiveness means the ability to determine appropriate objectives and

doing the "right thing" (Drucker, 1967). Organizational effectiveness is defined as the degree to

which an organization achieves its goals and objectives (Denison, Haaland, & Goelzer, 2003).

Aydin and Ceylan (2009) defined organizational effectiveness as "the congruence between the

goals of the organization and observed outcomes" (p. 3). Further, they underscored a broader

definition of goals and objectives as supporting customer and employee satisfaction and

increased productivity and profits for the organization. In the vernacular of human services for

children, youth, adults, and older adults, customer satisfaction translates into client outcomes.

The keys to client outcomes are workers and clients. Clients are viewed as individuals, as a

group, or as a community engaging in a process to achieve mutually agreed-upon goals. The

result of this transaction is information that is imperative for organizational leaders to know in

deciphering program and services implementation, motivating and directing staff, and acquiring

resources from both the internal and external environment. Employee satisfaction is by far the

most studied employee variable in the literature of human service workers. Considerably, studies

of other variables have elaborated on burnout, job satisfaction, relationships, and outcomes.

Table 2

Type of Organization and Operating Authority

Type of organization	Operating authority
Not for profit	• Is incorporated in the state or locality in which it operates, with a charter, constitution, and bylaws. • Has its own governing body, and/or • Is organized as an identified organization of a religious body with legal status or is an identified organization of another legal entity that is recognized under the laws of the jurisdiction.
Public	• Is authorized and established by statute, or • Is a subset of a public organization with which a clear administrative relationship exists.
Proprietary	• Organized as a legal entity such as a corporation, partnership, sole proprietorship, or association. • Has a charter, partnership agreement, or articles of association and incorporation.

Note. Adapted from *Behavioral Health Care Standards* (US ed.), by Council on Accreditation of Services for Families, 1997 (New York, NY: Publisher: Joint Commission Accreditation Healthcare Organizations).

As the organizational environment becomes more diverse and unsteady, an organization's

internal structure changes from a unified establishment to a decentralized and spontaneous

structure that is flexible and informal. An increase in size leads to greater internal differentiation

and specialization by function, a finding that has been widely replicated (Donaldson, 1996). In

addition, Mintzberg (1979) proposed that "as the external control of the organization increases,

there is more internal centralization and formalization" (p. 288).

A number of characteristics have been recognized as indicators of organizational

effectiveness. Mintzberg (1991) contended that there are seven basic forces that are consistent

among effective organizations. If appropriately controlled, these forces will directly contribute to

organizational effectiveness. The seven forces are direction, efficiency, concentration,

innovation, proficiency, cooperation/culture, and competition/politics. Direction clarifies where the organization ought to go and its vision and mission. Henri Fayol (1841-1925), the founder of the classical management school who outlined the 14 principles of management, described the fifth principle of management as unity of direction. Unity of direction is the process by which an organization aims to achieve an objective guided by only one manager using one strategy.

The second force is efficiency, which seeks to establish and ensure a "viable ratio" between input costs and benefits derived from outputs (Mintzberg, 1991, p. 55). An efficient administrator is one who accomplishes outputs, or results, that correspond to inputs such as labor, materials, and the time applied to complete them. The third force is concentration, which is relevant in organizations that are diversified such as health and human services. Concentration addresses the need for specific units within the organization to align themselves with and focus attention on specific matters. Concentration helps administrators and managers to identify potential risks and opportunities.

The fourth force is innovation. Innovation refers to how the organization considers new approaches and variations that may help improve customer satisfaction and, by extension, organizational relevance. Frequent and informal communication across an organization has been shown to have positive effects on innovation (Ebadi & Utterback, 1984). According to Kanter (1983), effective organizational creativity and innovation must follow a three-step procedure:

1. idea generation,

2. idea development, and

3. idea implementation. (p. 101)

The three-step procedure is facilitated by an organizational culture and climate that permits communication between the organization itself and the environment. The climate also allows for

open communication between workers and incorporation of all administrative, legislative, executive, managerial, and other applicable organizational activities.

The fifth force is proficiency. Proficiency refers to the ability of the organization to implement the organization's diverse missions and purposes with remarkable competence and ability. The sixth and seventh forces are described by Mintzberg (1991) as "catalytic" (p. 56). The sixth force is referred to as cooperation/culture. Organizations today cannot implement their programs and services alone. Irrespective of the organization's size and affiliation, the nature of its programs, and the scope of the services provided, its existence is contingent outside its limits and outside the administrator's control. Today, most successful organizations are part of a web of lateral and/or horizontal connections such as partnerships, consortia, networks, and service-delivery systems (Alter & Hage, 1993). Administrators and managers must examine the mutual dependencies they have with other sources in order to uphold strategic coalitions and partnerships.

The seventh force is referred to as competition/politics. Competition takes many forms. In the case of government funding and contracts, it is a contest for revenue, and in the case of private organizations in the manufacturing industry, it is competition for market share. Table 3 summarizes the seven forces.

Organizational Performance

The success of an organization is determined by how it achieves its mission, goals, and objectives. Organizations are guided by a framework that influences common employee behavior and choices. Individual and collective actions are geared toward completion of the organization's vision. It is the culture within the organization that outlines the implementation and performance of its employees. Culture is directly linked to all aspects of organizational action such as

planning, organizing, leading, controlling, staffing, staff training, and budgeting. Culture is

shared in multiple ways and is enhanced or condensed by all members of the organization. An

organization will experience challenges if its culture is not fused within these organizational

actions.

Table 3

Organizational Forces and Forms

Force	Organizational Form	Type of Operation
Direction	Entrepreneurial	Start-ups and small owner-managed firms
Efficiency	Machine	Mass production/service organizations
Concentration	Diversified	Multinationals, large organizations
Innovation	Ad-hocracy	Advertising agencies, think tanks
Proficiency	Professional	Hospitals, accounting practices
Cooperation/culture	Ideological	Adherence to ideology
Competition/politics	Political	Adherence to politics

Note. Adapted from "The Effective Organization: Forces and Firms," by H. Mintzberg, 1991, *Sloan Management Review, 32*(2), 54-67.

In an investigation of more than 200 companies, Kotter and Heskett (1992) tried to

determine which factors cause organizational cultures to be more or less productive than others.

They distinguished two stages of culture, one visible and one invisible, as shown in Figure 5.

The first stage, which is visible, consists of the patterns and styles of employees conduct. The

second stage, which is invisible, consists of the organization's collective ideals, standards,

principles, morals, and deeply held beliefs across an extended period of time.

The outcomes of Kotter and Heskett's (1992) investigation revealed that culture has a

compelling and cumulative effect on organizational performance. The investigation had four key

results:

1. An organization's culture can significantly impact a company's long-term fiscal

   performance.

2. An organization's culture will undoubtedly remain an even more imperative element

   in defining the success or breakdown of companies in the next decade.

3. Organization cultures that obstruct a robust long-term fiscal performance are not

   atypical; they improve without difficulty, even in companies that are filled with

   judicious and knowledgeable people.

4. Although tough to change, organization cultures can be made more performance

   enhancing. (p. 89)

In the same investigation, Kotter and Heskett revealed that a number of organizational

cultures remain intact after adapting to transformations and while maintaining the performance

of the organization, even though others do not. Kotter and Heskett distinguished between

adaptive and un-adaptive corporate cultures and explained the fundamental beliefs and collective

manners and conduct in each type of culture (see Table 4).

Adaptive organizational cultures are compelled mostly by straight thinking grounded in

the whole organizational structure, operating standards and procedures, and performance

appraisal. The operating standards and procedures for employee evaluations are designed to

follow processes useful in managing employee behavior. The employee evaluation system

remains the foundation for improvement for organizations with adaptive cultures. Adaptive

corporate cultures value processes and people (Denison, D., et al., 2014). Because the

performance of individuals almost always depends on the process they are a part of, the process

is a potentially powerful leverage point to improve performance (Deming, 1986). An

organization with an adaptive culture integrates organizational performance using top-down

scrutiny. Adaptive corporate cultures discern and develop an understanding of the network of interrelationships established in organizations. As a consequence, they enhance their capability to find, plan, and introduce high-powered change and performance measures.

Table 4

Adaptive and Non-adaptive Corporate Culture

	Adaptive corporate cultures	Not adaptive corporate cultures
Core values	Most managers care deeply about customers, stockholders, and employees. They also strongly value people and processes that can create useful change. For example, leadership exists up and down the management hierarchy.	Most managers care mainly about themselves, their immediate work group, or some product or technology associated with that work group. They value the orderly and risk-reducing management process much more highly than leadership initiatives.
Common behavior	Managers pay close attention to all their constituencies, especially customers, and initiate change when needed to serve their legitimate interests, even if that entails taking some risks.	Managers tend to behave somewhat insularly, politically, and bureaucratically. As a result, they do not change their strategies quickly to adjust to or take advantage of changes in their business environments.

Note. Adapted from *Corporate Culture and Performance,* by J. Kotter and J. L. Heskett, 1992 (New York, NY: Free Press).

Organizational Culture and Job Satisfaction

An organization's culture and its administration, supervision, and management can either boost or diminish its employees' level of job satisfaction. An administrator can exercise a classical or behavioral style of implementing and executing the organization's goals, whereas a subordinate employee can influence the administrator to use a specific behavioral style of managing. The organization's culture and climate can also be classical or behavioral.

In fact, many organizations have a classical, bureaucratic, or authoritarian culture (Argyris, 1973). Although job satisfaction is often higher in non-bureaucratic organizations,

much depends on the individual employee (Beeler, Hunton, & Wier, 1997). On one hand, an individual employee who requires thorough guidance but assumes no accountability might not feel suited to an organization that emphasizes employee empowerment. On the other hand, an individual employee requiring more freedom or independence might not be suited to an organization with a classical management approach where freedom and independence are viewed as less important. Job satisfaction requires that employees balance their job requirements and that an organization links those requirements. The more workers research, select, and prepare for a job, the more likely they are to be satisfied with the job (Wright & Dodd-McCue, 1996).

For each individual, a job must satisfy certain requirements. Employees' beliefs or expectations about a job's ability to fulfill their needs may be realistic or unrealistic (Judge, Cohl, Boudreau, & Bretz, 1995). The belief that a job should encompass all of an individual's social connections or relations is an assumption that is unrealistic. However, some jobs can fulfill all of an individual's needs so that the employee sees no need to explore other areas outside of work. Individuals who are involved in their job and who view their job as an important part of their life have a higher rate of job satisfaction. Their satisfaction is high because they are putting the right amount of effort into their job, and they reap personal and social rewards from it. If individuals compare the effort they dedicate to their job to the efforts of others and feel that they make more of an effort than other workers, then they will feel less satisfied. It is human nature to make comparisons with fellow coworkers. Thus, employees will inevitably make comparisons between their jobs and their job satisfaction with those of their friends, relatives, and neighbors (G. Adams, King, & King, 1996).

Individuals value the opinions of others and allow their coworkers to influence them in various degrees. Feedback from others on an individual's job performance affects the level of his

or her job satisfaction. If others, especially people whom the individual admires and respects, believe the individual has a good job or that the individual does a good job, then that individual will typically feel more satisfied than if others thought differently (G. Adams et al., 1996). Job satisfaction in an organization is directly influenced by an individual's level of commitment, his or her expectations, the effort he or she dedicates, the rewards he or she gains from his or her effort, and the value he or she puts upon the opinion of others. All of these elements refer to the individual's personal attitude, his or her general viewpoint on life, society, and the job itself.

Job satisfaction in an organization may or may not be difficult to decipher. It may be as simple as asking any individual two questions:

1. How much do you like the organization you are working for?

2. How much do you like your job?

These two questions may receive a straightforward answer such as *very much* or *not at all*, but the reality is that there are many other variables researchers must look into in order to fully understand an individual's job satisfaction in an organization.

Exploration and Assessment of an Organization's Culture as a Necessity

Organizational scholars and researchers have referred to organizational culture as the climate, traditions, rituals, manners, and behaviors that organizations foster around their managing of people. Organizational culture may also refer to the adopted values and philosophy of an organization. Given this perspective, company executives, managers, and directors articulate a need to create a culture of service dedicated to meeting clients' needs. This implies that culture has a direct impact on certain standards that leaders are aiming to encourage in their organizations. It also implies that there are stronger or weaker cultures and that the quality of culture will influence how effective the organization is (Jung et al., 2009). The strong culture

perspective states that organizations with strong cultures perform better than other organizations

(Kennedy & Deal, 1982). An organization with a strong culture has values that are widely shared

by employees and highly recognized by the clients it serves.

The influence of culture is often hidden and, to a significant level, unnoticeable. If

organizational culture is to be useful in day-to-day management and leadership of an

organization, it ought to be familiar and increase the overall understanding of a group of events.

Organizational culture as a body of knowledge is most useful if it can be measured, analyzed,

and assessed in terms of the qualities of the daily interactions of teams, units, departments, and

organizations.

There are six communicative practices articulated by O'Donnell-Trujillo and

Pacanowsky (1982) that are useful as a basis for assessing organizational culture. The six

communicative practices are

1. facts

2. practices

3. vocabularies/symbols

4. metaphors

5. stories, and

6. rites and rituals.

Facts lead to an understanding of exactly what the organizational culture believes.

Knowing the facts of the organization leads to an understanding of how and why organizations

function the way they do. Facts are shared meanings within the organization and are the

emergent understandings created by group members as they interact with each other (Weick,

1995). Facts are the way of life for an organization. The formal philosophy manifested in an

organization's policies and ideological principles guides a group's actions toward stockholders (Pascale & Athos, 1981). This way of life is shared within the organization and has value; it comprises the emergent understandings created by group members as they interact with each other (Smiricich, 1983).

Practices demonstrate what organizational culture does. The practices of an organization are reflected in the behavior of its members. The behavior of members is modeled on the values of the organization and includes capabilities or "know-hows." These so-called know-hows are embedded skills, special competencies displayed by group members in accomplishing certain tasks, and the ability to pass certain knowledge from generation to generation without necessarily articulating it in writing (Peters & Wateman, 1982). What the organization does is manifested in its traditions, customs, systems, manners, ways, and so on. Some of these habits are tacitly understood and are referred to as unwritten rules. Newcomers must learn these rules in order to become an accepted member (Ritti & Funkhouser, 1987).

Vocabularies, language, signs, and symbols lead us to appreciate organizational culture and what the culture presents to the community and to the society as a whole in the form of a product or an object. Words are important in any organization as they are used to inspire, or they can create boredom. They can establish responsibility and can be used to support the core values of the organization. The shared cognitive frames that guide the perceptions, thought, and language used by the members of a group can be taught to new members in the early socialization process (Senge, 1994).

Root metaphors lead to an understanding of how organizational culture says what it believes. The images presented by an organization's members offer a sense to both members and the community of how they form their experiences. This level of culture reflects the emotional

and aesthetic response of members as contrasted with their cognitive or evaluative response

(Schultz, 1995). Root metaphors are openly proclaimed via print and broadcast media by the

organization and are a direct reflection of the organization's broadly championed values. In the

case of health and human service organizations, service is presented with an element of care and

compassion depicted by an open hand as a symbol of service or by wide arms as a symbol of all-

embracing compassion. Values are the principles that the organization claims to be trying to

achieve, such as product quality or price leadership (Deal & Kennedy, 1999).

Stories help to explain what an organizational culture recounts. As organizations count

and recount, their respective stories give value and exceptionality to the organization. They are

particularly valuable in orientating new employees and training or retraining older employees.

Some researchers have argued that the most effective way to reinforce organizational values is

through stories (Rosenthal, 1984).

The sixth communicative practice in assessing organizational culture is rituals and

rites/ceremonies. It helps explain what the organizational culture enacts. Routine organizational

customs, behaviors, and traditions performed repeatedly are rites and rituals. These rites and

rituals are unspoken but are understood as the way the organization operates. Everyday practices,

rites, and rituals reinforce the organizational culture by establishing role identities and fixing

values, beliefs, and norms (Jones & Gofee, 1996). These are the ways in which a group

celebrates key events that reflect important values or important *passages* by members, such as

promotion, completion of important projects, and milestones (Trice & Beyer, 1984).

Approaches to and Processes for Examining Organizational Culture

Organizational culture is a multifaceted system with subsystems, meaning that any

logical measurement and assessment of organizational culture is a strenuous process at best.

Generally, initial efforts by academicians and scholars to explore organizational culture

depended on exploring stories, symbols, rituals, and ceremonies to find evidence with the hope

of forming an impression of the organization. Others arranged face-to-face interviews. Several

used open-ended survey questionnaires in an effort to assess the ideals and viewpoints of

employees. In various instances, examination of an organization's mission, vision, and goal

statements has offered insight into the approved culture and the very ideals and values that the

organization asserts openly. Another method that is noteworthy is becoming an associate of the

organization and becoming involved in participant observation. This approach permits a

straightforward recognition of the existing culture from the perspective of a member who is

experiencing such.

To gain a clear picture of an organization's culture, an assessment must be continuous.

Some measurements may appear to be a mere thumbnail sketch. Today, many mature

organizations realize the need to monitor and assess their organizational culture with the goal of

gaining a clear and authentic picture. Analyzing an organization's culture reflects top

management's desire to identify areas of improvement and build on the organization's strengths

in order to help the organization to flourish. It also marks an attempt to capitalize on

opportunities and manage threats directly or indirectly in order to contribute to the stability of the

organization.

Jung et al. (2009) retrieved 79 organizational culture assessment instruments (see

Appendix C for a list of 48 assessments). Numbers 9 and 34 the DOCS and the Carol Pearson

Organizational and Team Culture Indicator are examples of instruments born from the authors'

consultancy education and training (see Appendix D). The numerical data obtained from such

instruments facilitate comparisons between organizations or groups and provide some indication

of the extent to which participants agree or disagree (Yauch & Steudel, 2003). Both the DOCS

and the Organizational and Team Culture Indicator are research-based quantitative instruments

that provide a method of covering a large sample, such as multiple agencies in one state.

Swaffin-Smith, Barnes, and Townsend (2002) stated that it is impracticable to conduct sufficient

interviews to explore organizational culture over a long period of time. The limitations of

administering a quantitative research-based organizational culture survey are that the categories

are defined and regulated. Such an instrument does not capture the logic behind the responses of

the participants.

Yauch and Steudel (2003) argued that both qualitative and quantitative instruments can

be used to improve the instruments' effectiveness. Jung et al. (2009) presented certain

instruments that captured both quantitative and qualitative data, such as the Critical Incident

Technique or the Organizational Culture Profile. Few organizations use both quantitative and

qualitative designs, however, when assessing culture. There is no specific, ideal off-the-shelf

survey instrument that can be used to explore organizational culture. The rationale for and

viewpoints surrounding an organization's need to assess its organizational culture are too varied

to fit any one instrument or universal interpretation.

Culture Assessment as Part of Managing Organizational Change

According to a study by Daniel (1966), large American manufacturers make major

changes in their organizations approximately once every 2 years. Managers who can successfully

make changes are highly valued in organizations of all types (Hunt, S.D., & Morgan, R. M.

1994). An effective leader can effect change by being the change agent himself or herself. A

valuable leader studies and identifies all aspects of the organization that require change. An

effective leader prudently determines changes by identifying the types of changes to make;

identifying the individuals, teams, and departments within the organization that will most likely

be affected by the change; and lastly by having a strategy to evaluate the change.

In order for learning to take place in an organization, the leader must build relationships

between people, structure, and technology. Although successful change involves some

consideration of structure and technology, the primary emphasis is on people. A leader must

foster a culture of learning with the members of the organization. Organizational learning is

defined in many ways in the literature. Often, it is represented as a cycle or process that

facilitates acquisition of knowledge or an organization's ability to use experience to maintain and

improve its performance (Dixon, 1992; Nystrom & Starbuck, 1981).

Once a cultural assessment has been carried out whether throughout the entire

organization or within one-unit leaders must evaluate the results. The results must be compared

against the organization's vision, mission, goals, and objectives. Without those standards,

interpretation of the cultural assessment means little. These standards must be set forth in

advance of all change efforts to provide the foundation for making meaningful comparisons.

The next and final step in managing organizational culture is for leaders to communicate

the findings of the assessment to those who are involved with or affected by the change. In

general terms, the overall organizational environment plays a vital role in the process of

organizational learning as a whole (Senge, 1990). The first of Senge's competencies relates to

how an individual manages his or her skills to attain new objectives. The second competency

involves insight into mental models and the skill of examining multiple depictions that

individuals create of themselves and their immediate environment. The third competency relates

to an individual's skill in fostering a shared vision for the organization so as to assist others in

meeting the organization's goals and objectives. The fourth competency is referred to as team

learning. Team learning refers to the chance that learning will take place all over the organization thru individual employees and teams. The fifth and final competency is referred to as systems thinking. It is the skill an individual has in understanding observable facts and experiences in the framework of systems as a whole, in examining cause-and-effect collaborations rather than treating such occurrences as individualized events, and in monitoring internal and external changes in the organization.

The Daniel Denison Organizational Culture Assessment Model

The Denison Organizational Culture Assessment Model measures four culture traits in an organization. Any organization must have a mastery of the four culture traits in order for it to be effective. According to Denison, Hooijberg, Lane, and Lief (2012), these traits are mission, adaptability, consistency, and involvement. Each of the four culture traits has three attributes. The attributes of mission are vision, goals and objectives, and strategic direction and intent. The attributes of adaptability are organizational learning, customer focus, and creating change. The attributes of consistency are coordination and integration, agreement, and core values. The attributes of involvement are capability development, team orientation, and empowerment (see Figure 6 and Appendix E).

The organizational culture survey model has its roots in strong research and practice for over 27 years in Asia, Africa, Latin America, and Europe. It has a strong research foundation with proven reliability and validity for a wide variety of organizations in diverse industry settings. The survey outcomes are interlinked with performance indicators such as client satisfaction, employee satisfaction, team cooperation, and so on through statistical analysis.

The assessment model establishes an organization's strengths and weaknesses. It also measures cultural characteristics that can be linked to a particular performance measure. In order

to move the organization to new heights and a new course, it is necessary for any organization to

understand its current culture.

Figure 6. The Denison circumplex model of organizational culture.
Note. Adapted from D. Denison, 2006, *Research Notes, 1*(1), pp. 3 & 4.

Involvement. Bolman and Deal (2008) contended that effective human resource leaders

empower others. People-oriented leaders often refer to their employees as partners, owners, or

associates. They make it clear that employees have a stake in the organization's success and a

right to be involved in making decisions. Empowerment starts from the individual and moves

toward others; it never moves in the other direction. The work of Greasley et al. (2008) explored

empowerment from employees' perspective. The findings indicated that all of the employees felt

empowered to some degree and wanted to be empowered to some extent. Empowerment for

these employees operated as a continuum, whereby all accepted some empowerment but the

extent varied on an individual basis. Some employees believed that empowerment was appropriate depending on the perception of its use. Other employees looked at empowerment as a way of emphasizing personal responsibility and control over one's work. Another set of employees saw empowerment as having a direct impact on power and individual position.

It is important to ask whether empowerment is an imagined concept. Greasley et al. (2008) found that employees working in the same organization looked at empowerment differently. For empowerment to flourish, people need to feel they are valued (Smith, 1997). Leaders must create a synergy of outcomes and encourage workers to cooperate on workshops and projects directly connected with the organizational issues affecting them (Erstad, 1997). For Long (1996), achieving an empowerment objective for a company is closely linked to three important concepts: an annual strategic plan, annual personal performance-related appraisals, and training and development. All of these efforts to empower employees must, of course, be supported by a balance of managerial authority and dedication (Nicholls, 1995).

According to Pine, Warsh, and Maluccio (1998), demographic shifts in both staff and client pools are amplifying the need to value diversity and to use this diversity to improve service delivery and the workplace climate. By means of effective and efficient management patterns, managers can lower the level of strain and conflict that frequently comes with the initiation of new members into the organization. By way of sensible administrative and management practices, all organization members can collectively live through an experience of being valued and respected. The organization suffers when employees are excluded or shut out. Cultural conflicts can mean extra time is spent on conflicts, misunderstandings, and communication breakdowns (Charlton & Huey, 1992). Organizations, therefore, should work to create a civic

culture that emphasizes the relational values of equality and respect for differences (Chen &

Eastman, 1997).

Grasso (1994) examined the relationship between team supervisory management style,

service effectiveness, and job satisfaction in a family treatment and childcare agency.

Supervisory management style was positively correlated with worker satisfaction but did not

correlate positively with service effectiveness. Regarding the component of intellectual

stimulation, managers play a key role in providing social workers with new knowledge to be

applied for the benefit of clients (Bass, 1997). Shera and Page (1995) maintained that by

empowering followers (e.g., human service staff), managers can enable staff to improve their

performance with clients. Shera and Page indicated that "detailed structural, relational, and

technological schemes . . . can be used to empower workers in human service organizations" (p.

2). These approaches underscore the consequence of engaging human service professionals and

nonprofessionals in the agency's policy-making processes.

Good and sound administration for diversity and empowerment steer the agency to robust

agency-community collaborations and interfaces. Social work interventions aimed at developing

community partnerships will not work if staff members are not empowered as professionals

(Pine et al., 1998). P. Adams and Nelson (1997) noted that partnerships and collaborations mean

empowering workers and, in turn, empowering families and communities. Similar styles of

practice that promote empowerment of an organization's members can be applied through

community practice to reinforce empowerment of a certain population.

Consistency. Numerous studies have shown that consistency, as an organizational

attribute, is one of the many keys to development of high-performing organizations and the

continuation of an organization's high level of performance. Schein (2010) characterized the

development of organizational culture as a process of shared learning, shared history, and

stability and stressed the importance of consistency in meaning. These shared elements form into

patterns that eventually can be a culture. Consistency plays a critical role in culture formation

and is grounded in the belief that, by definition, culture is the result of patterning and integration.

Consistency with strategic goals and clarity of purpose are also viewed as a structural imperative

for a strong organizational culture (Bolman & Deal, 2008).

Consistency serves as a cornerstone attribute of Denison's organizational culture model.

It is internally focused and engenders stability. Core values, agreement, and

coordination/integration are three principal cultural attributes or measurable indices that describe

the overarching attribute of consistency. Denison et al. (2006) reflected, "Consistent

organizations develop a mindset and create organizational systems that build an internal system

of governance based on consensual support" (p. 6). Consistency as an organizational cultural

attribute across an organization tends to nurture satisfied and highly committed employees, in

turn providing high measures of operational efficiency and performance. The nature of

consistency can also be a powerful source of stability and internal coordination (Denison et al.,

2006).

Organizational consistency is a guideline that organization members often need as a

work-related directive. If organizational goals and objectives are used as the foundation for

directives, then its goals and objectives function as a standard to consistently advance such

things as productive activity, quality decision making, and effective planning. Organizational

consistency is in essence a management approach that emphasizes both verbal and nonverbal

standards of deeply held core values and agreement within the organization. Consistency in an

organization's core values is vital to helping change permeate all levels. Organizations whose

members' values conflict with changes may display superficial conformity, in which members

pay lip service to the changes but ultimately revert to their old behaviors (Amis, Slack, &

Hinings, 2002).

Consistency must be coordinated and integrated in all parts of the organization. Evidence

of consistency includes predictable alignment and linkages in the organization's structures.

These linkages are manifested in the form of an employee handbook and standard operating

policies and procedures communicated through managers as universal information. These

linkages are also seen in the formation of teams, working groups, and/or committees.

Committees may be composed of representatives from several departments who assemble to

address a specific problem affecting these departments (Altier, 1987). When all functions of the

organization are integrated, it creates a condition of stability in which all parts are steady and

unified. Researchers have argued that a strong and steady organization develops and assigns

individuals as integrators. Such an individual must have the ability to get people together to

resolve differences within the perspective of organizational goals (Lawrence & Lorsch, 1967).

Adaptability. The trait of adaptability in Denison's model is all about translating the

demands of the organizational environment into action within the organization (Denison,

Janovics, Young, & Cho, 2006). Denison's model asserts that within each organization's distinct

set of assumptions and beliefs, there are norms that support the organization's capacity to

interact, interpret, and respond to the environmental landscape (Denison & Mishra, 1995).

Adaptability is often viewed as a major advantage because it allows the organization to act upon

both internal and external challenges. Adaptable organizations draw strength from workers who

value customers and the processes involved in delivering programs, services, and/or products.

An adaptable organization is capable of conquering possibilities and is open to an examination of new knowledge. They are adept at managing change and creating opportunities for change (Kotter, 1996). Adaptive organizations are focused on continuous improvement, which translates into value for customers. Organizations that are highly adaptable usually experience sales growth and increased market share (Denison & Mishra, 1995).

Once an organization is operating according to its given mandate or authority, the true test of managing and leading begins. Organizational schedules and customary practices certainly create patterns that can become problematic to change. Senge (1990) warned that organizational members can become so preoccupied with coping that they may have no energy left to create new ideas, products, and relationships. Senge further distinguished between adaptive learning, which is coping with change, and generous learning, which is creativity coming from joint efforts among organizational members.

To answer the question of whether it is necessary for an organization to be adaptable to its environment, an organization must be able to diagnose the necessity for change and to appropriately evaluate the intensity of such need. It also must be able to correctly diagnose the dilemmas and concerns that the change or changes ought to focus on. Adaptable organizations take risks, learn from their mistakes, and have the capability and experience to create change (Kotter & Heskett, 1992). Organizational change is adopting and discovering new attitudes, values, and behaviors with the help of a trained change agent who leads individuals, groups, or the entire organization through the process (Stoner, Freeman, & Gilbert, 1995).

Mission. The mission of the organization describes *why* the organization exists. It represents *what* the organization seeks to accomplish. The mission of the organization is also the definition of the entity. The definition of the organization depends on its operating mandate. An

organization operates its business according to the nature of its authority or mandate, if any.

Organizations are classified according to three different types: not-for-profit, public, and

proprietary (also known as for-profit). The why and what of an organization are captured in the

organization's mission statement. A mission statement articulates the fundamental purpose of the

organization and often contains several components among them, such as company philosophy,

company identity, self-concept, principal products or services, customers and markets,

geographic focus, obligations to stakeholders, and commitment to employees (Porras & Collins,

1996).

An organization that is clear in its perceptions and the definition of its values can expect

its people to associate with the organization's mission, make sense out of it, and see themselves

as an important part of its implementation. R. Brown and Watson (2001), speaking for the

Salvation Army, stated, "We are mission-driven . . . Our purpose is bigger than any program, any

process, any individual officer, including the one who may temporarily occupy the CEO's

office." An employee with an awareness and understanding of the organization's mission can

help position the organization in society. An organization with a culture that continuously

clarifies its mission, direction, and intent, as well as its goals and objectives, sets the standard for

employees' behavior. An organization with a clear mission helps provide stability to employee

behaviors and considers what a single employee might do at different times and what many

employees may do at the same time.

Countless organizations strive to ascertain and declare their ethical principles as indicated

in the following selected elements from a philosophy statement from FMC Corporation:

- We are committed to quality, cost effectiveness, and technical excellence.

- People should treat each other with consideration, trust, and respect.

- Each person is valuable, is unique, and makes a contribution.

- All employees should be unfailingly committed to excellent performance.

- Teamwork can, and should, produce far more than the sum of individual efforts.

- Team members must be reliable and committed to the team.

- Innovation is essential.

- Open communication is important for attaining success.

- Decisions should be reached participatively. (Metz, 1986, pp. 28-40)

Changing and Strengthening Organizational Culture

According to Cameron and Quinn (2006) and McGuire and Rhodes (2009), since the late 1980s, the literature on organizational change has reflected a dominant thesis that lasting organizational reform requires changes in organizational culture. During the late 1980s and through most of the 1990s, US companies and governmental and nongovernmental agencies lost their effectiveness and liveliness. In the same context, the lack of understanding that permeated organizational change required not only structural and functional adjustments but also reformation of organizational cultures. The tasks involved in organizational reform replaced the tried, tested, and true beliefs, practices, policies, and procedures to achieve the mission of the organization. Organizational reformists and consultants advocated and advised organizations to increase their organizational effectiveness by transforming the values of the organization.

Smith and Connors (2011) declared that in order to effect a culture change and set the organization on a new course, leaders must identify, honestly and completely, two kinds of beliefs: beliefs that are hindering the company from achieving the targeted results and beliefs that would help the company move forward. Following Smith and Connors's assertions, leaders in organizations need to seek the truth from their members and understand what they truly think

and feel about their organization's performance. Seeking the truth about the performance of an

organization must be drawn from the members themselves. When contending with the dynamics

of seeking members' perception of organizational performance, managers must take into account

the transformation necessary for the organization and how effective an organizational change

will be.

Certo (1986) established three major factors to consider when changing an organization:

"(a) change agent, (b) determination of what should be changed, and (c) evaluation of change"

(p. 259). In order for change to occur in an organization, an agent/leader is required. Leadership

is inextricably connected with the process of innovation, bringing new ideas, methods, or

solutions into use (Posner & Kouzes, 2007). Change agents are persons who act as catalysts and

assume responsibility for managing change activities (Robbins, 1993). These individuals may

come from the quality assurance (QA) or organization development department of the

organization. These individuals are independent of the organization and may be consultants.

They are needed to make and implement organizational changes that are intentional and goal-

oriented. Such organizational changes must be focused on people, technology, and structures.

The status quo is the number one enemy of change leaders (Baron & Greenberg, 2008).

These leaders expect themselves to initiate change, and their level of performance is beyond

what is normally expected (Bass, 1985). Their level of devotion and loyalty to their work is high

(Hunt & Larson, 1977), and they are enthusiastic and excited about their ideas for change

(Dunegan, Duchon, & Uhl-Bien, 1992). Change agents' roles include assessing and identifying

specific areas in the organization that requires change.

Change agents apply change processes to people, technology, and structures in an

organization. These three elements are highly interdependent (French & Bell, 1984). Changing

an organization is a long and detailed process. Hellriegel et al. (2005) identified seven steps

involving the process of organizational change:

1. Assess the environment,

2. Determine the performance gap,

3. Diagnose organizational problems,

4. Articulate and communicate a vision for the future,

5. Develop and implement an action plan,

6. Anticipate resistance to take action and reduce it, and

7. Monitor changes. (Hellriegel et al., 2005, p. 329)

Kotter (1996) structured his contentions around actions that prevent successful change.

Some of these actions are related to problems of self-righteousness, premature supposition of

victory, and lack of vision. He described an eight-step process to deal with such challenges:

1. Establishing a sense of urgency,

2. Creating the guiding coalition,

3. Developing a vision and strategy,

4. Communicating the change vision,

5. Empowering broad-based action,

6. Generating short-term wins,

7. Consolidating gains and producing more change, and

8. Anchoring new approaches in the culture (Kotter, 1996, p. 33-145).

Hellriegel and Kotter's approaches are similar to some extent. Kotter's approach is more

direct whereas Hellriegel's approach, particularly in the first three steps, is aimed at unfreezing

the organization by convincing people of the need for change and involving them in decision

making regarding change (Hellriegel & Slocum, 2011). Designing a change approach in all levels of the organization requires the involvement of all staff, no matter which of the two approaches is selected.

Managers and administrators of an organization take on the duties and responsibilities for the creation, implementation, supervision, and monitoring of agreed-upon change. Change is a constant in and around an organization. Social service agencies are directly affected when existing government regulations are amended and newly formulated regulations are enacted, or when state and federal governments pass laws. As managers take on the responsibilities for change, support must be developed before, during, and after an organizational change. Effective organizational change focuses on the strengths of individuals and groups. The more appealing the group is to each of its members, the greater its impact on change.

Managers must provide the rationale for change and must generate a cohesive system of opportunities for success and pertinent behaviors to create a chance for success. Another scheme to develop support for change involves conferring with members and bringing them in on realities, issues, and decisions so they thrive together as a team. Participation can have a significant effect on performance and satisfaction (Glew, Griffin, & Van Fleet, 1995). Management's role is to help employees recognize the need for change and to invite them to participate in and gain from it (Kakabadse, 1990). Another way to build member support for change is to reward employees as they assist in organizational changes. Reward systems strengthen corporate culture when they are consistent with cultural values (Kerr & Slocum, 1987). Additional methods involve protecting and securing economic benefits and creating activities that promote change.

Organizational Learning

It is crucial that an organization's members understand specific behaviors that increase organizational effectiveness. It is also important that an entire organization adopt a learning mentality. Learning organizations create an environment wherein members essentially manifest knowledge and skills to constantly learn. Senge (2006) recognized five significant undertakings that are fundamental to a learning organization:

1. Encouragement of personal mastery or high self-efficacy,

2. Development of complex schemas to understand work activities,

3. Encourage learning in groups and teams,

4. Communicating a shared vision for the organization as a whole, and

5. Encourage system thinking. (pp. 129)

Senge's (2006) central ideas were that organizations that emphasize this perspective endeavor to change and develop constantly, not just sporadically. The intent is to use these developments as the basis of new knowledge that the organization acquires.

Organizational Development

The essence of an organizational development approach to change is its emphasis on planned, strategic, long-range efforts focusing on people and their interrelationships in organizations (Kurtzman, 1997). Organizational learning has become a major focus in approaches to organizational change and renewal (Akgun, Lyn, & Byrne, 2003). Before a decision is made on the correct method of intervention, it is necessary for leaders to cautiously analyze the challenges they are facing. Diagnosis is an essential first step for any organization development intervention (Manzini, 1988). The process of diagnosing a problem within an organization could possibly generate an assumption that change is essential.

Keys to excellent companies' success in achieving high productivity are having high expectations for their employees' performance, respecting employees as individuals, trusting them, and treating them as adults (Peters & Waterman, 1982). Waterman (1987) underscored the essential significance of people's engagement in the organization. He argued for empowerment of employees and stressed the value of teamwork, trust in the organization's workforce, and a commitment from management to work toward the organization's mission.

Chapter Summary

This chapter presented the research on organizational culture and its relationship to organizational effectiveness, job performance, and satisfaction. The processes of assessing organizational culture, the Denison model, and organizational traits in terms of mission, adaptability, consistency, and involvement were expounded on. The exploration of changing and strengthening organizational culture eventually led to a discussion of organizational renewal, rebuilding, and development.

One of several criticisms of viewing an organization as an open system is that this view does not acknowledge or integrate such informal elements as beliefs, assumptions, perceptions, attitudes, values, feelings of fear, joy, anger, trust, hope, group norms, and informal leaders. Organizations must exchange their dominant values for ones that are more suitable to the changing environment. Organizations must place value on employee knowledge, positive attitudes, skills, and broad perspectives that permit the usage of organizational configurations such as the cross-functional team makeup that provides employees the autonomy to construct resolutions and inspires them to thrive.

The nature of an organization's culture and its administration, supervision, and management can either boost or diminish the level of job satisfaction. Individual job satisfaction

in an organization is directly influenced by several factors that include personal commitment, expectations about the job, the amount of work staff do, the incentives for hard work, and the meaning they place upon the opinion of others.

Leaders must foster a culture of learning with their people in the organization. They must communicate results of assessments from a study or a survey about the organization and use it as a platform to launch teachings on the organization's strengths, weaknesses, opportunities, and threats. It is necessary for an organization to know, understand, and accept its current culture in order to move it to new heights and onto a new course. An organization must also assess its traits related to its mission, adaptability, consistency, and involvement in order to raise its level of awareness and challenge its position in the community versus the population it serves.

Supporters of organizational reforms are in favor of increasing organizational effectiveness and responsiveness by changing the values of the organization. Change agents and organizational reformists are needed to make things different by implementing organizational changes that are intentional and goal-oriented. It is crucial that change agents, organizational reformists, and members understand specific behaviors that increase organizational effectiveness. It is also important that an entire organization adopt a learning mentality. Organizational development is a problem-solving and rebuilding process that may eventually lead to continuous learning and transforming.

Chapter 3. Research Methodology

Introduction

  This chapter presents the research design and methods used for this study. It also offers a synopsis of the purpose, significance, questions, and hypotheses. Finally, it illustrates the methods used, including the instrument, data collection procedures, settings, and data analysis.

Purpose and Significance of the Study

  The purpose of this research was to explore and examine the organizational culture of 33 AAAs in the state of California. This research explored all 33 agencies, which shared the same federal mandate. The goal was to determine whether they also had the same organizational culture, as understanding the similarities and differences among the 33 agencies may enhance organizational learning. This study used the DOCS to measure four organizational cultural traits: involvement, consistency, adaptability, and mission. These traits were shown in the review of the literature to have an unmistakable impact on an organization's performance and climate.

Research Study Questions

  This study explored two research questions:

1. What is the organizational culture of the AAAs in the state of California?

2. To what extent, if any, are there similarities and differences in the organizational cultures of the AAAs in the state of California?

These questions required me to determine if the cultural data varied significantly across different area agencies of the state. I also looked into clarifications of the findings and accounted for possible similarities or differences.

In conducting this study, I made the following assumptions:

1. The 33 AAAs in the state of California have the same organizational culture because each agency follows the federal mandate from the OAA of 1965.

2. Workers perceived the organizational effectiveness of all 33 AAAs in the state of California to be the same because each agency follows the federal mandate of the OAA.

Research Survey Design

This research design followed a quantitative approach in terms of its direction, procedures, and strategies. According to Creswell (2014), "Quantitative research is an approach for testing objective theories by examining the relationship among variables" (p. 4). Creswell further stated that these variables, in turn, can be measured. Measurements are typically conducted using instruments so that the numerical data collected can be analyzed using statistical procedures.

One example of a quantitative design is a non-experimental survey design. This study used survey research, which Fowler (2008) defined as a quantitative or numerical description of trends, attitudes, and opinions of a population derived from a sample of that population. Survey research includes cross-sectional and longitudinal studies using questionnaires or structured interviews for data collection with the intent of generalizing from a sample population.

Creswell (2014) enumerated six practices of researchers who use a quantitative approach:

1. Tests or verifies theories or explanations,

2. Identifies variables to study,

3. Relates variables in questions or hypotheses,

4. Uses standards of validity and reliability,

5. Observes and measures information numerically, and

6. Employs statistical procedures. (p. 18)

In contrast, qualitative research is a situated activity that locates the observer in the world. Qualitative researchers turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. Qualitative research involves an interpretive, naturalistic approach to the world. Qualitative researchers study things in their natural settings, attempting to make as sense of or interpret phenomena in terms of the meanings people bring to them (Denzin & Lincoln, 2005).

This research study explored the organizational culture of AAAs in the state of California, as recognized by employees and managers, by using a validated instrument: the Denison Organization Culture Survey (DOCS). I worked with the AAAs and the president and members of the California Association of Area Agencies on Aging (CAAAA), also known as C4A, based in Sacramento, CA. This work included the following steps:

1. Making face-to-face contact with the executive director, president, and directors of the CAAAA and presentation of the purpose of the research and the methodology.

2. Engaging in continuing communication and updates on progress made on the dissertation with the executive director and president of the CAAAA through e-mail.

3. Obtaining permission in writing from the executive director and from the association president of AAA to conduct a web-based survey in all AAAs (see Appendix F).

4. Obtaining permission in writing from the Daniel Denison Consulting Office to use Denison consulting materials (see Appendix G).

5. Presenting to the dissertation committee the permissions obtained in Steps 3 and 4.

6. Contacting and notifying the office of the executive director and president of the

   CAAAA in Sacramento, CA, via e-mail immediately upon the approval of the IRB

   application. A copy of the e-mail was attached to the IRB approval (see Appendix H).

7. Using the list of AAAs, as presented in Appendix I, to e-mail the agencies and their

   respective area managers to request the employees' e-mail contact information.

8. Developing a web-based survey using the Checkbox survey tools at

   http://www.checkbox.com.

9. Writing an invitation to participate in the organizational culture assessment survey

   (see Appendix J) addressed to the AAA managers and employees using the e-mail

   contact information obtained in Step 7.

10. Launching the web-based survey by sending an invitation to participate, setting the

    survey start and end dates, tracking invitation response rates, and sending out

    reminder notifications.

11. Storing data in a secure database.

12. Collecting the data using the Checkbox survey reports program.

13. Analyzing the data in two formats: .SAV (in SPSS) and .CSV.

The participants were employees of varying ranks and technical abilities, including both part-time and full-time employees. The sample covered all aspects of the organizations' operations, as well as their technical departments, administration, and management. The number of participants in the web-based online survey was determined upon receipt of the e-mail list from the office of the executive director of AAA.

Research Survey Instrument

The DOCS was selected to measure the organizational culture of the AAAs. The Denison

model is based on over 25 years of research linking organizational culture to bottom-line

performance measures. The Denison model was developed by Daniel R. Denison, formerly of

the University of Michigan Business School, who is a professor of organization development at

the International Institute of Management and Development in Lausanne, Switzerland. The

DOCS, coauthored by William S. Neale, is designed to measure and manage organizational

culture. Benchmarking an organization's cultural strengths and weaknesses against a global

database of organizations allows an organization to manage its culture and leverage its human

capital to better serve its clientele, customers, and key stakeholders. Denison's research focuses

on the direct link between organizational culture and bottom-line performance measures such as

quality, innovation, employee and customer satisfaction, growth, innovation, and profitability.

The DOCS has been used by many organizations from different industries. For the

purposes of this study, the 60-item questionnaire was used to gather data from the employees of

the AAAs about their organization using a 5-point Likert rating system. Each of the four cultural

traits measured by the DOCS involvement, consistency, adaptability, and mission comprises

three indices as illustrated in Table 5.

In this study, the organizational culture scores for mission, involvement, adaptability, and

consistency were generated by combining employees' responses to items on the three indices for

each cultural trait. The survey used everyday establishment/business expressions that are

immediately understood to explore how organizational culture is correlated to different aspects

of outcomes and performance. Another advantage of the survey instrument is its ability to

emphasize the healthy and unhealthy aspects of the organization and the issues affecting the

organization's culture in general, which was the focus of this research study. The standard

completion time for the questionnaire is 15 to 20 minutes. The DOCS instrument is shown in

Appendix D.

Table 5

Organizational Culture Trait Indices

Key cultural traits	Indices: Management practices
1. Involvement	1. Empowerment
	2. Team orientation
	3. Capability development
2 .Consistency	1. Core values
	2. Agreement
	3. Coordination and integration
3. Adaptability	1. Creating change
	2. Customer focus
	3. Organizational learning
4. Mission	1. Strategic development and intent
	2. Goals and objectives
	3. Vision

Note. Adapted from *Denison Organizational Culture Survey*, by D. Denison and W. S. Neale, 1996 (Ann Arbor, MI: Published by Denison Consulting, LLC).

Reliability and Validity

One of the many versatile features of the DOCS is that it connects organizational culture

with a number of performance measures. The survey instrument is structured to obtain specific

data on the four cultural traits: mission, consistency, involvement, and adaptability. These data

are directly related to organizational success and value to the clientele served. According to

Casida and Pinti-Zipp (2008), the important benefits of using the DOCS are as follows: (a) it is

universally applicable across the organization, (b) it assesses group rather than individual

behavior, (c) it has strong psychometric properties, and (d) it is designed to link the concepts of

organizational culture and organizational effectiveness.

There are three phases for validation of the survey instrument. The first phase examines the psychometric properties. The second phase examines the consistency of the participants' scores. The third and last phase measures the correlations between the indicators that determine organizational culture and organizational effectiveness. The DOCS instrument has been used by over 5,000 organizations, and the outcome created a standard scale throughout over 800 low- and high-performing companies worldwide that form the normative databank (Denison, 2009).

Protection of Human Subjects in Research

The policy of Pepperdine University is that all research involving human participants/subjects must be conducted in accordance with accepted ethical, federal, and professional standards for research. In addition, all such research must be approved by one of the university's IRBs (Protection of Human Participants in Research: Policies and Procedures Manual, 2009). For this research study, I sought exemption from Federal Regulation 45CFR 46.101b. I submitted an application to the IRB seeking exempt status for the following reasons:

1. Respondents' identities would not be known to me. The data that I sought to obtain were to be recorded such that the human subjects would not be identified and all responses would be kept in a strictly confidential manner.

2. Disclosure of the responses would not place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

3. I would not use protected groups, such as individuals with developmental disabilities, minors, and prisoners, as subjects.

4. I would not present more than minimal risk to the participants.

5. I had clearly identified the purpose of the study and did not anticipate any deviation from the purpose of the study.

6. Participants were to be reminded that the web survey was not a test and that there were no right or wrong answers. Participants were also to be reminded that choosing not to complete the survey would not affect their employment with AAAs.

Data Collection

The survey instrument (DOCS) was sent via e-mail to the AAAs' respective e-mail addresses and posted on the website of each AAA with a cover letter explaining the purpose and confidentiality of the research study. The DOCS did not use any coding system so as to maintain absolute anonymity. The respondents' identities were not known either directly or indirectly. The data were analyzed using Numerical Control Computer Sciences software. After the data were analyzed, I provided all 33 AAAs with a profile of the findings of their respective organization. The findings are reported in Chapter 4.

Data Analysis

The data collected from the DOCS instrument were imported into SPSS for statistical analysis to examine the organizational culture of 33 AAAs and the organizational effectiveness outcomes. The data were then statistically analyzed to determine the type of organizational culture that was dominant. The data also provided an indication of the similarities or differences that exist among the 33 agencies across the state of California. The three-stage method of analysis was similar to that used in by Denison in previous research inquiries. The data collected were exposed to an examination of the demographic characteristics in which descriptive statistics in the form of charts and graphs were created. This was followed by an examination of the

relationship between each cultural trait and the related organization indicators using standard deviation, means, and the item-total correlations for the reliability of psychometric measures.

The first phase confirmed a direct link among the four cultural traits and the 12 indicators/indices. The preliminary stage of analysis established the academic foundations of the assessment. The second phase of the analysis investigated any likeness or variances across the responses in each of the 33 agencies. This information indicated the level of health and strength of the culture of the organization using the within-group agreement index of James, Demaree, and Wolf (1984). The third and final stage of the analysis involved an examination of the relationship between the cultural traits and the indicators/indices through the use of criteria-related validity and effectiveness measures. The outcomes of the analysis were evaluated against the Denison standard scores and inferences were made about the significant findings.

The challenges presented by the growing aging population in the state of California require a host of programs and services to meet their specific needs. This research study is relevant and is the first of its kind to assess and analyze the organizational culture of the 33 AAAs. The participants' perception of their culture and effectiveness as an organization was captured within the DOCS.

Chapter Summary

This chapter focused on the methodology used to complete this research and situated the method of inquiry in the structure of the research questions and hypotheses. The population being studied was defined as the members of the 33 AAAs in the state of California. The chapter continued with a description of how the research inquiry would be guided and a description of the survey instrument that was used, along with a description of the arguments for its reliability and validity. Finally, the chapter discussed the method of examining the data collected. The data

that were collected from the 33 AAAs were used to complete a detailed analysis and to draw

conclusions. The data analysis and research outcomes are presented in Chapter 4.

Chapter 4. Presentation and Analysis of Data

About the Area Agency on Aging Organization

The ratification of the OAA of 1965 launched a new system of provisions that applied to the community setting. The OAA spawned a multitude of agencies that now compose the aging network, an outstanding system of a well-defined scheme that is directly tied with the AoA, the US Department of Health and Human Services, state units on aging (SAUs), approximately 700 AAAs, Title VI grants to native Indian tribes, and thousands of providers delivering services to older Americans (Gelfand & Bechill, 1991). The AAAs are at the heart of the aging network (see Table 1). AAAs are the thread that binds the entire service system of the aging network. AAAs are the frontline in the delivery of programs and services in state, local, rural, and urban communities that assist older adults by coordinating their services. These services include, but are not limited to, community-based adult services that offer semiskilled nursing care/therapy, transportation, personal home care, respite care, and daily meals.

Research Methodology

The instrument used in this research was the DOCS, which focuses on four fundamental traits. Organizations use these traits to become proficient and effective. At the heart of the model are the organization's beliefs and assumptions. These are the profound facets of an organization's uniqueness that are sometimes difficult to grasp. The four traits of the Denison Model are involvement, consistency, adaptability, and mission. These four traits determine the specific behaviors steered by beliefs and assumptions at the core of the model that bring about an organization's culture. The traits are each represented by a color and facilitate the answering of fundamental questions about the organization. The green color depicts involvement, the yellow color depicts consistency, the blue color depicts adaptability, and the red color depicts mission.

The research population consisted of all levels of staff who work with an AAA in the state of California. I formulated demographic questions to establish particular descriptions of each respondent/participant. The demographic questions related to age, gender, and years of experience. The survey instrument (DOCS), along with the demographic associated identifiers and a letter to the participants approved by Pepperdine University IRB (see Appendix J), were sent via e-mail to each staff person's respective e-mail address. The president and executive director of the AAAs sent a letter to all of the directors (see Appendix K). The staff e-mail addresses were then provided to me by the agency directors. The 60-item employee survey questionnaire asked about different aspects of their organization by using a 5-point Likert rating scale from 1 = strongly *disagree* to 5 =strongly *agree*.

I did not implement a coding classification in order to uphold full confidentiality. The survey invitations were sent to the population examined, which consisted of 311 employees from all levels of the AAAs in the state of California. There were a total of 280 respondents. From the 280 that responded, 265 were valid. The web-based survey was launched on December 4, 2014, and concluded on January 16, 2015. The first responses were collected on December 8, 2014.
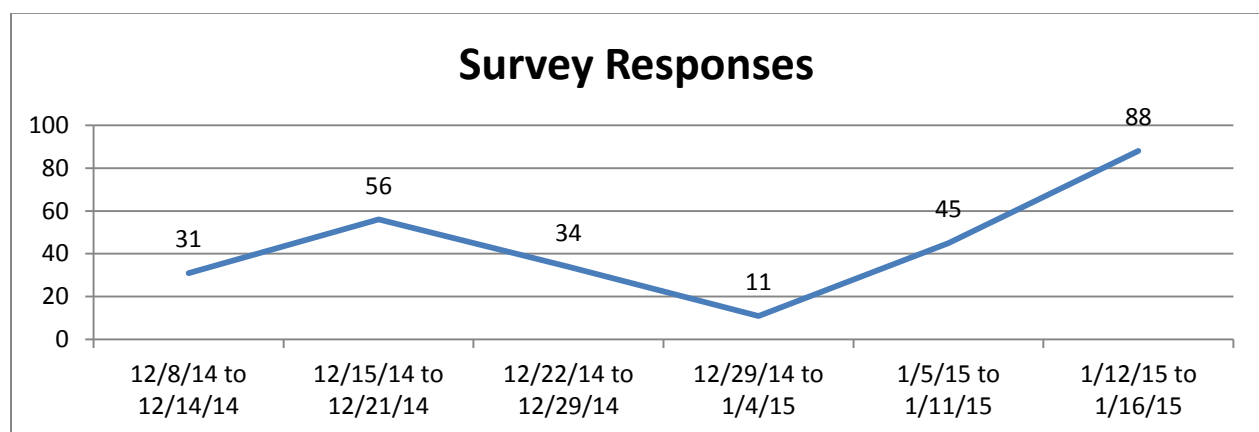
Figure 7. Survey response rate ($N = 265$).

Limitations

In order to meet the objectives of this research, this study used the following limitations:

1. The study was limited to the 33 AAAs in the state of California.

2. The study was limited in the use of the DOCS in the AAAs.

3. The study was not limited to any particular race or gender.

4. All eligible participants were considered in this study.

Demographics and Response Rates per Agency

The data collected primarily explored the population demographics. The responses collected from the agencies that completed the web survey are reflected in the following section. The statistical analyses were conducted using SPSS Version 2.0 (Part no. 44W5923). This software is recognized by Pepperdine University.

Response Rates by Agency

In all, 311 survey invitations were sent. There were 239 respondents who identified the agency they work with. There were 26 respondents who did not specify the agency they worked with. All 33 agencies were invited to participate. There were 26 agencies that were identified as participants. Records indicated that there were 5 agencies that decided not to self-identify due to anonymity concerns. There were 2 agencies that decided not to participate. Area 25: City of Los Angeles Department of Aging expressed a desire to fully participate; however, a fire that damaged their office prevented them from participating.

The demographic profile of the respondents formed the primary component of the examination of the collected data. Figures 8 through 11 set out the distribution of respondents along the lines of gender, age, tenure with the organization, and level in the organization. The

data was specified by and gathered from the respondents as part of the web-based survey

procedure.

Gender
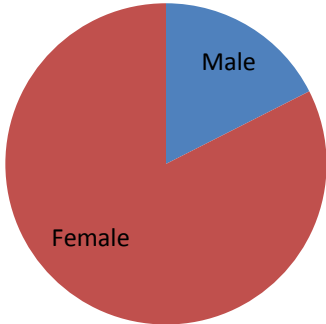
Figure 8. Survey participants' gender.

Age
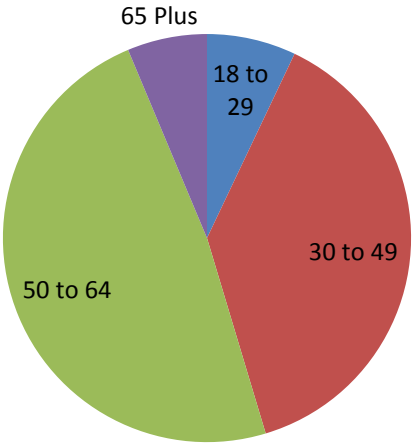
Figure 9. Survey participants age group.

Years of Employment
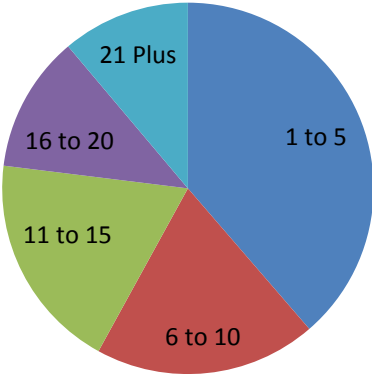
Figure 10. Survey participants years of employment.

Employment Position
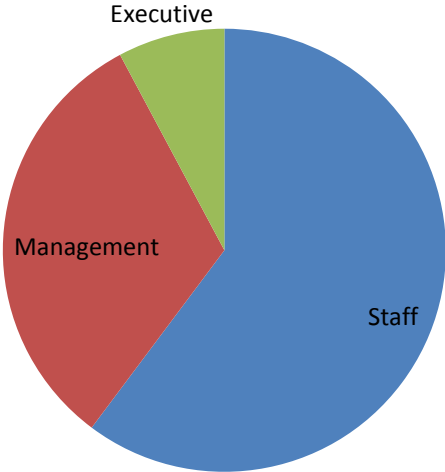
Figure 11. Survey participants employment position.

There were 11 respondents who did not identify their gender. There were 10 respondents who did not indicate their employment position or their number of years of employment in the organization. There were 210 female respondents, representing 83% of the data collected. There were 44 male respondents, representing 17% of the data collected. There were 16 respondents with the age of 65 or older, representing 6%. There were 124 respondents between the ages of 50 and 64, representing 49%. There were 97 respondents between the ages of 30 and 49, representing 38%. There were 18 respondents between the ages of 18 and 29, representing 7%.

There were 105 participants (38.66%) who had 1 to 5 years of service with their AAA. There were 47 participants (18%) who had 6 to 10 years of service with. There were 51 participants (20%) who had 11 to 15 years of service. There were 31 participants (12%) who had 16 to 20 years of service. There were 26 participants (10%) who had 21 years or more of service. There were 150 participants (59%) at the staff level. There were 84 participants (33%) at the management level. There were 21 participants at the executive level.

Organizational Culture

This research aimed to answer two questions:

1. What is the organizational culture of the AAAs in the state of California?

2. To what extent, if any, are there similarities and differences in the organizational cultures of the AAAs in the state of California?

Figure 12 presents the findings on the organizational culture of AAAs in the state of California.

N=265

Involvement
Empowerment

Figure 12. Involvement trait.

Involvement. The AAA employees perceived their organization's involvement trait and empowerment index to be reasonably high. The data further revealed that employees were aligned, engaged, and committed, and exhibited ownership of their agency as a whole as evidenced by a mean value of 4.42. The results further established that there were compelling and encouraging relationships between organizational culture and employee empowerment, as shown by the responses to survey questions 2, 3, and 4.

The data also suggested that employees had mixed perceptions with respect to the involvement of all employees in business planning, with a mean value of 3.42. It is imperative for an organization to engage all employees before, during, and after formation of strategies to address new ventures. Through this approach, every employee involved in planning has a set of expectations and deliverables. This process, known as joint action planning, ensures that every employee knows what is expected of him or her and that standards are established to properly evaluate the process after the transition (Beer, 1980). Engaging employees in formulating business strategies is a way of empowering them. Engaging employees in ongoing business planning helps to change the organizational culture by eliminating conflict between the agency's purposes and individual employees' focus. Giving employees greater responsibility is an effective application of the organization's vision to develop and use its human resource assets (Baird, 2006).

The AAA employees perceived organizational involvement and team orientation to be reasonably high. The data further revealed that employees identified that cooperation across different parts of the organization was actively encouraged, with a mean value of 4.06. The results further established that there were convincing and fostering relationships between

organizational culture and employees' team orientation manifested in survey item numbers 2, 3, and 4.

The data also suggested that perceptions were mixed with respect to the extent to which they could see the relationship between their job and the goals of the organization, with a mean value of 3.68. All organizations use a form or process of communication to coordinate work. This coordinating mechanism may be structured through formal channels or non-structured and done informally. Any type of organization of work or coordination of tasks directly involves communication. An organization that fosters communication between its employees promotes collaboration. One of the consequences of collaboration within an organization is transparency as to who is responsible for doing what work.

The AAAs rated their involvement and capability development slightly lower than they rated their organization's team orientation. The data suggested that the organizations perceived individual capabilities as an important source of competitive advantage, with a mean value of 3.78. The skills confidence of AAAs staff was rated at 3.72. Participants rated continuous staff development, delegation of authority, and autonomy at 3.71. Continuous investment in staff skills was perceived to have the lowest value (3.60). The low value placed on staff development is an indication that continuous quality improvement of staff is not a priority.

The participants' views of capability development raised several questions. Is staff capability development simply seen as something "wonderful to have?" or is staff capability development a "key influence to the organizations efficiency and is vital in responding to the growing older adult population?" The OAA Title IV covers Sections 401-429 J, focusing on training, research, and discretionary projects and programs. Title IV Part A-Education and Training stated five purposes:

1. Identifying both short- and long-range manpower needs in the field of aging.

2. Providing a broad range of educational and training opportunities to meet those needs.

3. Attracting a greater number of qualified personnel, with particular emphasis on attracting minority individuals into the field of aging.

4. Helping to upgrade personnel training programs to make them more responsive to needs in the field of aging.

5. Establishing and supporting multidisciplinary centers of gerontology (including centers of gerontology to improve, enhance, and expand minority personnel and training programs), and providing special emphasis that will improve, enhance, and expand existing training programs.

The five purposes cover both the training and development aspects of capability development, specifically with respect to training needs identification and creation of developmental programs. Given the OAA mandate, there is a high chance that one set of training programs and one set of development programs could be applicable to all 50 states. The consequence of having a blanket mandate is that one instrument is used to identify training needs with no regard for structural and contextual variables from the internal and external environments of the state being assessed.

Consistency. The AAAs perceived their organization's consistency and core values index to be relatively high, with a mean value of 4.23. The data revealed that core values are an internal cultural strength. The mission of the AAAs in general terms is to enhance the quality of life, self-sufficiency, individuality, health, and self-worth of the older population by organizing community-based senior programs and services that are all-inclusive, coordinated, and available,

Consistency

Core Values

Mean Score | Percent Favorable

16. The leaders and managers "practice what they preach." — 3.73 — 66%
17. There is a characteristic management style and a distinct set of management… — 3.76 — 60%
18. There is a clear and consistent set of values that governs the way we do business. — 4.01 — 76%
19. Ignoring core values will get you in trouble. — 3.84 — 60%
20. There is an ethical code that guides our behavior and tells us right from wrong. — 4.23 — 81%

Agreement

21. When disagreements occur, we work hard to achieve "win-win" solutions. — 3.78 — 63%
22. There is a "strong" culture. — 3.78 — 62%
23. It is easy to reach consensus, even on difficult issues. — 3.45 — 53%
*24. We often have trouble reaching agreement on key issues. — 3.53 — 55%
25. There is a clear agreement about the right way and the wrong way to do things. — 3.50 — 52%

Coordination and Integration

26. Our approach to human services delivery is very consistent and predictable. — 3.90 — 75%
27. People from different parts of the organization share a common perspective. — 3.79 — 66%
28. It is easy to coordinate projects across different parts of the organization. — 3.41 — 51%
*29. Working with someone from another part of this organization is like working… — 3.37 — 53%
30. There is good alignment of goals across levels. — 3.77 — 65%

2   3   4   5

*Score inverted to normalize scale

Figure 13. Consistency *t*rait .

and that address the needs of the older adult population. The AAA mission has roots in the

community and is a direct response to their needs. Such an organizational mission, referred to as

the code of ethics, requires a moral reasoning as to why the organization engages in what it does.

A code of ethics is a guide to AAAs' value, duties, and moral obligations to the people they

serve.

AAAs perceived that the set of values that governs the way they do business was clear

and consistent, with a mean value of 4.01. The data further reflected that heeding the code of

ethics was important, with a mean value of 3.84. One internal cultural element that makes an

organization distinct or unique is the observable shared practices at different levels of the

organization. AAAs recognized a distinct set of management style and management practices,

with a mean value of 3.76. The lowest mean value of 3.73 was given to the perception that

organization leaders and managers practiced what they preached. This indicated that the

organization would like to see leaders' and managers' words match their actions. Leaders and

managers influence organizational processes when line staff or personnel see their managers

practicing what they preach. This motivates them to raise their achievement levels and prompts

them to be conscious of their words and their actions.

The AAAs had the perception that agreement in their organization was high. The mean

values range was from 3.45 to 3.78. Their perceptions of organizational culture were positive.

When an organization's business environment is relatively stable, strong cultures that support

strategic goals contribute to the firm's performance (Sorensen, 2002). Agreement refers to the

level of consensus and steadiness among an organization's managers and staff about their

respective organizational values and associated shared patterns.

The AAAs' perception of coordination and integration were relatively high, ranging from a mean value of 3.37 to 3.90. This was a good indication that services offered by distinct departments were integrated to adhere to the goals of the larger organization effectively. AAAs are mandated to provide various supportive services such as senior centers, home-delivered nutrition, home-based services for frail older individuals, disease prevention and health promotion, community service employment, and so on. The delivery of these programs requires massive coordination and integration among departments. It also requires specialization in the disciplines of nutrition, health promotion, employment, housing, and so on. Coordination of projects across different parts of the organization received the lowest mean rating, which indicated that creating an organizational design and structure is a complicated process.

Adaptability. The AAAs rated their adaptability and ability to create change within the organization as high. Compelling performance, which involves responding well to competitors and other changes in the business environment, received a score of 4.16. The processes of learning environments, also referred to as business environments, are perpetually subject to change. This makes the interactions between the organization and the service recipients both dynamic and important. The lowest mean value (3.06) was given to "The way things are done is very flexible and easy to change." A mean value of 3.08 was given to "Attempts to create change usually meet with resistance."

The core blueprint of organizational change was created by Kurt Lewin in the 1950s and is still widely used today by most organizations. The model was later elaborated on by Edgar H. Schein and others, and is equally applicable to individuals, groups, and entire organizations (Cooper & Croyle, 1984). The model has been widely applied mainly because of its simplistic

Adaptability

Creating Change

Mean Score

Percent
Favorable

Item	Mean Score	Percent Favorable
31. The way things are done is very flexible and easy to change.	3.06	36%
32. We respond well to our vendors, contractors, partners and other changes in…	4.16	81%
33. New and improved ways to do work are continually adopted.	3.71	58%
*34. Attempts to create change usually meet with resistance.	3.08	41%
35. Different parts of the organization often cooperate to create change.	3.66	57%

Customer Focus

Item	Mean Score	Percent Favorable
36. Consumer/client comments and recommendations often lead to changes.	3.62	58%
37. Consumer/Client input and participation directly influences our decisions.	3.72	60%
38. All staff/members have a deep understanding of client/consumer wants…	3.88	72%
*39. The interests of the client/consumer often get ignored in our decisions.	4.11	80%
40. We encourage direct contact with client/consumers by our people.	4.35	85%

Organizational Learning

Item	Mean Score	Percent Favorable
41. We view failure as an opportunity for learning and improvement.	3.79	66%
42. Innovation and risk taking are encouraged and rewarded.	3.31	40%
*43. Lots of things "fall between the cracks."	3.40	54%
44. Learning is an important objective in our day-to-day work.	3.95	73%
45. We make certain that the "right hand knows what the left hand is doing."	3.32	49%

2   3   4   5

* Scale inverted to normalize scale

Figure 14. Adaptability trait.

three-step approach to change. The model is as follows: (a) Unfreeze the current behavior

pattern, (b) change or develop a new behavior pattern, and (c) refreeze or create reinforcements

to keep the new behavior pattern (Lewin, 1951).

There is evidence that AAAs are open to continually making adaptations in their

operations and collaborating as a team to make appropriate changes. The AAAs rated the

customer-focused behavioral patterns highly. The data showed an overwhelming mean value of

4.35 for the behavioral norm of encouraging direct contact with customers. The success of AAAs

as community-based human service organizations hinges on the rapport, connections, and

collaborations between service providers and service beneficiaries. Whether AAAs deliver

social, medical, information dissemination, educational, or other gerontology services, these

connections and exchanges with beneficiaries are fundamental to the value and results of the

service delivered. Organizational culture and climate are important to human services because of

the nature and tone of these relationships, and the interactions are molded to reflect the

organizational culture and climate in which they occur (Rentsch, 1990).

Another high-performance behavioral pattern in the customer focus index was a deep

understanding of customers' wants and needs. with a mean value of 3.88. In contemporary times,

it is widely acknowledged that beneficiaries of human programs and services are critical

affiliates in the formation of organizational change. The advantages to such involvement include

the design of more appropriate and consumer-friendly services and the increased cultural

competence of programs (Mason, Benjamin, & Lewis, 1996). The data further revealed that

inputs emanating from the service beneficiaries/consumers influenced the recommendations

made that eventually led to changes, with a mean value of 3.62.

The AAAs perceived their behavioral patterns related to organizational learning as high. The understanding that learning is an important objective in their day-to-day work received a mean value of 3.95. It is imperative for any organization to adopt a learning mentality. The other behavioral patterns had a mean value from 3.31 to 3.79. Viewing failure as an opportunity to learn and improve, to encourage and reward innovation and risk taking, to ensure the "right hand knows what the left hand is doing" leads to a discovery of additional knowledge. Organizational learning is steered by knowledge created, managed, and shared formally or informally by people performing a job. This knowledge is not necessarily contained in a job description or written down in rules, standard operating procedures, or manuals; rather it is knowledge that has evolved from actually performing work tasks (J. Brown & Duguid, 2000).

A major figure in the study of learning organizations is Peter Senge, who identified five key behavioral practices that are essential to a learning organization:

1. Encouragement of personal mastery or high self-efficacy,

2. Development of complex schemas to understand work activities,

3. Encourage learning in groups and teams,

4. Communicating a shared vision for the organization as a whole, and

5. Encourage systems thinking. (Senge, 2006, pp. 129).

These five practices appear to be immersed in AAAs' organizational learning index.

Mission. The AAAs perceived their mission, strategic direction, and intent index as high. The item that referred to a clear mission that gives meaning and direction to daily work received a mean score of 4.23. The presence of long-term purpose and direction received a mean score of 4.12. The data showed that AAAs do not leave a room for any uncertainty in mission, direction, and intent. The mission of AAAs was codified in Public Law 89-73 on July 14, 1965. The

Mission

Strategic Direction & Intent

Mean Score

Percent Favorable

Item	Mean Score	Percent Favorable
46. There is a long-term purpose and direction.	4.12	78%
47. Our strategy leads other similar organizations within the aging support…	3.70	52%
48. There is a clear mission that gives meaning and direction to our work.	4.23	82%
49. There is a clear strategy for the future.	3.81	64%
*50. Our strategic direction is unclear to me.	3.62	60%

Goals & Objectives

Item	Mean Score	Percent Favorable
51. There is widespread agreement about goals.	3.59	54%
52. Leaders set goals that are ambitious, but realistic.	3.69	60%
53. The leadership has "gone on record" about the objectives we are trying to meet.	3.88	65%
54. We continuously track our progress against our stated goals.	3.94	67%
55. People understand what needs to be done for us to succeed in the long run.	3.80	64%

Vision

Item	Mean Score	Percent Favorable
56. We have a shared vision of what the organization will be like in the future.	3.56	51%
57. Leaders have a long-term viewpoint.	3.90	66%
*58. Short-term thinking often compromises our long-term vision.	3.08	34%
59. Our vision creates excitement and motivation for our employees.	3.39	46%
60. We are able to meet short-term demands without compromising our long-term vision.	3.63	54%

2   3   4   5

* Score is inverted to normalize scale

Figure 15. Mission trait.

mission of AAAs is outcomes oriented, and their philosophy of service has a high impact directly

on recipients AAA service. The AAAs were not in any competition with other organizations. The

behavioral norm of leading other organizations to change the way they compete in the industry

received a mean value of 3.70. The data showed that AAAs' continuing strategy was to identify

best practices in programs, processes, and procedures being carried out in organizations serving

older adults, as well as locally, regionally, and nationally. In doing so, the AAAs are able to

leverage standards of practice in serving the older adult population.

The AAAs' behavior norm of tracking progress against their stated goals received a mean

value of 3.94. This practice is a standard part of program planning and evaluation. Well-

governed, orderly organizations such as AAAs participate in thoughtful program planning and

evaluation as an element of their continuing operations. It is essential to officially establish a

feedback loop after a thorough assessment of program planning to ensure that the knowledge

gained, skills learned, and new perspectives acquired in these evaluative activities are

transformed to agency policies and procedures.

The AAAs perceived their vision index as high. The data showed that leaders in the

agency had a long-term viewpoint, with a mean value of 3.90. A leader builds the organization's

vision, steers the shape of its culture, and designs strategies to implement programs and services.

The data further revealed that a shared vision creates an excitement and motivation among

employees. This behavioral norm received a mean value of 3.39. Another behavioral norm that

contributes to a clear mission is agreement within the organization that there is a shared vision of

what the organization will be like in the future. This behavioral norm received a mean value of

3.56. The data appeared to reflect that AAAs focused on ensuring employees had a similar

understanding of the social problems, realities, and issues they faced as an organization and had

mutual agreement about the solutions.

Denison Consulting Results

Denison Consulting gave permission to me to use of the survey instrument shown in

Appendix G for purposes of this research. Denison Consulting sees the value of providing

support to researchers by comparing raw research data against its database. Denison Consulting's

only contribution to this research was the interpretation of the raw data ($N = 265$), as shown in

Figure 16.
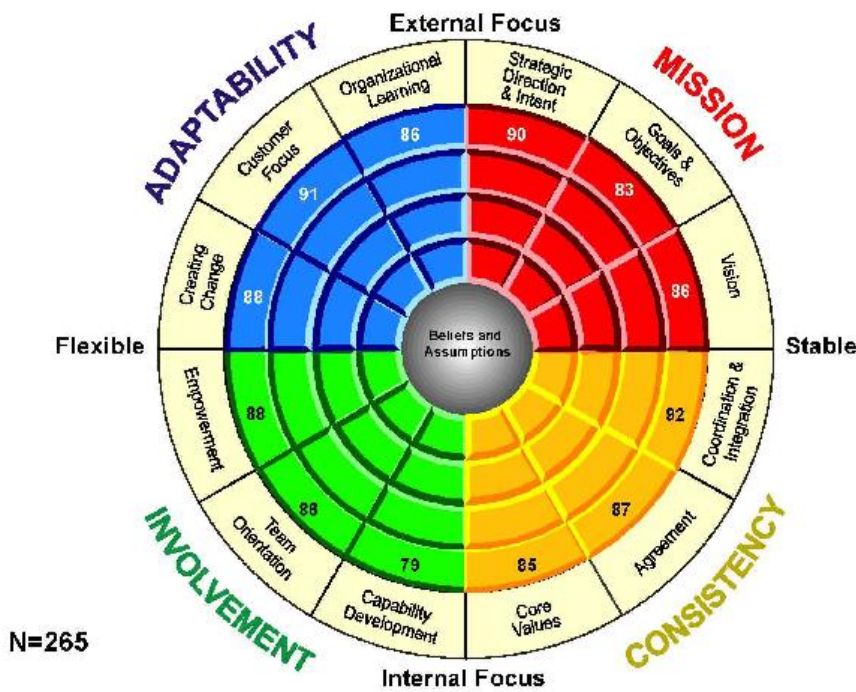
Figure 16. Denison circumplex.

I was responsible for all data interpretation as presented in this chapter and in Chapter 5. I was also responsible for the interpretation of the responses to the 60 questions presented by the 265 respondents. It appeared that the findings of Denison Consulting were similar to my interpretations. Denison Consulting interpreted the scores using a percentile rank as presented on the circumplex. Percentiles were used to compare the AAAs to other organizations in Denison's global database, which consisted of more than 5,000 records. As of 2011, there were 931 companies in 48 countries that utilized the DOCS (Denison, 2011).

The survey results indicated the AAAs were high-performing organizations that showed a high-level of stability in the four traits namely, involvement, consistency, adaptability, and mission. Based on the data, the AAAs were fully aware of their direction; their leaders and staff were aligned and engaged; they listened to the community; and they had the core values, structures, and processes to achieve their goals and objectives.

The AAAs by all accounts met the definition of a high-performance organization. A high-performance organization achieves results that are better than those of its peer group over a long period (De Vries, 2004) by being able to adapt well to changes (Klitgaard & Light, 2005) and to react quickly by managing for the long term, by setting up an integrated and aligned management structure (O'Reilly & Pfeffer, 2000), by continuously improving its core capabilities, and by truly treating the employees as its main asset (Holbeche, 2005).

AAAs as an organization exhibits behavioral norms and qualities that display a balance between the traits of involvement and adaptability, it demonstrates a capacity for risk taking and indicates organizational flexibility. It further suggests that the level of participation between managers and employees is high. The data further revealed that the organizations had an adaptive culture that maintained an external focus. One of the many requirements for a human service

agency to be relevant is having a shared mental model that holds that achievement of mission is contingent upon constant changes and providing for service recipients and interested parties. A highly adaptive culture is also an indication of employees' appreciation of what they accomplish and their claim as owners of the organization.

AAAs as organizations exhibit behavioral norms and qualities that display a balance between the traits of consistency and mission. The data illustrated that there was a high presence of accountability reflected in the organization's core values, strategic direction, intent, and agreement. Core values direct the decisions of individuals, groups, and team behaviors in the organization. A strong adaptability trait conveys that making change based on service recipients' input is highly valued. Organizational learning is achieved by being responsive to the community served. These lessons, when translated, contribute to a cohesive strategy and creation of clear goals. There is evidence that employees at AAAs are engaged in their job. It is fair to say that their level of involvement is high and is directly related to job satisfaction, commitment, and feelings of empowerment.

Area Agency Strengths

The cultural strengths of the AAAs were reflected using the following 12 indexes: empowerment, team orientation, capability development, core values, agreement, coordination and integration, creating change, customer focus, organizational learning, strategic direction and intent, goals and objectives, and vision. The item scores ranged from 3.06 to 4.42 using the Likert scale. The findings were as follows:

1. Most employees were highly involved in their work.

2. The organizations encouraged direct contact with customers.

3. There was an ethical code that guided the organizations' behavior and differentiated right from wrong.

4. There was a clear mission that gave meaning and direction to the organizations' work.

5. The organizations responded well to competitors and other changes in the business environment.

6. Cooperation across different parts of the organization was highly encouraged.

7. Learning was an important objective in the organizations' day-to-day work.

8. Organizations continuously tracked their progress against stated goals.

9. Organizations' approach to doing business was very consistent and predictable.

10. Organizational leaders had a long-term point of view.

11. The capabilities of people were viewed as an important source of competitive advantage.

12. There was a *strong* culture.

Area Agency Weakness

The cultural weaknesses of AAAs on the 12 indexes were reflected using the following 12 indexes: empowerment, team orientation, capability development, core values, agreement, coordination and integration, creating change, customer focus, organizational learning, strategic direction and intent, goals and objectives, and vision. The item score range was from 3.06 to 3.78 using the Likert scale. The findings were as follows:

1. The way things were done was not very flexible or easy to change.

2. Short-term thinking often compromised the organizations' long-term vision.

3. Business planning was not ongoing and did not involve everyone in the process to some degree.

4. It was not easy for organizations to reach a consensus even on difficult issues.

5. There was no continuous involvement in the skills of employees.

6. The customers' interests were often ignored in decision-making.

7. The organizations' strategic direction was unclear to employees.

8. The leaders and managers did not practice what they preached.

9. Working with individuals from another part of the organization was like working with individuals from a different organization.

10. Innovation and risk taking were not encouraged or rewarded.

11. There was widespread disagreement about goals.

12. Work was not organized so that each person could see the relationship between his or her job and the goals of the organization.

Similarities and Differences of Agency Types

Research Question 2 asked to what extent, if any, there were culture similarities and differences between government-run and nonprofit AAAs in the state of California. Six of the AAAs were nonprofit/nongovernmental organizations:

- Area 1: Del Norte and Humboldt Counties

- Area 3: Butte, Colusa, Glenn, Plumas, and Tehama Counties

- Area 10: Santa Clara County

- Area 13: San Benito and Santa Cruz Counties

- Area 17: Santa Barbara and San Luis Obispo Counties

- Area 28: Napa and Solano Counties.

In all, 5 of the nongovernmental/nonprofit organizations participated in the survey, excluding Area 10.

There were 27 government-run AAAs. Of these, 22 participated in the study:

- Area 1: Del Norte and Humboldt Counties

- Area 2: Lassen, Modoc, Shasta, Siskiyou, and Trinity

- Area 4: Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties

- Area 5: Marin County

- Area 6: San Francisco City and County

- Area 7: Contra Costa County

- Area 8: San Mateo County

- Area 11: San Joaquin County

- Area 13: Seniors Council of Santa Cruz and San Benito Counties, Inc.

- Area 15: Kings and Tulare Counties

- Area 16: Eastern Sierra-Inyo and Mono Counties

- Area 18: Ventura County

- Area 19: Los Angeles County

- Area 20: San Bernardino County

- Area 21: Riverside County

- Area 23: San Diego County

- Area 26: Lake and Mendocino Counties

- Area 27: Sonoma County

- Area 29: El Dorado County

- Area 31: Merced County

- Area 32: Monterey County

- Area 33: Kern County

Table 6

Comparison of Involvement Between Governmental and Nongovernmental AAAs

	Empowerment	Team orientation	Capability development
Government	3.8	3.9	3.7
Nongovernment	4.1	4.1	3.9

The nongovernmental AAAs ranked empowerment and team orientation as strong behaviors. This was manifested in the high involvement of most employees in their work and the active encouragement of cooperation across different parts of the organization. The nongovernmental AAAs believed that their employees had the skills necessary to do the job. The governmental AAAs ranked involvement slightly lower than nongovernmental AAAs did. The governmental AAAs also recognized that not everyone was involved in the process of planning business operations. Governmental AAAs perceived that their work was not organized well enough such that each employee could see the relationship between his or her job and the goals of the agency. Finally, the governmental AAAs perceived a lack of continuous investment in capability and skill building of employees.

Table 7

Comparison of Consistency Between Governmental and Nongovernmental AAAs

	Core values	Agreement	Coordination and integration
Government	3.9	3.6	3.6
Nongovernment	4.0	3.8	4.0

There was a 0.1 difference between nongovernmental and governmental AAAs' view of

consistency as a trait. Both showed a strong adherence to the ethical code that guides the

behavior of employees as to right and wrong. There was also a minor difference in the index of

agreement. Both governmental and nongovernmental organizations indicated a desire to work

hard and achieve win-win solutions when disagreements occurred. Both were certain to have a

robust and "strong" culture. The nongovernmental AAAs viewed their approach to human

services delivery as consistent and predictable, whereas governmental AAAs indicated that it

was not easy to coordinate projects across different parts of the organization.

Table 8

Comparison of Adaptability Between Governmental and Nongovernmental AAAs

Creating change	Creating change	Customer focus	Organizational learning
Government	3.5	3.9	3.5
Nongovernment	3.8	4.1	3.8

The nongovernmental AAAs indicated an ability to create change by responding well to

vendors, contractors, and partners, whereas governmental AAAs attempts to create change were

usually met with resistance. Both governmental and nongovernmental AAAs specified they

encouraged their employees to have direct contact with clients/customers. Both also indicated a

deep understanding of the clients/customers; however, nongovernmental AAAs allowed

client/customer input to influence their decisions and governmental AAAs found that the

interests of client/customers were often ignored in their decisions. Both governmental and

nongovernmental AAAs measured their view of learning as an important objective in their day-

to-day work. Governmental AAAs perceived a lack of encouragement and reward for employees

who are innovative in service delivery. Nongovernmental AAAs emphasized that they made

certain that the right hand knew what the left hand was doing.

Table 9

Comparison of Mission Between Governmental and Nongovernmental AAAs

	Strategic direction and intent	Goals and objectives	Vision
Government	3.9	3.8	3.5
Nongovernment	3.9	3.9	3.7

Both governmental and nongovernmental AAAs believed that there was a clear mission

that gave meaning and direction to their daily work. There was a minimal difference in how both

governmental and nongovernmental AAAs viewed their behaviors related to their goals and

objectives. The nongovernmental AAAs highly rated their behavior in terms of continuously

tracking their progress against their stated goals. The governmental AAAs ranked agreement

about goals lower than the nongovernmental AAAs.

The nongovernmental AAAs rated their leaders' long-term viewpoint more highly than

the governmental AAAs. However, the governmental AAAs noted that short-term thinking

compromised their long-term vision. The presentation and analysis of data to answer research

Question 2 relied on the use of an independent-sample t test. An independent-sample t test was

used to examine the differences between the four organizational traits highlighted on the DOCS.

Statistically speaking, there were significant differences between the two types of

organizations (governmental and nongovernmental also referred to as nonprofit) on all four

traits: involvement, $t = 79.138$, $p < 0.001$ (see Table 10); consistency, $t = 104.235$, $p < 0.001$ (see

Table 11), adaptability, $t = 112.859$, $p < 0.001$ (see Table 12), and mission, $t = 93.583$, $p < 0.001$

(see Table 13).

Table 10

Involvement Trait t *Test*

			One-Sample Test			
			Test Value = 0			
					95% Confidence Interval of the Difference	
			Sig. (2-	Mean		
	t	*df*	tailed)	Difference	Lower	Upper
Involvement	79.138	234	.000	55.87234	54.4814	57.2633

Table 11

Consistency Trait t *Test*

			One-Sample Test			
			Test Value = 0			
					95% Confidence Interval of the Difference	
			Sig. (2-	Mean		
	t	*df*	tailed)	Difference	Lower	Upper
Consistency	104.235	226	.000	54.08370	53.0613	55.1061

Table 12

Adaptability Trait t *Test*

			One-Sample Test			
			Test Value = 0			
					95% Confidence Interval of the Difference	
			Sig. (2-	Mean		
	t	*df*	tailed)	Difference	Lower	Upper
Adaptability	112.859	226	.000	51.77974	50.8757	52.6838

Table 13

Mission Trait t *Test*

	One-Sample Test					
	Test Value = 0					
					95% Confidence Interval of the Difference	
			Sig. (2-	Mean		
	t	df	tailed)	Difference	Lower	Upper
Mission	93.583	227	.000	54.48684	53.3396	55.6341

Table 14

Comparison of the Means

Agency type		Involvement	Consistency	Adaptability	Mission
Government	Mean	55.20	53.54	51.27	54.19
	Average	3.68	3.57	3.42	3.61
	N	186	175	176	177
	Std. Deviation	11.02	7.95	7.13	8.84
Non-Profit	Mean	58.43	55.90	53.55	55.53
	Average	3.90	3.73	3.57	3.70
	N	49	52	51	51
	Std. Deviation	9.74	7.12	5.83	8.64
Total	Mean	55.87	54.08	51.78	54.49
	Average	3.72	3.61	3.45	3.63
	N	235	227	227	228
	Std. Deviation	10.82	7.82	6.91	8.79

Involvement. The governmental and nongovernmental/nonprofit human services agencies pursued development measures that were accommodating and engaged in processes that fostered loyalty and ownership to sustain a climate favorable to teamwork and resources capability development. The nongovernmental AAAs rated their involvement higher than the government-administered AAAs did, as evidenced by a total mean of 58.43 and an average of 3.90 on the Likert scale.

Consistency. The governmental and nongovernmental/nonprofit human services agencies followed a code of ethics like the majority of academic and professional organizations. The code of ethics or code of responsibilities declarations were organized into ethics to oneself, ethics to a population served, ethics to the helping profession, and ethics to the larger system that directly affect the functioning of the agency. The code of ethics was part of the organizations' culture and guided and managed members' personal conduct. The code of ethics also provided meaning to the many templates, manuals, and standard operating policy and procedures in order to coordinate and integrate delivery of varied services. The nongovernmental AAAs perceived their consistency to be higher than the government-administered AAAs as evidenced by a total mean of 55.90 and an average of 3.73 on the Likert scale.

Adaptability. Governmental and nongovernmental/nonprofit human services agencies gain knowledge from their immediate environment and the environment of the population they serve. As learning evolves, organizations change their strategies so they can compete better with other organizations that may be targeting the same funding source or clientele. An organizational change in policy and procedures, training of staff, and establishing new relationships with the clientele and the environment depends on how learning is processed. The nongovernmental AAAs rated their adaptability higher than the governmental AAAs, as evidenced by a total mean of 53.55 and an average of 3.57 on the Likert scale.

Mission. The governmental and nongovernmental/nonprofit human services agencies needed to revisit their operating strategies and goals because of the growing and changing needs of the aging population. The aging population presents a host of complex needs that require robust programs and services. The nongovernmental AAAs rated their mission trait higher than

the government-administered AAAs, as evidenced by the total mean of 55.53 and an average of 3.70 on the Likert scale.

Chapter Summary

This chapter provided a brief description of the survey process, presentation, and analysis of the data collected. The two research questions that were answered were as follows:

1. What is the organizational culture of the AAAs in the state of California?

2. To what extent, if any, are there similarities and differences in the organizational cultures of the AAAs in the state of California?

There were 265 valid responses out of 280 respondents. There were 221 female respondents, representing 82.46% of the data collected. There were 47 male respondents, representing 17.54% of the data collected. There were 16 respondents aged 65 or older, representing 6.32%. There were 124 respondents between the ages of 50 to 64, representing 48.33%. There were 97 respondents within the ages of 30 to 49, representing 38.29%. As a whole, the outcomes of the study revealed that AAAs in the state of California were high-performance organizations. The data revealed that the strongest trait was involvement, as manifested in high employee involvement in their work. The weakest trait was adaptability, as manifested in a lack of flexibility and ease of change in the way things are done.

The strongest trait of government-managed AAA was adaptability specifically with respect to the core values index. It had a statistical mean of 3.88. The weakest trait of government-managed AAAs was adaptability specifically with respect to the organizational learning index. It had a statistical mean of 3.35. The strongest trait of non-government-managed AAA was involvement specifically on the empowerment index. It had a mean value of 4.07. The weakest trait of non-government-managed AAAs was adaptability specifically on the

organizational learning index. It had a statistical value of 3.51. The nongovernmental AAAs

rated the four traits involvement, consistency, adaptability, and mission higher than the

government-managed AAAs. This finding derived from the use of inferential statistics

specifically a one-sample *t* test.

Chapter 5 presents a discussion of the research study process, a summary of reflections,

and the uncovering of implications for the future. Chapter 5 closes with recommendations that

may be useful for future research and collaborations.

Chapter 5. Discussions, Summary, Conclusions and Recommendations

Chapter 5 presents a discussion of the findings, summary, conclusions, and recommendations for future research. Much research has been completed related to the study of organizational culture in both governmental and nongovernmental organizations. Given the changing global population demographics, such as the rapid proliferation of older adults in society, it is important to examine the organizational culture of AAAs as the mandated agencies to deliver programs and services under the OAA.

Discussion

The CAAAA Executive Committee in 2013 and 2014 supported the idea of participating in this academic study. This is the first study to look deeply into the organizational culture of AAAs in the state of California. The leadership of the executive committee wrote a letter permitting this research study. The letter was submitted to the IRB as an exhibit. The executive committee later introduced the study to all 33-member agencies via a letter followed by phone calls.

As a researcher of organizational culture, I believe that identifying behavioral norms of an organization and its leaders is essential. There were more than a dozen directors who verbalized their appreciation for this research study. Other leaders used it as an opportunity to look deeper into their organization's culture. They encouraged their staff to complete the survey by sending their staff reminders. Other leaders presented the survey process as an agenda item in their weekly meetings/briefings. Such behaviors indicated leadership that places importance on diversity and supported empowerment through an inclusive, participatory management style that seeks feedback from all levels in the agency. An empowered staff is capable of advocating for its

clientele. A human service agency with an empowered staff, such as an AAA, can help empower the community.

When the survey was completed, there were a number of directors who called, and some sent an e-mail asking questions about how soon could they have a copy of the results of the survey and a summary. These directors expressed excitement about the survey and wanted to discuss the results with their staff. One director stated, "Having a baseline of our organizational culture is a good starting point to start conversations about our strong and weak points." Such behavior indicated a desire to use survey information to better comprehend the system of formal and informal working relationships found in the organization. Such behavior is also a manifestation of an openness to use culture information with the purpose of increasing staff competence and establishing significant transformations, if necessary.

Some directors refused to give out the e-mail addresses of their staff because of privacy concerns and fear that a web survey could be a target for computer hackers. Work e-mail addresses were considered personal information, and the directors feared that the web host server, Checkbox, could be attacked or an outside breach could occur in Pepperdine University's e-mail account system. They instead used only one web link and transmitted the survey instrument within their organization. There were other fears associated with the use of the Internet as well.

Despite these real fears, web surveys will eventually replace traditional research survey modes because the multiple advantages they offer, such as cost reduction, ease of distributing survey reminders, and ease of delivery with no fear of losing responses in the postal mail. Researchers who wish to use the Internet to conduct a survey must design the survey process in such a way as to allay fears of prospective participants related to cyber theft of personal

information. Researchers who want to use a web server should consider having access to a 24-hour technician knowledgeable about the software. This is an important aspect of exploring a web host for an academic survey.

Summary

The purpose of this study was to examine the organizational culture of AAAs in the state of California. The study also explored the similarities and differences between the government-managed AAAs and the non-government-managed AAAs. This research addressed the following study questions:

1. What is the organizational culture of the AAAs in the state of California?

2. To what extent, if any, are there similarities and differences in the organizational cultures of the AAAs in the state of California?

The research instrument used in this study was the Denison Organizational Culture Survey (DOCS), developed by Daniel R. Denison. This instrument was developed to measure an organization's culture with respect to quality of service, employee and service recipient satisfaction, growth, and innovation. The study population consisted of the staff of the 33 AAAs in the state of California. The survey instrument was sent via e-mail using the participants' work e-mail addresses. There were 265 valid responses. The responses came from 22 government-managed AAAs and 5 non-government-managed AAAs. A summary of the response rates from each agency appears in Appendix L.

I prepared several demographic questions to determine the specific characteristics of the respondents. The demographic questions were related to gender, age, years of service, and position in the organization. There were 221 female respondents and 47 male respondents (see Figure 8). There were 130 respondents between the ages of 50 and 64 (see Figure 9). There were

104 participants who had 1 to 5 years of service at their AAA (see Figure 10). There were 162

staff-level respondents (see Figure 11).

For this study, I examined the organizational culture of AAAs using the DOCS as a

survey instrument. This 60-item employee survey questionnaire helped participants describe

their organization using a 5-point Likert rating. The responses were analyzed using SSPS

software recognized by Pepperdine University. AAAs in the state of California culture study

revealed that they were high-performance organizations. The major characteristics of AAAs

were as follows:

1. Most employees were highly involved in their work.

2. There was an ethical code that guided the organizations' behavior that differentiated

   right from wrong.

3. Organizations encouraged direct contact with clients/consumers/service recipients.

4. There was a clear mission that gave meaning and direction to organizations' work.

The non-government-managed AAAs scored their organizational traits involvement,

consistency, adaptability, and mission higher than the government-managed AAA. The

government-managed AAAs' strongest trait was consistency, reflected on the core values index

with a statistical mean of 3.88. Their weakest trait was adaptability, reflected on the

organizational learning index with a statistical mean value of 3.35. The non-government-

managed AAAs' strongest trait was involvement, reflected on the empowerment core index with

a statistical mean value of 4.07. Their weakest trait was adaptability, reflected on the

organizational learning index with a statistical mean value of 3.51.

In the process of probing the similarities and differences between the AAAs, this research

identified possible differences between the AAAs located in the northern and southern regions of

California. The AAAs located in the northern region were from Areas 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,

11, 12, 13, 14, 15, 16, 26, 27, 28, 29, 30, 31, and 32. The AAAs located in the southern region

are from Areas 17, 18, 19, 20, 21, 22, 23, 24, 25, and 33. AAAs from both regions valued the

organizational traits of involvement, consistency, adaptability, and mission with no significant

differences as presented in Table 15.

Table 15

Trait Comparisons by North and South Regions

Region		Involvement	Consistency	Adaptability	Mission
Northern	Mean	3.8	3.6	3.5	3.6
	N	100	105	103	103
Southern	Mean	3.7	3.7	3.5	3.7
	N	101	88	92	95
Total	Mean	3.8	3.6	3.5	3.7
	N	201	193	195	198

Involvement. AAA employees from both regions are highly involved in their work and

believe that their collective effort can have a positive impact in the communities they serve.

There is a minor difference in terms of where decisions are made. AAAs from the northern

region stated that decisions were made with the best information possible more often than the

AAAs from the southern region. AAAs from both regions viewed the importance of

continuously investing in employees' skills development. Also, AAAs from both regions

recognized that teamwork, rather than a hierarchy, is used to get work done.

Consistency. The AAAs from the southern region perceived the set of values governing the way they do business as slightly more consistent than the AAAs from the northern region. The AAAs from both regions had a similar regard for people sharing common perspectives in different parts of the organization and good alignment of goals across levels. AAAs from both regions rated their organizations as having a strong culture.

Adaptability. AAAs in the north and south regions determined that the way things were done was not very flexible or easy to change. Both regions stated that all staff members had a deep understanding of clients' needs.

Mission. AAAs in the southern region rated having a clear strategy for the future, understanding what needs to be done to succeed, and having a shared vision of what the organization will be in the future slightly higher than the AAAs from the northern region did.

Conclusions

The AAAs in the state of California were shown to be high-performance organizations. The behavioral norms of AAAs showed their strengths were as follows:

1. Most employees were highly involved in their work.

2. The organizations encouraged direct contact with customers.

3. There was an ethical code that guided the organizations' behavior and differentiated right from wrong.

4. There was a clear mission that gave meaning and direction to the organizations' work.

5. The organizations responded well to competitors and other changes in the business environment.

6. Cooperation across different parts of the organization was highly encouraged.

7. Learning was an important objective in the organizations' day-to-day work.

8. Organizations continuously tracked their progress against stated goals.

9. Organizations' approach to doing business was very consistent and predictable.

10. Organizational leaders had a long-term point of view.

11. The capabilities of people were viewed as an important source of competitive advantage.

12. There was a *strong* culture.

These strengths can be used as a springboard to further the development of an organization. The related literature tells that one of the many approaches to organization development is a theory referred to as appreciative inquiry (AI). In 1990, David Cooperrider and Diana Whitney created this theoretical paradigm, which is applicable as a technique that AAAs can use to highlight their strengths. AI helps organizations focus on the positive and the possible (Watkins & Mohr, 2001).

There are four practical steps of AI: (a) discovery, (b) dream, (c) design, and (d) destiny. Zemke (1999) described the four-step process beginning with discovery (identifying the positive qualities of the organization), followed by dream (envisioning the hopes and dreams of the organization), design (identifying what the future of the organization looks like), and finally (implementing specific objectives regarding what will be).

The AAAs identified their weak behavioral norms as follows:

1. The way things were done was not very flexible or easy to change.

2. Short-term thinking often compromised the organizations' long-term vision.

3. Business planning was not ongoing and did not involve everyone in the process to some degree.

4. It was not easy for organizations to reach a consensus even on difficult issues.

5. There was no continuous involvement in the skills of employees.

6. The customers' interests were often ignored in decision-making.

7. The organizations' strategic direction was unclear to employees.

8. The leaders and managers did not practice what they preached.

9. Working with individuals from another part of the organization was like working with individuals from a different organization.

10. Innovation and risk taking were not encouraged or rewarded.

11. There was widespread disagreement about goals.

12. Work was not organized so that each person could see the relationship between his or her job and the goals of the organization.

The relevant literature on organizational culture is based on the theory of Ouchi (1993) that "organizational life is a life of interdependence and relying upon others" (p. 39). This theory adopts a notion that employees are inclined to participate in decisions the organization makes. Ouchi further emphasized that it is essential for employees to have a generalist view of information about the concerns of the organization by means of having the capability, positive attitude, and competency to make decisions for the organization as a whole. The weaknesses of AAAs can be addressed in general terms by members of the organization relying on each other to turn their weaknesses into strengths.

The research findings from both government- and non-government-managed AAAs shows adaptability is the weakest trait manifested in behavioral norms within organizational learning. It shows that AAAs face challenges in providing helpful solutions to the circumstances presented by the environment internally and externally. A change in the business environment demands adaption. Adaptation requires skills related to managing amendments in vision, goals,

and objectives. It further requires an organization to display the ability to adapt by learning the changes in the environment. The related literature on adaptability states that behavioral norms contributing to high adaptability include risk taking and innovation. Organizations that are weak on adaptability are likely to shorten the existence of their organization, which is a deeper reflection of inability to compete. The paradox in aging services is predictable. The growing older adult population challenges service providers due to the complex needs presented by the service recipients and high competition for funding from tax dollars. The reality of such a paradox demands that organizations constantly transform and reinvent themselves, aggressively conquering possibilities and an openness to learn.

The strongest trait of government-managed AAAs is consistency, manifested in core values. The relevant literature states that consistency is an indication of alignment and integration of all parts of the organization. An ethical code is the link that connects all parts of a consistent organization. It provides clarity with respect to doing business the right way. An agency that takes an interest on ethics and social accountability is prudent and not hasty in connecting planned action and ethics. It delivers services according to the needs of its recipients, signs up individuals, and hires them as employees and as citizens of the organization whose beliefs and behavior complement the organization's core values and ethical standards. It cares about how it implements programs and delivers services as its actions manifest authenticity and lofty ethical principles.

The strongest trait of non-government-managed AAAs is involvement, manifested in behavioral patterns of empowerment. The relevant literature states that an empowered agency for older adults is capable of empowering a community. A robust empowered community builds

confidence in its members that through the use of their collective strengths they will address their problems and issues making them less dependent and more productive citizens.

The state of California has 3.5 million people over the age of 65, the largest older adult population in the nation (A. Scharlach et al., 2001). This growing number of older adults presents a host of complex needs in areas of daily meals, housing and residential options, long-term care, health care, retirement, transportation and mobility, wellness, caregiving, and so on. California AAAs should manage and learn to adapt to the growing older adult demographic.

In order for AAAs to manage and learn the complex needs of the growing older adult population, I recommend that Congress enact legislation incorporating a 40-hour, mandatory, annual, in-house professional development training of all AAA employees in the reauthorization of the OAA under Title IV: Training, Research, and Discretionary Projects and Programs, Section 401. This training must include topics related to the challenges and opportunities encountered by AAA employees in the delivery of services. It also must include recipient- and family-focused service delivery, alternatives for autonomy and self-determination, systems transformation that increases the participation of recipients, access to existing community services, and recipient and family empowerment. This recommendation boosts the current number one OAA provision, which places priority on the education and training of personnel who work with and on behalf of older individuals, with special emphasis on minority individuals, low-income individuals, frail individuals, and individuals with disabilities.

Recommendations

     1. White House Conference on Aging. I recommend to the executive committee of the 2015 WHCoA and to the US Special Committee on Aging the replication of this research in all the states of the union by 2016. I further recommend that the US Health and Human Services Agency, through the Administration for Community Living (ACL), spearhead the replication of this study.

     This recommendation is based on the following facts: The first WHCoA convened in 1961, with succeeding conferences in 1971, 1981, 1995, and 2005, and ongoing nationwide forums in 2015. These conferences have been regarded as channels for expansion of aging policy, programs, and services throughout the past 60 years. The conferences spawned a vision, a mission, goals, and objectives to better serve older Americans. It also created a force for the implementation of vital developments in various programs that exemplify America's responsibility to older Americans, as stipulated in the OAA of 1965. This recommendation is also based on the recognition that both organizational culture and leadership directly impact flexibility in the modality of aging services, housing, health care, or any other component of aging services management.

     2. US Senate Committee on Aging. I recommend to the US Senate Committee on Aging the enactment of a 5-year program of federal grants to state universities and community colleges to help establish or expand publicly supported gerontology certification and undergraduate and graduate programs. This recommendation is based on OAA Part A-Education and Training, Section 410, which mandates improvement in the quality of service and helping meet critical shortages of adequately trained personnel in the field of aging. This recommendation was within

the parameters of Section 411(b)(1), which states that long-term educational activities prepare

personnel for careers in the field of aging.

      2.1. I recommend to the US Special Committee on Aging, that the results of this research

          be heard in a hearing by August 2015.

      2.2. I recommend to that Congress, through the US Senate Committee on Aging, enact

          legislation mandating all AAAs nationwide increase the employment of individuals

          with a gerontology background and academic training. This recommendation is

          based on OAA Part A-Education and   Training, Section 410(5), which mandates

          establishing and supporting multidisciplinary centers of gerontology to improve,

          enhance, and expand personnel and training programs and providing special

          emphasis to improve, enhance, and expand existing training programs.

      3. State of California Department of Aging. In order for AAAs to manage and learn the

complex needs of the older adult population, I recommend that the California State Department

of Aging Research Committee create two positions to be held by a direct support staff

representative from a government-managed AAA and a non-government-managed AAA. Some

of the information that could be obtained by means of these research projects with the

participation of representatives from both governmental and nongovernmental AAAs is the

assessment of older adults' needs, trends, and characteristics in the state of California. This

recommendation is based on OAA provision number 2, which mandates research and

development of effective practices in the field of aging. This recommendation is also based on

Section 421(a) of the OAA, which states:

      The Commissioner may make grants to any public or nonprofit private agency,

      organization, or institution, and may enter into contracts with agency, organization,

institution, or individual to support research and development related to the objectives of this Act, evaluation of the results of such research and development activities, and collection and dissemination of information concerning research findings, demonstration results, and other materials developed in connection with activities assisted under this title, and conducting of conferences and other meetings for purposes of exchange of information and other activities related to the purposes of this title. Appropriate provisions for the dissemination of resulting information shall be a requirement for all grants made under this section. (D) Identify the kinds and number of personnel required to carry out such programs.

3.1. I recommend the State of California Department of Aging conduct an organizational culture survey of all AAAs by 2017 to compare results with these baseline data from 2015.

3.2. I recommend the State of California Department of Aging conduct 5-day training on organizational learning for all 27 AAAs that participated in the survey. The 5-day training should focus on organizational traits that lead to involvement, consistency, adaptability, and mission. This 5-day training should begin October 2015 in-house or in each respective agency and culminate in November 2015 at the annual conference of AAAs.

3.3. I recommend that the California State Department of Aging recognize the significant role of higher education in the aging framework and advocate for the significance of gerontology education by

3.3.1. Leading research that magnifies knowledge, attitudes, skills and perspectives related to aging.

      3.3.2 Creating standards for individuals to work with older adults by using the

           educational system and collaborating with colleges and universities that offer

           degree or certificate programs in gerontology.

      3.3.3 Seeking federal grants from the ACL for reeducation of gerontological

           knowledge and enhancement of current skills of all workers of AAAs.

      3.3.4 Guaranteeing educational opportunities are available year-round for the current

           workforce of AAAs.

The recommendation, as stipulated in 3.3, is based on (Aging/ Long- Term care: The Strategic Aging Plan Development, 2003) that the state of California faces a severe shortage of professionals and paraprofessionals needed to operate programs and provide services for older adults. It is also based on direct conversations with staff and personnel of AAAs at the November 2014 conference in Los Angeles, CA. These conversations showed that most individuals now working with older adults and those planning, organizing, coordinating, and managing programs and services, as well as funds, have direct experience but no officially recognized education in gerontology. As the difficulty and pressure from older adult programs and services build, the need grows for competent professionals who are knowledgeable about older adult concerns and the influence of the rapidly growing aging population in communities.

      4. California Association of AAAs. Directors of AAAs who wish to lead their respective communities in coordinating person-centered services must integrate care through the use of gerontology and geriatric-based holistic approaches that use multidisciplinary teams and consider efficient ways of achieving the quality outcomes of leading older adult centers.

      4.1 I recommend that all AAA directors consider developing an innovative and

           encouraging view of aging services by periodically reviewing goals against outcomes.

It is important that AAA directors create a balance between staff motivations, possess knowledge of the aging network, and assimilate management skills related to goal setting, planning, and problem solving, managing resources, and managing organization-environment relations. It is of equal significance that AAAs steadily keep both task-oriented activities and relations-oriented activities with quality delivery of programs and services.

4.2 I recommend that all AAA directors open up their agencies as a field practice/internship site for gerontology students.

4.3 I recommend that AAAs undergo 3 to 5 days of in-service/continuing education on the organizational trait of adaptability. This recommendation is based on the many results of this study that show adaptability is a major weakness in both governmental and nongovernmental AAAs. The other basis of this recommendation is that AAAs have a very unique position in the aging network. AAAs are the cornerstone of managed community-based services operating with various affiliations and associations, service zones, and target populations. To make full use of this unique position, AAAs must learn to be flexible to the point of developing a business mind and acumen that was not characteristic of the aging services network years ago. With the uneven variables of health and long-term care services, AAAs will most likely face more challenges and transformations in the future. The following topics should be part of the 5-day training:

4.3.1 Reexamine and clarify the purpose of AAAs. Create a strategy on how to improve the health and overall well-being of older adults in the community.

4.3.2 Reexamine and clarify the target population. Create a strategy to empower

older adults as beneficiaries of the program.

4.3.3 Reexamine goals. Create a strategy where the AAA is the main point of

assistance in helping older adults in the community to age well.

4.3.4 Reexamine the current service delivery model. Create ways to produce

unlimited proceeds by providing distinct services and generating credible

outcomes.

4.3.5 Reexamine plans and policies for delivering services. Consider the use of

the Internet to empower and involve older adults throughout the community

to assist themselves and each other. Consider older adults not simply as

recipients of services but as available resources to be improved to generate

or contribute to results.

4.3.6 Deliberately incorporate social enterprises. Consider expansion of funding

from older adults while maintaining current federal and state funding.

4.3.7 Reexamine the idea of combining services and advocacy.

4.3.8 Deliberate on the importance of forming or joining local and national

networks that add unique value to services for older adults.

5. Future research. For future research, I recommend that a study be made of the

functions, competency requirements, and performance of professionals in the aging industry, and

the synthesis of education, internships, monetary incentives, and agency reform to improve and

support excellent professional personnel in the present and future. This recommendation

augments OAA Part B: Research, Demonstrations and Other Activities, Section 420, which

states, "To improve the quality and efficiency of programs serving older individuals through

research and development projects, and demonstration projects." (p. 78).

       5.1 The findings may be useful for researchers in organizational development in terms of

            exploring and applying both appreciative inquiry and theory Z to organizations that

            have already identified their strengths and weaknesses.

       This research on the organizational culture of AAAs is the first done in the state of

California. It is important to me to bring to completion the recommendations as stipulated above.

The results will directly contribute to OAA policy on training and development of aging

personnel, training of AAAs in organizational learning, and the inclusion of gerontology as a

discipline for multidisciplinary teams serving the complex needs of older adults.

REFERENCES

Achenbaum, W. A. (2008). The historical role of states in shaping U.S. aging policies. *Generations*, *32*(3), 10-15.

Adams, G., King, L., & King, D. (1996). Relationship of job and family involvement, family social support, and work-family conflict with job and life satisfaction. *Journal of Applied Psychology*, *81*(4), 411-421. doi org/10.1037/0021-9010.81.4.411

Adams, P., & Nelson, K. (1997). Reclaiming community: An integrative approach to human services. *Administration in Social Work, 21(*74), 67-81.

Aging/ long- term care: The Strategic Aging Plan Development: Hearing before the Senate Assembly on the Committee on Aging and Long term Care, (2003) (Testimony of Janet C. Frank). Retrieved from http://www.ccoa.ca.gov/res/docs/pubs/population.pdf

Alter, C., & Hage, J. (1993). *Organizations working together.* Newbury Park, CA: Sage.

Altier, W. (1987). Task forces: An effective management tool. *Management Review, 76*, 26-32.

American Society on Aging. (2013). *Aging Today, 34*(3), 5 - 6.

Amis, J., Slack, T., & Hinings, C. R. (2002). Values and organizational change. *Journal of Applied Behavioral Science, 38*, 356-385.

Argyris, C. (1973). Personality and organization theory revisited. *Administrative Science Quarterly, 18*(2), 141-167.

Aydin, B., & Ceylan, A. (2009). *E + M ekonomie a management, 3*, 33-49.

Baird, J. (2006). *The intent to leave: An investigation of empowerment mechanisms, job satisfaction & organizational commitment among technical college employees* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Database. UMI Number 3234978

Ban, K.-M. (2011, June 27). *International Day of Older Persons: Secretary's message for 2011*. Retrieved from http://www.un.org/en/events/olderpersonsday/2011/sgmessage2011.shtml

Barnard, C. (1968). *The functions of the executive.* Cambridge, MA: Harvard University Press.

Baron, J., & Greenberg, R. A. (2008). *Behavior in organizations* (9th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Bass, B. (1985). *Leadership and performance beyond expectations.* New York, NY: Free Press.

Bass, B. (1997). Does the transactional-transformational leadership paradigm transcend organizational and national boundaries? *American Psychologist*, *52*(3), 130-139.

Baumhover, L. A., & Jones, J. D. (1977). *Handbook of American aging programs.* Westport, CT: Greenwood.

Beard, J., Biggs, S., Bloom, D. E., Fried, L. P., Hogan, P., Kalache, A., & Olshansky, J. (Eds.). (2011). *Global population ageing: Peril or promise*. Geneva, CH: World Economic Forum.

Beeler, J., Hunton, J., & Wier, B. (1997). A survey report of job satisfaction and job involvement. *Government Accountants Journal*, *45*(4), 26-32.

Beer, M. (1980). *Organization change & development: A systems view*. Santa Monica, CA.: Goodyear.

Beyer, J. M., & Trice, H. M. (1987). How an organizational rites reveal its culture. *Organizational Dynamics*, *16*, 5-24. doi:10.1016/0090-2616 (87)90041-6

Beyer, J. M., & Trice, H. M. (1991). Cultural leadership in organizations. *Organization Science, 2*, 149-169.

Beyer, J. M., & Trice, H. M. (1993). *The cultures of work organizations.* Englewood Cliffs, NJ: Prentice Hall.

Bobbitt, H. R., & Behling, O. C. (1981). Organizational behavior: A review of the literature. *Journal of Higher Education*, *52*(2), 29-44.

Bolman, L., & Deal, T. (2008). *Reframing organizations: Artistry, choice and leadership* (3rd ed.). San Francisco, CA: John Wiley and Sons.

Brown, J. S., & Duguid, P. (2000). Balancing act: How to capture knowledge without killing it. *Harvard Business Review*, 73-80.

Brown, R. A., & Watson, B. (2001). *The most effective organization in the US: Leadership secrets of the Salvation Army.* New York, NY: Crown Business.

Brown, S. P., & Leigh, T. W. (1996). A new look at psychological climate and its relationships to job involvement, effort and performance. *Journal of Applied Psychology, 81*(4), 358-368.

California Health and Human Services Agency and California Department of Aging. (n.d.). *California state plan on aging 2013-2017*. Retrieved from https://www.aging.ca.gov/AboutCDA/docs/California_State_Plan.pdf

California Department on Aging. (2009). *Aging California from the 2005-2009 state plan on aging*. Sacramento, CA: California Department on Aging. Retrieved from http://www.aging.ca.gov/About CDA/DOCS/California_State_Plan.pdf

California Welfare and Institutions Code Section 9000-9023. (n.d.).

Cameron, K. S., & Quinn, R. E. (1999). *Diagnosing and changing organizational culture: Based on the competing values framework*. Reading, PA: Addison Wesley Longman.

Cameron, K. S., & Quinn, R. E. (2006). *Diagnosing and changing organizational culture* (Rev. ed.). San Francisco, CA: Jossey-Bass.

Casida, J., & Pinti-Zipp, G. (2008). Linking nursing units' culture to organizational effectiveness: A measurement tool. *Nursing Economics, 26*(2), p. 106-110.

Certo, S. C. (1986). *Principles of modern management: Functions and systems* (3rd ed.). Dubuque, IA: Wm C. Brown Publishers.

Chapple, E. (1941). Organizational problems in industry. *Organizational Dynamics*, *1*(1), 2-9.

Chapple, E. (1943). Anthropological engineering. *Applied Anthropology*, *2*(2), 23-32.

Charlton, A., & Huey, J. (1992). Breaking cultural barriers. *Quality Progress*, *25*(9), 47-49.

Chen, C., & Eastman, W. (1997). Toward a civic culture for multicultural organizations. *Journal of Applied Behavioral Science, 33*, 454-471.

Colvin, G. (1997, November 24). The changing art of becoming unbeatable. *Fortune,* 299-300.

Compilation of the Older Americans Act of 1965 and the Native Americans Programs Act of 1974. (1993). Washington, DC: U.S. Government Printing Office.

Cooper, J., & Croyle, R. (1984). Attitudes and attitude change. *Annual Review of Psychology, 35*, 395-426. doi:10.1146/annurev.ps.35.020184.002143

Cooperrider, D., & Whitney, D. (2005). *Appreciative inquiry: A positive revolution in change.* San Francisco, CA: Bernett-Koehler.

Cornman, J. M., Kingson, E. R., & Butt, D. M. (2009). Time for an all-generations approach to public policy. *Generations Journal of the American Society on Aging*, *33*(3), 86-88.

Council on Accreditation of Services for Families. (1997). Behavioral health care standards: (US ed.). New York, NY: Joint Commission Accreditation Healthcare Organizations.

Creswell, J. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches.* Thousand Oaks, CA: Sage.

Dalton, M. (1959). *Men who manage.* New York, NY: John Wiley and Sons.

Daniel, R. D. (1966, November/December). Reorganization for results. *Harvard Business Review*, 96-104.

Davis, J. W., & Newstrom, K. (2002). *Organizational behavior.* New York, NY: McGraw-Hill.

Day, G. S. (1994). The capabilities of market-driven organizations. *Journal of Marketing*, 58(4), 37-52. Retrieved from http://www.jstor.org/stable/1251915

Deal, T. E., & Kennedy, A. A. (1999). *The new corporate cultures.* New York, NY: Perseus.

Deming, W. (1986). *Out of crisis.* Cambridge, MA: MIT Center for Advanced Engineering Study Press.

Demos, V., & Jache, A. (1981). When you care enough: An analysis of attitudes toward aging in humorous birthday cards. *The Gerontologist*, *21*(2), 209-215. doi 10.1093/geront/21.2.209

Denison, D. (1990). *Corporate culture and organizational effectiveness.* New York, NY: John Wiley and Sons.

Denison, D. (1995). Toward theory of organizational culture and effectiveness. *Organizational Science*, *6*(2), 783-798.

Denison, D. (1996). What is the difference between organizational culture and organizational climate? A native's point of view on a decade of paradigm wars. *Academy of Management Review, 21*(3), 619-654.

Denison, D. (2006). *Research Notes*, Denison Overview: Introduction to the Denison Model *1*(1), 2 - 3.

Denison, D. (2009). *Manual on getting started with your Denison Organizational Culture Survey results: What your organization needs to know to implement successful culture change and improvement*. Ann Arbor, MI: Denison Consulting.

Denison, D. (2011). What is unique about the Denison model of Organizational Culture? *Research Notes*, *1*(4), 2 - 3.

Denison, D., Cho, H. J., & Young, J. (2000). *Diagnosing organizational culture: Validating a model and method.* Ann Arbor, MI: University of Michigan Business School.

Denison, D., Haaland, S., & Goelzer, P. (2003). Corporate culture and organizational effectiveness: Is there a similar pattern around the world? *Organizational Dynamics 33*(1), 98-109 doi:10.1016/j.orgdyn.2003.11.008

Denison, D., Hooijberg, R., Lane, N., & Lief, C. (2012). *Leading culture change in global organizations: Aligning culture and strategy*. San Francisco, CA: Jossey-Bass.

Denison, D., Janovics, J., Young, J., & Cho, H. (2006). *Diagnosing organizational cultures: Validating a model and method.* Ann Arbor, MI: International Institute for Management Development and University of Michigan Business School.

Denison, D., & Mishra, A. K. (1995). Toward a theory of organizational culture and effectiveness. *Organizational Science, 6*(2), 204-223.

Denison, D., & Neale, W. S. (1996). *Denison organizational culture survey*. Ann Arbor, MI: Published by Denison Consulting, LLC.

Denison, D., Nieminen, L., & Kotrba, L. (2014). Diagnosing organizational cultures: A conceptual and empirical review of culture effectiveness surveys. *European Journal of Work and Organizational Psychology, 23*(1), 145-161. doi:10.1080/1359432X.2012.713173

Denzin, N. K., & Lincoln, Y. S. (2005). *The Sage handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.

Deshpande, R., Farley, J. U., & Webster, F. E. (1993). Corporate culture, customer orientation, and innovativeness in Japanese firms: A quadrad analysis. *Journal of Marketing*, *57*(1), 23-37. Retrieved from: http://www.jstor.org/stable/1252055

Deshpande, R., & Webster, F. E. (1989). Organizational culture and marketing: Defining the research agenda. *Journal of Marketing*, *53*(1), 3-5.

De Vries, M. K. (2004). Organizations on the couch: A clinical perspective on organizational dynamics. *European Management Journal, 22*(2), 183-200. doi:10,1016/jemj.2004.01.008

Dixon, N. M. (1992). Organizational learning. *Human Resource Development Quarterly, 3*(1), 29-49.

Donaldson, L. (1996). *For positivist organization theory: Proving the hard core.* London, UK: Sage.

Doolen, T. L., Hacker, M. E., & Van Aken, E. M. (2003). The impact of organizational context on work team effectiveness: A study of production teams. *IEEE Transactions on Engineering Management, 50*, 285-296.

Douglas, C., & Gardner, W. (2004). Transitions to self-directed work teams: Implications of transition time and self-monitoring for managers' use of influence tactics. *Journal of Organizational Behavior, 25*, 47-65.

Douglas, C., Martin, J., & Krapels, R. (2006). Communication in the transition to self-directed teams. *Journal of Business Communication, 43*, 295-321.

Downey, H., Hellriegel, D., & Slocum, J. (1975). Environmental uncertainty: The construct and its application. *Administrative Science Quarterly, 4*, 613-629.

Drafke, M. (2006). *The human side of organizations.* Upper Saddle River, NJ: Pearson Prentice Hall.

Drucker, P. F. (1967). *The effective executive.* New York, NY: Harper and Row.

Dunegan, K. J., Duchon, D., & Uhl-Bien, M. (1992). Examining the link between leader-member exchange and subordinate performance: The role of task analyzability and variety as moderators. *Journal of Management, 18*, 59-76.

Durazo, E. M., Jones, M. R., Wallace, S. P., Van Arsdale, J., Aydin, M., & Stewart, C. (2011). *The health status and unique health challenges of rural older adults in California*. Los Angeles, CA: UCLA Center for Health Policy Research.

Ebadi, Y. M., & Utterback, J. M. (1984). The effect of communication on technological innovation. *Management Science, 30*(5), 572-585.

Edwards, P., (2002). *Active ageing: A policy Framework*. Presentation of World Health Organization to the Second United Nations World Assembly on Ageing, April 2002, Madrid, ES. Retrieved from: http://www.who.int/ageing/publications/active_ageing/en/

Erstad, M., (1997). Empowerment & organizational change. *International Journal of Contemporary Hospitality Management, 9*(7), 325-333.

Estes, C. L. (1979). *The aging enterprise.* San Francisco, CA: Jossey-Bass.

Estes, C. L. (1996). *Handbook of aging and the social sciences* (4th ed.). San Diego, CA: Academic Press.

Fishman, T. C. (2010). *Shock of gray.* New York, NY: Scribner.

Fowler, F. J., Jr. (2008). *Survey research methods* (4th ed.). Thousand Oaks, CA: Sage.

French, W. L., & Bell, C. H., Jr. (1984). *Organization development: Behavioral science intervention for organization improvement* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.

Gelfand, D. (2006). *The aging network: Programs and services* (6th ed.). New York, NY: Springer.

Gelfand, D., & Bechill, W. (1991). Older Americans Act: A 25-year review of legislative changes. *Generation*s, *15*, 19-22.

Gelfand, D., & Olsen, J. K. (1983). *The aging network*. New York, NY*:* Springer, 1983.

George, J. M., & Jones, G. R. (2002). *Organizational behavior* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Gibson, D. E., & Barsade, S. G. (2007). Why does affect matter in organizations? *Academy of Management Perspectives*, *21*, 36-59.

Glew, D. J., Griffin, R. W., & Van Fleet, D. D. (1995). Participation in organizations: A preview of the issues and proposed framework for future analysis. *Journal of Management, 21*(3), 395-421.

Glisson, C., & Hemmelgarn, A. (1998). The effects of organizational climate and inter-organizational coordination on the quality and outcomes of children's service systems. *Child Abuse and Neglect, 22*(5), 401-421.

Gordon, G. (1991). Industry determinants of organizational culture. *Academy of Management Review, 16*(2), 396-415.

Grasso, J. (1994). Management style, job satisfaction, and service effectiveness. *Administration in Social Work, 18*(4), 89-105.

Gratton, L. (2011). The end of the middle manager. *Harvard Business Review, 89*, 36.

Greasley, K., Bryman, A., Dainty, A., Price, A., Naismith, N., & Soetanto, R., (2008). Understanding empowerment from an employee perspective: What does it mean and do they want it? *Team Performance Management*, *14*(1/2), 39-55.

Greenberg, J., & Baron, R. A., (2008). *Behavior in organizations* (9th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Grenier, L. E., & Kerr, S., (Eds.). (1979). *A recent history of organizational behavior.* Columbus, OH: Grid.

Hall, E. T. (1982). *The hidden dimension.* New York, NY: Anchor Books.

Hamel, G., & Prahalad, C. (1994). *Competing for the future.* Boston, MA: Harvard Business School Press.

Hamilton, I. S., (2011). *An introduction to gerontology*. Cambridge, UK: Cambridge University Press.

Harris, S. G., & Mossholder, K. W. (1996). The affective implications of perceived congruence with culture dimensions during organizational transformation. *Journal of Management, 22*, 527-547.

Hartnell, C., Ou, A., & Kinicki, A. (2011). Organizational culture and organizational effectiveness: A meta-analytic investigation of the competing values framework's theoretical suppositions. *Journal of Applied Psychology*, *96*, 677-694.

Hellriegel, D., Jackson, S. E., & Slocum, J. W., Jr. (2005). *Management: A competency-based approach* (10th ed.)*.* Mason, OH: Thomson Southwestern Publications.

Hellriegel, D., & Slocum, J. W. (2011). *Organizational behavior* (13th ed.). Belmont, CA: Cengage Southwestern.

Higgins, J., & McAllaster, C. (2002). Want innovation? Then use cultural artifacts that support it. *Organizational Dynamics*, *31*(1), 74-84.

Hofstede, G. (2000), *Culture's and organizations: Software of the mind.* New York, NY: McGraw-Hill.

Hofstede, G. (2001). *Culture's consequences: International differences in work-related values.* Beverly Hills, CA: Sage.

Hofstede, G., Bond, M. H., & Luc, C. (1993). Individual perceptions of organizational cultures: A methodological treatise on levels of analysis. *Organization Studies, 14*(4), 483-503.

Hofstede, G., Neuijen, B., Ohayu, D., & Sanders, G. (1990). Measuring organizational cultures: A qualitative and quantitative study across twenty cases. *Administrative Science Quarterly*, *35*(2), 286-316.

Holbeche, L. (2005). *High performance organization*. Amsterdam, NL: Roffey Park Management Institute, Elsevier.

Hooijberg, R., & Petrock, F. (1993). On cultural change: Using the competing values framework to help leaders execute a transformational strategy. *Human Resource Management, 32*, 29-50.

Huber, G. P. (1991). Organizational learning: The contributing processes and the literatures. *Organization Science, 2*, 88-115.

Hunt, S. D., & Morgan, R. M. (1994). Organizational commitment: One of many commitments or key mediating construct? *The Academy of Management Journal*, *37*(6), 1568-1587. Retrieved from http://www.jstor.org/stable/256799

Hunt, G. H., & Larson, L. L. (1977). *Leadership: The cutting edge.* Carbondale, IL: Southern Illinois University Press.

James, L. R., Demaree, R., & Wolf, G. (1984). Estimating within-group interrater reliability with and without response bias. *Journal of Applied Psychology, 69*, 85-98.

Johnson, J., & McIntyre, C. L. (1998). Organizational culture and climate correlates job satisfaction. *Psychological Reports*, *82*(3), 843-850. doi 10.2466/pr0.1998.82.3.843

Jones, G. (2001). *Organizational theory and design* (3rd ed.). Upper Saddle River, NJ: Prentice-Hall.

Jones, R. G., & Gofee, R., (November- December 1996). What holds the modern company together? *Harvard Business Review*, 133-143.

Joyce, W. F., & Slocum, J. W. (1984). Collective climate: Agreement as a basis for defining aggregate climates in organizations. *Academy of Management Journal, 24*(4), 721-742.

Judge, T., Cohl, D., Boudreau, J., & Bretz, R. (1995). An empirical investigation of the predictors of executive career success. *Personnel Psychology*, Volume 48, pp. 485-520. doi 10.1111/j.1744-6570.1995.tb01767.x

Jung, T., Scott, T., Davies, H. T. O., Bower, P., Whalley, D., McNally, R., & Mannion, R. (2009). Instruments for exploring organizational culture: A review of the literature. *Public Administration Review, 69*, 1087-1096. doi 10.1111/j.1540-6210.2009.02066.x

Kahn, D., & Katz, R. L. (1978). *The social psychology of organizations* (2nd ed.). New York, NY: John Wiley and Sons.

Kakabadse, P. D. (1990). Organizational change: A strategy for successful implementation. *Journal of Business and Psychology, 4,* 463-481. Retrieved from http://www.jstor.org/stable/25092253

Kanter, R. M. (1983). *The change masters.* New York, NY: Simon & Schuster.

Katan, D. (2004). *Translating cultures: An introduction for translators, interpreters and mediators* (2nd ed.). Manchester, UK: St. Jerome Publishing.

Kennedy, T. E., & Deal, A. A. (1982). *Corporate cultures: The rites and rituals of corporate life.* Reading, MA: Addison-Wesley.

Kerlinger, F. N. (1979). *Behavioral research: A conceptual approach.* New York, NY: Holt, Rinehart & Winston.

Kerr, J., & Slocum, J. W., Jr. (1987). Managing corporate culture through reward systems. *Academy of Management Executive, 1*, 99-107.

Kessing, R. M. (1974). Theories of culture. *Annual Review of Anthropology*, *3*, 73-97. doi 10.1146/annurev.an.03.100174.000445

Kilmann, R. H., & Saxton, M. J. (1983). *The Kilmann-Saxton culture gap survey.* Pittsburgh, PA: Organizational Design Consultants.

Kim, P. H. (1994). *Services to the aging and aged: Public policies and programs.* Washington, DC: Library of Congress Cataloging-in-Publication Data.

Klitgaard, R., & Light, P. C. (2005). *High-performance government: Structure, leadership & incentives*. Santa Monica, CA: Pardee Rand Corporation.

Koff, T. (1999). *Aging policy: Bonding the generations* (2nd ed.). Amityville, NY: Baywood Publishing.

Kotter, J. (1996). *Leading change.* Boston, MA: Harvard Business School.

Kotter, J. (1998, March 15). Cultures and coalitions. *Executive Excellence*, 14-15.

Kotter, J., & Heskett, J. L. (1992). *Corporate culture and performance.* New York, NY: Free Press.

Kunkel, S., Brown, S., & Whittington, F. (2013). *Global aging: Comparative perspectives of aging and the life course.* New York, NY: Springer.

Kurtzman, J. (1997). Is your company off course: Now you can find out why. *Fortune, 135*, 58-60.

Lawrence, P., & Lorsch, J. (1967). Organizing for product innovation. *Harvard Business Review, 45*, 142-151.

Leavitt, H. M. (1965). *Applied organizational change in industry: Structural, technological and humanistic approaches.* Chicago, IL: Rand McNally.

Lewin, K. (1951). *Field theory in social science: Selected theoretical papers.* New York, NY: Harper & Brothers.

Likert, R. (1970). *The human organization.* New York, NY: Macmillan.

Long, R. F. (1996). Empowerment a management style for the millennium. *Empowerment in Organizations*, *4*(3), 5-15.

Lorsch, J., &. Morse, J. (1974). *Organizations and their members: A contingency approach.* New York, NY: Harper and Row.

Louis, M. (1983). Surprise and sense making: What newcomers experience in entering unfamiliar organizational settings. *Administrative Science Quarterly*, *28*, 339-358.

Manzini, A. O. (1988). *Organizational diagnosis.* New York, NY: AMACOM.

Martin, J. (1982). Stories and scripts in organizational settings. In A. Hastorf & A. Isen (Eds.), *Cognitive social psychology* (pp. 255-306). New York, NY: Elsevier-North Holland.

Martin, J. (1992). *Cultures in organizations: Three perspectives*. Oxford, UK: Oxford University Press.

Martin, J., & Siehl, C. (1983). Organizational culture and counterculture: An uneasy symbiosis. *Organizational Dynamics*, *12*(2), 52-64.

Mason, J. L., Benjamin, M. P., & Lewis, S. A. (1996). The cultural competence model: Implications for child and family mental health services. In C. A. Heflinger & C. T. Nixon (Eds.), *Families and the mental health system for children and adolescents* (pp. 165-190). Thousand Oaks, CA: Sage.

McGuire, J. B., & Rhodes, G. (2009). *Transforming your leadership culture.* San Francisco, CA: Jossey-Bass/Wiley.

Mello-Granlund Older Californians Act. Cal. Welfare & Institutions Code 9000-9023, Chapter
        1097, Division 8.5, Section 13 (1996).

Metz, E. J. (1986). Managing change toward a leading-edge information culture. *Organizational
        Dynamics*, *15*(2), 28-40.
        doi 10.1016/0090-2616(86)90035-5

Meyer, N. A. (1990). Organizational socialization tactics: A longitudinal analysis of links to
        newcomers' commitment and role orientation. *Academy of Management Journal*, *33*,
        847-858.

Minegain, B. (2011, March 18). Humana launches congestive heart failure pilot. *Healthcare IT
        News*. Retrieved from http://www.healthcareitnews.com/news/humana-launches-
        congestive-heart-failure-pilot

Mintzberg, H. (1979). *The structuring of organizations.* Upper Saddle River, NJ: Pearson
        Education.

Mintzberg, H. (1983). *Structure in fives: Designing effective organizations.* Englewood Cliffs,
        NJ: Prentice-Hall.

Mintzberg, H. (1991). The effective organization: Forces and firms. *Sloan Management Review,
        32*(2), 54-67.

Moody, H. R. (1992). *Ethics in an aging society.* Baltimore, MD: John Hopkins University
        Press.

Moody, H. R. (2006). *Aging: Concepts and controversies.* Thousand Oaks, CA: Pine Forge
        Press.

Morand, D. (1995). The role of behavioral formality and informality in the enactment of
        bureaucratic versus organic organizations. *Academy of Management Review, 20*, 831-
        872.

Nadler, D. (1998). *Champions of change: How CEOs and their companies are mastering the
        skills of radical change.* San Francisco, CA: Jossey-Bass.

National Association of Area Agencies on Aging. (2006). *The maturing of America: Getting
        communities on track for an aging population*.
        Retrieved from http://www.n4a.org/pdf/MOAFinalReport.pdf.

Nelson, D. L., & Quick, J. C. (2013). *Organizational behavior*. Mason, OH: Southwestern
        Cengage Learning.

Nelson, T. D. (2002). *Ageism.* Cambridge, MA: Massachusetts Institute of Technology Press.

Nicholls, J. (1995). Getting empowerment into perspective: A three stage-training framework. *Empowerment in Organization*, *3*(3), 5-10. Retrieved from http://dx.doi.org/10.1108/09684899510089275

Nystrom, P., & Starbuck, W. (1981). *Handbook of organizational design.* New York, NY: Oxford University Press.

O'Donnell-Trujillo, N., & Pacanowsky, M. (1982). Assessing organizational cultures: Six communicative practices. *Western Journal of Communication, 46,* 115-130.

O'Reilly, C., III, & Pfeffer, J. (2000). *Hidden value: How great companies achieve extraordinary results with ordinary people*. Boston, MA.: Harvard Business School Press.

Ouchi, W. (1981). *Theory Z.* Reading, MA: Addison-Wesley.

Ouchi, W. (1993). *How American business can meet the Japanese challenge.* New York, NY: Avon Books.

Ouchi, W., & Wilkins, A. (1985). Organizational culture. *Annual Review of Sociology, 11*, 457-483.

Pascale, R., & Athos, A. (1981). *The art of Japanese management.* New York, NY: Simon & Schuster.

Pearce, F. (2010). *The coming population crash and our planet's surprising future.* Boston, MA: Beacon Press.

Perrow, C. (1986). *Complex organizations: A critical essay* (3rd ed.). New York, NY: Random House.

Perry, D. (2009). In the balance: Silver tsunami or longevity dividend? *Quality in Aging, 10*(2), 15-22.

Peters, T. J., & Wateman, R. H., Jr. (1982). *In search of excellence: Lessons from America's best-run companies.* New York, NY: Warner Books.

Pifer, A. J., & Bronte, L. (1986), *Our aging society: Paradox and promise*. New York, NY: Norton.

Pine, B., Warsh, R., & Maluccio, A. (1998). Participatory management in a public child welfare agency: A key to effective change. *Administration in Social Work*, *22*, 19-32.

Policies and Procedures Revised Manual. (2014). *Protection of human participants in research,* Pepperdine University, Malibu, CA Retrieved from http://community.pepperdine.edu/irb/content/irb_policy_09_10.doc

Porras, J., & Collins, J. (1996). Building your company's vision. *Harvard Business Review*, *74*(5), 65-77.

Posner, J. M., & Kouzes, B. Z. (2007). *The leadership challenge* (4th ed.). San Francisco, CA: John Wiley & Sons.

Pratt, H. J. (1976). *The gray lobby.* Chicago, IL: University of Chicago Press.

Quinn, R. E. (1988). *Beyond rational management.* San Francisco, CA: Jossey-Bass.

Quinn, R. E., & Rohrbaugh, J. (1983). A spatial model of effective-ness criteria: Toward a competing values approach to organizational analysis. *Management Science, 29*(3), 363-377.

Ravlin, E. C., & Meglino, B. M. (1998). Individual values in organizations: Concepts, controversies and research. *Journal of Management*, *24*(3), 351-389. doi 10.1177/014920639802400304

Rentsch, J. (1990). Climate and culture: Interaction and qualitative differences in organizational meanings. *Journal of Applied Psychology, 75*(6), 661-681.

Ritti, R., & Funkhouser, G. R. (1987). *The ropes to skip and the ropes to know.* Columbus, OH: Grid.

Robbins, S. P. (1993). *Organizational behavior: Concepts, controversies and applications* (6th ed.). Englewood Cliffs, NJ: Prentice Hall.

Rosenthal, H. L. (1984). *CEO: Corporate leadership in action.* New York, NY: Basic Books.

Rousseau, D. M. (1997). Organizational behavior in the new era. *Annual Review of Psychology, 48*, 515-546. doi 10.1146/annurev.psych.48.1.515

Salawu, A. A., & Agboola R. O. (2011). Managing deviant behavior and resistance to change. *International Journal of Business and Management*, *6*, 235-242.

Scharlach, A., Torres-Gil, F., & Kaskie, B. (2001). *Strategic planning framework for aging population.* Berkeley CA: Policy Research Center, University of California.

Scharlach, P. A. (2009). Creating aging-friendly communities. *Generations*, *33*(2), 5-11.

Schein, E. H. (1984). Coming to a new awareness of organizational culture. *Sloan Management Review*, *25*(2), 3-16.

Schein, E. H. (1985). *Organizational culture and leadership.* San Francisco, CA: Jossey-Bass.

Schein, E. H. (1990). Organizational culture. *American Psychologist*, *45*(2), 109-119.

Schein, E. H. (2009). *The corporate culture survival guide*. San Francisco, CA: Jossey-Bass.

Schein, E. H. (2010). *Organizational culture and leadership.* San Francisco, CA: John Wiley and Sons.

Schermerhorn, J. R., Jr., Hunt, J. G., & Osborn, R. M. (2005). *Organizational behavior* (9th ed.). Hoboken, NJ: John Wiley and Sons.

Schneider, B. (1990). *Organizational climate and culture*. San Francisco, CA: Jossey-Bass.

Schlender, B. (1998, November 9). The three faces of Steve. *Fortune*, 2.

Schneider, B., Gunnarson, S. K., & Niles-Jolly, K. (1994). Creating a climate and culture of success. *Organizational Dynamics, 23*(1), 17-29.

Schultz, M. (1995). *On studying organizational cultures.* New York, NY: Walter de Gruyter.

Senge, P. (1990, Fall). The leader's new work: Building learning organizations. *Sloan Management Review*, 7-23.

Senge, P. (1994). *The fifth discipline field book.* New York, NY: Doubleday Currency.

Senge, P. (2006). *The fifth discipline: The art & practice of the learning organization*. New York, NY: Doubleday.

Shafritz, J. M., Ott, S. J., & Jang, Y. S. (2011). *Classics of organization theory* (7th ed.). Belmont, CA: Wadsworth Series in Management Information Systems.

Shera, W., & Page, J. (1995). Creating more effective human service organizations through strategies of empowerment. *Administration in Social Work*, *19*(4), 1-15.

Simon, H. A. (1976). *Administrative review* (3rd ed.). New York, NY: Free Press

Sinclair, A. (1993). Approaches to organizational culture and ethics. *Journal of Business Ethics*, *12*(1), 63-73.

Slater, S. F., & Narver, J. C. (1994). *Market oriented isn't enough: Build a learning organization* (Marketing Science Institute, Report No. 94-103). Cambridge, MA: Marketing Science Institute.

Smiricich, L. (1983). Concepts of culture and organizational analysis. *Administrative Science Quarterly, 28*, 339-358.

Smith, B. (1997). Empowerment: The challenge is now. *Empowerment in Organizations*, *5*(3), 120-122.

Smith, R., & Connors, T. (2011). *Change the culture, change the game: The breakthrough strategy for energizing your organization and creating accountability for results.* New York, NY: Prentice Hall Press.

Sorensen, J. B. (2002). The strength of corporate culture and the reliability of firm performance *Administrative Science Quarterly, 47*, 70-91.

Spreitzer, G. (1995). Psychological empowerment in the workplace: Dimensions, measurement and validation. *Academy of Management Journal, 38*, 1442-1465.

Sterba, R. (1976). The organization and Management of the Temple Corporations in Ancient Mesopotamia. *Academy of Management Review*, *1*(3), 16-26. Retrieved from http://www.jstor.org/stable/257269

Stern, R. N., & Barley, S. R. (1996). Organizations as social systems: Organization theory's neglected mandate. *Administrative Science Quarterly*, *41*, 146-162.

Stoner, J. A., Freeman, R. E., & Gilbert, D. R., Jr. (1995). *Management* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Swaffin-Smith, C., Barnes, R., & Townsend, M-C. (2002). Culture surveys: Monitoring and enhancing the impact of change programs. *Total Quality Management, 13(*6), 855-861.

Thompson, J. D. (2003). *Organizations in action*: *Social science bases of administrative theory*. Piscataway, NJ: Transaction.

Trice, H. M., & Beyer, J. M. (1984). Studying organizational cultures through rites and ceremonials. *Academy of Management Review, 9*, 653-669.

Uhlenberg, P. P. (2013). Demography is not destiny: The challenges and opportunities of global population aging. *Generations Journal of the American Society on Aging*, *37*(1), 12- 18.

United Nations. (2002). *Report on the Second World Assembly on Ageing* (No. 02.IV). Retrieved from http://c-fam.org/docLib/20080625_Madrid_Ageing_Conference.pdf

UN Department of Economic and Social Affairs**,** Population Division**.** (2002). *World population ageing*. Retrieved from http://www.un.org/esa/population/publications/worldageing19502050

UN Department of Economic and Social Affairs, Population Division. (2012). *Population facts* (No. 2012/4). Retrieved from: https://docs.askives.com/united-nations-department-of-economic-and-social-affairs-population-division.html

UN principles for older persons. (2013). Retrieved from http://www.ohchr.org/EN/AboutUs/Pages/ContactUs.aspx

US Census Bureau. (2005). *Interim state population projections of populations for five-year age groups*. Retrieved from http://www.census.gov/population/projections/data/state/projectionsagesex.html

US Census Bureau. (2011). *International data base world population by age and sex*. Retrieved from: http://www.census.gov/populatiion/international/data/idb/worldpop.php

US Census Bureau. (2012). *Projections of the population by selected age groups and sex for the United States 2015-2060* (NP 2012- T2). Retrieved from http://www.census.gov/population/projections/data/national/2012/summarytables.html

US Census Bureau. (2014). *An aging world: 2001*. Retrieved from http://www.census.gov/prod/2001 pubs/p95-01.pdf

US Senate Special Committee on Aging. (n.d.). US Senate Special Committee on Aging. Retrieved from http://www.aging.senate.gov

Viktor, C. (2005). *The social context of aging: A textbook of gerontology.* New York, NY: Routledge.

Vincent, G. K., & Velkoff, V. A., (2010). The next four decades: The older population in the United States: 2010 to 2050. *Current Population Reports*, *5*, 25-1138. Washington, DC: US Census Bureau.

Wacker, R. K., Roberto, K. A., & Piper, L. E., (2002), *Community Resources for Older Adults*: Programs and services in an era of change. 2, p. 19, Thousand Oaks, CA: Pine Forge Press.

Waterman, R. H., Jr. (1987). *The renewal factor: How the best get and keep the competitive edge.* New York, NY: Bantam Books.

Watkins, J. M., & Mohr, B. J. (2001). *Appreciative inquiry*: *Change the speed of imagination.* New York, NY: John Wiley & Sons.

Weick, K. (1995). *Sense making in organizations.* Thousand Oaks, CA: Sage.

White House Conference on Aging (2005). *Report to the president and the Congress: The booming dynamics of aging: From awareness to action*. Retrieved from http://www.worldcat.org/title/2005-white-house-conference-on-aging-december-11-14-2005-report-to-the-president-and-the-congress-the-booming-dynamics-of-aging-from-awareness-to-action/oclc/72815311?referer=di&ht=edition

Whyte, W. (1948). *Human relations in the restaurant industry.* New York, NY: McGraw-Hill.

Wilson, J. Q. (1989). *Bureaucracy: What government agencies do and why they do it?* New York, NY: Basic Books.

Wilson, J. Q. (2000). *Bureaucracy: What government agencies do and why they do it?* New York, NY: Basic Books.

Wright, D., & Dodd-McCue, G. (1996). Men, women, and attitudinal commitment: The effect of workplace experiences and socialization. *Human Relations*, 49., (8), p. 1065-1089.

Yauch, C. A., & Steudel, H. J. (2003). Complementary use of qualitative and quantitative cultural assessment methods. *Organizational Research Methods, 6*(4), 465-481.

Zammuto, R. F., &. Krakower, J. Y. (1991). Quantitative and qualitative studies of organizational culture. In R. W. Woodman & W. A. Passmore (Eds.), *Research in Organizational Change and Development.* Vol. 5; pp. 83-114). Greenwich, CT: JAI Press.

Zemke, R. (1999). Don't fix that company. *Training, 36*(6), 26-33.

APPENDIX A

List of the Older Americans Act Titles

Title I Declaration of Objectives and Definitions
　　　The objectives set forth incorporated various needs of older adults such as:
- An adequate income
- The best possible physical and mental health
- Suitable housing
- Full restorative services
- Opportunity for employment without age discrimination
- Retirement in health, honor and dignity
- Pursuit of meaningful dignity
- Efficient community services when needed
- Immediate benefit from proven research knowledge
- Freedom, independence, and the free exercise of individual initiative (Butler, 1975)..

Title II Administration on Aging

Title III Grants for State and Community Programs on Aging

Title IV Training, Research, and Discretionary Projects and Programs

Title V Community Service Employment for Older Adults

Title VI Grants for Native Americans

Title VII Allotments for Vulnerable Elder Rights and Protection and Activities

Title VIII Native American Programs

APPENDIX B

California Projected Population Age 60 and Over Percentage Change Between 2005 and 2020

By Planning and Service Areas (PSAs) and Counties

By Planning and Service Areas (PSAs) and Counties, 2005 60+ TOTAL POPULATION	2020 60+ TOTAL POPULATION	Difference	% Change
CALIFORNIA	5,507,167	8,742,297	3,235,129	59%
PSA 1 - Area 1 Agency on Aging				
DEL NORTE	5,047	7,642	2,595	51%
HUMBOLDT	22,221	34,744	12,523	56%
TOTAL	27,268	42,386	15,118	55%
PSA 2- PSA 2 Area Agency on Aging				
LASSEN	4,858	7,836	2,978	61%
MODOC	2,415	2,964	549	23%
SHASTA	40,761	56,212	15,451	38%
SISKIYOU	11,682	16,140	4,458	38%
TRINITY	3,576	4,575	999	28%
TOTAL	63,292	87,727	24,435	39%
PSA 3- Area Agency on Aging- PASSAGES Adult Resource Center				
BUTTE	45,077	71,489	26,412	59%
COLUSA	3,069	4,737	1,668	54%
GLENN	4,949	6,579	1,630	33%
PLUMAS	5,801	7,205	1,404	24%
TEHAMA	13,583	16,126	2,543	19%
TOTAL	72,479	106,136	33,657	46%
PSA 4- Area 4 Agency on Aging				
NEVADA	22,306	31,087	8,781	39%
PLACER	56,574	107,886	51,312	91%
SACRAMENTO	202,356	336,391	134,035	66%
SIERRA	969	1,232	263	27%
SUTTER	14,517	21,608	7,091	49%
YOLO	24,130	44,061	19,931	83%
YUBA	9,906	15,061	5,155	52%
TOTAL	330,758	557,326	226,568	68%
PSA 5- Marin County Division on Aging				
MARIN	52,045	79,359	27,314	52%
PSA 6- City and County of San Francisco Department of Aging and Adult Services				
SAN FRANCISCO	144,080	206,176	62,096	43%
PSA 7- Contra Costa County Office on Aging				
CONTRA COSTA	160,913	267,728	106,815	66%
SAN MATEO	124,356	190,887	66,531	54%

By Planning and Service Areas (PSAs) and Counties, 2005 60+ TOTAL POPULATION	2020 60+ TOTAL POPULATION	Difference	% Change
PSA 9- Alameda County Department of Adult and Aging Services			
ALAMEDA	210,954	361,799	150,845	72%
PSA 10- Council on Aging of Santa Clara County, Inc.			
SANTA CLARA	256,552	428,354	171,802	67%
PSA 11- San Joaquin County Department of Aging and Community Services			
SAN JOAQUIN	87,033	148,661	61,628	71%
PSA 12- Area 12 Agency on Aging			
ALPINE	261	550	289	111%
AMADOR	9,502	13,652	4,150	44%
CALAVERAS	12,259	19,884	7,625	62%
MARIPOSA	4,627	6,341	1,714	37%
TUOLUMNE	14,259	19,583	5,324	37%
TOTAL	40,908	60,010	19,102	47%
PSA 13- Seniors Council			
SAN BENITO	6,997	13,232	6,235	89%
SANTA CRUZ	37,979	69,038	31,059	82%
TOTAL	44,976		37,294	83%
PSA 14- Fresno- Madera Area Agency on Aging			
FRESNO	115,060	181,451	66,391	58%
MADERA	21,708	33,200	11,492	53%
TOTAL	136,768	214,651	77,883	57%
PSA 15- Kings Tulare Area Agency on Aging			
KINGS	15,522	27,276	11,754	76%
TULARE	50,657	79,080	28,423	56%
TOTAL	66,179	106,356	40,177	61%
PSA 16- Inyo- Mono Area Agency on Aging			
INYO	4,794	5,747	953	20%
MONO	2,030	4,056	2,026	100%
TOTAL	6,824	9,803	2,979	44%
PSA 17- Central Coast Commission for Senior Citizens			
SAN LUIS OBISPO	52,638	88,895	36,257	69%
SANTA BARBARA	67,795	89,707	21,912	32%
TOTAL	120,433	178,602	58,169	48%
PSA 18- Ventura County Area Agency on Aging			
VENTURA	129,208	224,029	94,821	73%
PSA 19- Los Angeles County Area Agency on Aging			
LOS ANGELES CO.*	1,469,123	2,168,448	699,325	48%
PSA 20- San Bernardino County Department of Aging and Adult Services			
SAN BERNARDINO	232,268	404,655	172,387	74%
PSA 21- Riverside County Office on Aging			
RIVERSIDE	317,113	503,456	186,343	59%

By Planning and Service Areas (PSAs) and Counties, 2005 60+ TOTAL POPULATION	2020 60+ TOTAL POPULATION	Difference	% Change
PSA 22- Orange County Area Agency on Aging			
ORANGE	437,972	719,037	281,065	64%
PSA 23- San Diego County Aging and Independence Services			
SAN DIEGO	441,298	695,963	254,665	58%
PSA 24- Imperial County Area Agency on Aging			
IMPERIAL	21,516	35,969	14,453	67%
PSA 25- City of Los Angeles Department of Aging			
LOS ANGELES CITY*	0	0	0	
PSA 26- Lake Mendocino Area Agency on Aging			
LAKE	15,705	21,460	5,755	37%
MENDOCINO	17,495	25,876	8,381	48%
TOTAL	33,200	47,336	14,136	43%
PSA 27- Sonoma County Area Agency on Aging			
SONOMA	87,780	162,982	75,202	86%
PSA 28- Napa-Solano Area Agency on Aging			
NAPA	27,114	40,257	13,143	48%
SOLANO	66,668	118,635	51,967	78%
TOTAL	93,782	158,892	65,110	69%
PSA 29- El Dorado County Area Agency on Aging			
EL DORADO	31,517	58,629	27,112	86%
PSA 30- Stanislaus County Department on Aging and Veteran Services			
STANISLAUS	70,227	114,227	44,000	63%
PSA 31- Merced County Area Agency on Aging			
MERCED	29,886	49,099	19,213	64%
PSA 32- Monterey County Area Agency on Aging			
MONTEREY	58,236	92,403	34,167	59%
PSA 33- Kern County Aging and Adult Services			
KERN	108,223	178,940	70,717	65%

*Los Angeles County is divided into two PSAs: PSA 19 and PSA 25. PSA 25 includes the City of Los Angeles. PSA 19 consists of the remaining portions of Los Angeles County. Separate data for the City of Los Angeles were not available.

APPENDIX C

List of Various Assessments from a Study by Tobias Jung and Associates

1. Assessing Learning Culture Scale
2. Competing Values Framework / Likert Scale
3. Corporate Culture Questionnaire
4. CULTURE Questionnaire in the Contextual Assessment of Organizational Culture (CAOC Approach)
5. Culture Survey
6. The Culture Audit
7. Cultural Assessment Survey
8. Cultural Consensus Analysis
9. Denison Organizational Culture Survey (DOCS)
10. FOCUS Questionnaire
11. General Practice Learning Organization Tool
12. Global Leadership and Organized Behavior Effectiveness (GLOBE) Culture Scales
13. General Practice Learning Organization Diagnostic Tool
14. Group Practice Culture Questionnaire
15. Hofstede's Culture Measure of Organizational Culture
16. Values Survey Module
17. Hospital Culture Questionnaire
18. Hospital Culture Scales
19. Hospitality Industry Culture Profile
20. Inventory of Polychromic Values
21. Japanese Organizational Culture Scales
22. Norms Diagnostic Index
23. Nurse Medication Questionnaire
24. Nurse Self-Description Form
25. Nursing Unit Cultural Assessment Tool
26. Nursing Work Index/ Nursing Work Index- Revised
27. Organizational Assessment Survey (MetriTech)
28. Organizational Assessment Survey (OPM)*
29. Organizational Culture Assessment Instrument
30. Organizational Culture Inventory
31. Organizational Culture Profile (Ashkanasy)
32. Organizational Culture Profile (O'Reilly)
33. Organizational Culture Questionnaire (Harrison)
34. Organizational and Team Culture Indicator
35. Organizational Culture Survey
36. Organizational Development Questionnaire
37. Perceived Cultural Compatibility Index
38. Perceived Organizational Culture
39. Personal, Customer Orientation, Organizational and Cultural Issues Model
40. Questionnaire of Organizational Culture
41. School Quality Management Culture Survey

42. School Values Inventory
43. School Work Culture Profile
44. Thomas' Questionnaire on Organizational Culture
45. Time Dimension Scales
46. Van de Post Questionnaire
47. Wallach's Organizational Culture Index
48. Ward Organizational Feature Scales (Nurses' Opinion Questionnaire)

APPENDIX D

Denison Organization Culture Survey Instrument

In this organization	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree	N/A
1. Most employees are highly involved in their work.	○	○	○	○	○	○
2. Decisions are usually made at the level where the best information is available.	○	○	○	○	○	○
3. Information is widely shared so that everyone can get the information he or she needs when it's needed	○	○	○	○	○	○
4. Everyone believes that he or she can have a positive impact.	○	○	○	○	○	○
5. Business planning is ongoing and involves everyone in the process to some degree.	○	○	○	○	○	○
6. Cooperation across different parts of the organization is actively encouraged.	○	○	○	○	○	○
7. People work like they are part of a team.	○	○	○	○	○	○
8. Teamwork is used to get work done, rather than hierarchy	○	○	○	○	○	○
9. Teams are our primary building blocks.	○	○	○	○	○	○
10. Work is organized so that each person can see the relationship between his or her job and the goals of the organization.	○	○	○	○	○	○

In this organization	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree	N/A
11. Authority is delegated so that people can act on their own.	⭘	⭘	⭘	⭘	⭘	⭘
12. The "bench strength" (capability of people) is constantly improving	⭘	⭘	⭘	⭘	⭘	⭘
13. There is continuous investment in the skills of employees.	⭘	⭘	⭘	⭘	⭘	⭘
14. The capabilities of people are viewed as an important source of competitive advantage.	⭘	⭘	⭘	⭘	⭘	⭘
15. Problems often arise because we do not have the skills necessary to do the job.	⭘	⭘	⭘	⭘	⭘	⭘
16. The leaders and managers "practice what they preach."	⭘	⭘	⭘	⭘	⭘	⭘
17. There is a characteristic management style and a distinct set of management practices.	⭘	⭘	⭘	⭘	⭘	⭘
18. There is a clear and consistent set of values that governs the way we do business.	⭘	⭘	⭘	⭘	⭘	⭘
19. Ignoring core values will get you in trouble.	⭘	⭘	⭘	⭘	⭘	⭘
20. There is an ethical code that guides our behavior and tells us right from wrong.	⭘	⭘	⭘	⭘	⭘	⭘

In this organization	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree	N/A
21. When disagreements occur, we work hard to achieve "win-win" solutions.	○	○	○	○	○	○
22. There is a "strong" culture.	○	○	○	○	○	○
23. It is easy to reach consensus, even on difficult issues.	○	○	○	○	○	○
24. We often have trouble reaching agreement on key issues.	○	○	○	○	○	○
25. There is a clear agreement about the right way and the wrong way to do things.	○	○	○	○	○	○
26. Our approach to doing business is very consistent and predictable.	○	○	○	○	○	○
27. People from different parts of the organization share a common perspective.	○	○	○	○	○	○
28. It is easy to coordinate projects across different parts of the organization.	○	○	○	○	○	○
29. Working with someone from another part of this organization is like working with someone from a different organization.	○	○	○	○	○	○
30. There is good alignment of goals across levels.	○	○	○	○	○	○

In this organization	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree	N/A
31. The way things are done is very flexible and easy to change.	○	○	○	○	○	○
32. We respond well to competitors and other changes in the business environment.	○	○	○	○	○	○
33. New and improved ways to do work are continually adopted.	○	○	○	○	○	○
34. Attempts to create change usually meet with resistance.	○	○	○	○	○	○
35. Different parts of the organization often cooperate to create change.	○	○	○	○	○	○
36. Customer comments and recommendations often lead to changes.	○	○	○	○	○	○
37. Customer input directly influences our decisions.	○	○	○	○	○	○
38. All members have a deep understanding of customer wants and needs.	○	○	○	○	○	○
39. The interests of the customer often get ignored in our decisions.	○	○	○	○	○	○
40. We encourage direct contact with customers by our people.	○	○	○	○	○	○

In this organization	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree	N/A
41. We view failure as an opportunity for learning and improvement.	⬜	⬜	⬜	⬜	⬜	⬜
42. Innovation and risk taking are encouraged and rewarded.	⬜	⬜	⬜	⬜	⬜	⬜
43. Lots of things "fall between the cracks."	⬜	⬜	⬜	⬜	⬜	⬜
44. Learning is an important objective in our day-to-day work.	⬜	⬜	⬜	⬜	⬜	⬜
45. We make certain that the "right hand knows what the left hand is doing."	⬜	⬜	⬜	⬜	⬜	⬜
46. There is a long-term purpose and direction.	⬜	⬜	⬜	⬜	⬜	⬜
47. Our strategy leads other organizations to change the way they compete in the industry.	⬜	⬜	⬜	⬜	⬜	⬜
48. There is a clear mission that gives meaning and direction to our work.	⬜	⬜	⬜	⬜	⬜	⬜
49. There is a clear strategy for the future.	⬜	⬜	⬜	⬜	⬜	⬜
50. Our strategic direction is unclear to me.	⬜	⬜	⬜	⬜	⬜	⬜

In this organization	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree	N/A
51. There is widespread agreement about goals.	⬭	⬭	⬭	⬭	⬭	⬭
52. Leaders set goals that are ambitious, but realistic.	⬭	⬭	⬭	⬭	⬭	⬭
53. The leadership has "gone on record" about the objectives we are trying to meet.	⬭	⬭	⬭	⬭	⬭	⬭
54. We continuously track our progress against our stated goals.	⬭	⬭	⬭	⬭	⬭	⬭
55. People understand what needs to be done for us to succeed in the long run.	⬭	⬭	⬭	⬭	⬭	⬭
56. We have a shared vision of what the organization will be like in the future	⬭	⬭	⬭	⬭	⬭	⬭
57. Leaders have a long-term viewpoint.	⬭	⬭	⬭	⬭	⬭	⬭
58. Short-term thinking often compromises our long-term vision.	⬭	⬭	⬭	⬭	⬭	⬭
59. Our vision creates excitement and motivation for our employees.	⬭	⬭	⬭	⬭	⬭	⬭
60. We are able to meet short-term demands without compromising our long-term vision.	⬭	⬭	⬭	⬭	⬭	⬭

APPENDIX E

Denison Organizational Culture Survey: Items by Index and Trait

Trait	Index	Item
Involvement	Empowerment	1. Most employees are highly involved in their work. 2. Decisions are usually made at the level where the best information is available, 3. Information is widely shared so that everyone can get the information he or she needs when it's needed. 4. Everyone believes that he or she can have a positive impact. 5. Business planning is ongoing and involves everyone in the process to some degree.
	Team Orientation	6. Cooperation across different parts of the organization is actively encouraged. 7 People work like they are part of a team. 8 Teamwork is used to get work done, rather than hierarchy. 9 Teams are our primary building blocks. 10. Work is organized so that each person can see the relationship between his or her job and the goals of the organization.
	Capability Development	11. Authority is delegated so that people can act on their own 12. The "bench strength" (capability of people) is constantly improving. 13. There is continuous investment in the skills of employees. 14. The capabilities of people are viewed as an important source of competitive advantage. 15. Problems often arise because we do not have the skills necessary to do the job. (Reversed Scale)

Trait	Index	Item
Consistency	Core Values	16. The leaders and managers "practice what they preach".
		17. There is a characteristic management style and a distinct set of management practices,
		18. There is a clear and consistent set of values that governs the way we do business.
		19. Ignoring core values will get you in trouble.
		20. There is an ethical code that guides our behavior and tells us right from wrong.
	Agreement	21. When disagreements occur, we work hard to achieve "win-win" solutions.
		22. There is a "strong" culture.
		23. It is easy to reach consensus, even on difficult issues.
		24. We often have trouble reaching agreement on key issues. (Reversed Scale)
		25. There is a clear agreement about the right way and the wrong way to do things.
	Coordination and Integration	26. Our approach to doing business is very consistent and predictable
		27. People from different parts of the organization share a common perspective.
		28. It is easy to coordinate projects across different parts of the organization.
		29. Working with someone from another part of this organization is like working with someone from a different organization. (Reversed Scale)
		30. There is good alignment of goals across levels.

Trait	Index	Item
Adaptability	Creating Change	31 The way things are done is very flexible and easy to change. 32. We respond well to competitors and other changes in the business environment. 33. New and improved ways to do work are continually adopted. 34. Attempts to create change usually meet with resistance. (Reversed Scale) 35. Different parts of the organization often cooperate to create change.
	Customer Focus	36. Customer comments and recommendations often lead to changes. 37. Customer input directly influences our decisions. 38, All members have a deep understanding of customer wants and needs 39. The interests of the customer often get ignored in our decisions. (Reversed Scale) 40. We encourage direct contact with customers by our people.
	Organizational Learning	41. We view failure as an opportunity for learning and improvement. 42. Innovation and risk taking are encouraged and rewarded. 43. Lots of things "fall between the cracks". (Reversed Scale) 44. Learning is an important objective in our day-to-day work. 45. We make certain that the "right hand knows what the left hand is doing"

Trait	Index	Item
Mission	Strategic Direction& Intent	46. There is a long-term purpose and direction.
		47. Our strategy leads other organizations to change the way they compete in the industry.
		48. There is a clear mission that gives meaning and direction to our work.
		49- There is a clear strategy for the future.
		50. Our strategic direction is unclear to me. (Reversed Scale)
	Goals & Objectives	51 There is widespread agreement about goals.
		52. Leaders set goals that are ambitious, but realistic.
		53. The leadership has "gone on record" about the objectives we are trying to meet.
		54. We continuously track our progress against our stated goals.
		55. People understand what needs to be done for us to succeed in the long run.
	Vision	56- We have a shared vision of what the organization will be like in the future
		57. Leaders have a long-term viewpoint.
		58. Short-term thinking often compromises our long-term vision. (Reversed Scale)
		59. Our vision creates excitement and motivation for our employees.
		60. We are able to meet short-term demands without compromising our long-term vision.

APPENDIX F

Approval Letter From California Association of Area Agencies on Aging

To: Maria E. Painter, MSG
Doctoral Student
Ed. D. in Organizational Leadership
Graduate School of Education and Psychology
Pepperdine University

From: The Office of Derrell Kelch
Executive Director
California Association of Area Agencies on Aging

Date: August 18, 2014

Subject: Approval to Pursue Dissertation Research: Administration of a Web-Based Online Survey

The California Association of Area Agencies on Aging understands the purpose, significance, limitations and methodology of your Doctoral Dissertation as presented to the Executive Committee from our previous meetings. The California Association of Area Agencies on Aging (C4A) agrees to encourage employees and staff of approving agencies to participate in a web-based online survey utilizing the Daniel Denison Organization Culture 60- question Survey (DOCS) Model in support of your Dissertation Research on Organization Culture Assessment in the area agency on aging network.

Permission is granted in the utilization of a Professional Survey Administrator who will use appropriate web- based survey applications to ensure security of data transmitted over the internet such as provision of Personal Identification Number (PIN) to each participant.

We understand that this 15 to 20 minute survey will be voluntary by each participant age 18-over and conducted for educational purposes only. The participants will complete a self- report web- based survey about organization culture assessment of the respective agency they are affiliated with.

List of Participating Agencies and E-mail contact information will be provided to you from my office upon approval of the Pepperdine University Institutional Review Board (IRB) of the proposed survey.

This approval is issued to you as the Principal Researcher of the study entitled: The Organizational Culture Assessment of Area Agencies on Aging in the State of California.

Derrell Kelch

APPENDIX G

Permission Letter From Denison Consulting

denison
Bringing Organizational Culture and Leadership to the **Bottom Line**.

July 16, 2014

To whom it may concern:

Maria Painter has received permission to use Denison Consulting materials for publication and presentations with the understanding that these materials be used solely for research purposes. The details of this agreement are recorded in the Denison Consulting Terms of Use for Researchers.

Ken Uehara
Academic Correspondent
Denison Consulting

APPENDIX H

Pepperdine University Institutions Review Board Approval

Graduate & Professional Schools Institutional Review Board

November 24, 2014
Maria Painter

Protocol #: E1014D05
Project Title: The Organizational Culture Assessment of Area Agencies on Aging in the State of California

Dear Ms. Painter:

Thank you for submitting your application, *The Organizational Culture Assessment of Area Agencies on Aging in the State of California,* for exempt review to Pepperdine University's Graduate and Professional Schools Institutional Review Board (GPS IRB). The IRB appreciates the work you and your faculty advisor, Dr. Rhodes, have done on the proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above-entitled project meets the requirements for exemption under the federal regulations (45 CFR 46 - http://www.nihtraining.com/ohsrsite/guidelines/45cfr46.html) that govern the protections of human subjects. Specifically, section 45 CFR 46.101(b) (2) states:

(b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:

Category (2) of 45 CFR 46.101, research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: a) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

In addition, your application to waive documentation of informed consent has been **approved**.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit a **Request for Modification Form** to the GPS IRB. Because your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the GPS IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the GPS IRB and the appropriate form to be used to report this information can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* (see link to "policy material" at http://www.pepperdine.edu/irb/graduate/).

6100 Center Drive, Los Angeles, California 90045 □ 310-568-5600

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval. Should you have additional questions, please contact Kevin Collins, Manager of the Institutional Review Board (IRB) at gpsirb@peppderdine.edu. On behalf of the GPS IRB, I wish you success in this scholarly pursuit.

Sincerely,

Thema Bryant-Davis, Ph.D.

Chair, Graduate and Professional Schools IRB

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives

Mr. Brett Leach, Compliance Attorney

Dr. Kent Rhodes, Faculty Advisor

APPENDIX I

List of the Area Agencies on Aging

Source: (California Area Agencies on Aging Directory, 2014)

* COUNTY AAA (19)   ***3 JOINT POWERS AGREEMENT (6)**
*1 PRIVATE NONPROFIT (6)   ***4 CITY AAA (1 LA)**
*2 UNIVERSITY FOUNDATION (1)   **November 19, 2007**

Department of Aging

AREA AGENCIES ON AGING

PSA 1 Area 1 Agency on Aging
Del Norte, Humboldt 3300 Glenwood Street
Eureka, California 95501
Cynthia Denbo, Executive Director (707) 442-3763
FAX # (707) 442-3714 STATUS *1
E-mail director@a1aa.org
Home Page address: www.a1aa.org
B

PSA 2 Planning and Service Area II
Lassen, Modoc, Shasta, Area Agency on Aging
Siskiyou, Trinity Mailing Address: P.O. Box 1400
Yreka, California 96097
Street Address: 208 West Center Street
Barbara Swanson, Executive Director (530) 842-1687
FAX # (530) 842-4804 STATUS *3
E-mail barb@psa2.org
B

PSA 3 PASSAGES
Butte, Colusa, Glenn, Area 3 Agency on Aging
Plumas, Tehama 2491 Carmichael Drive, Suite 400
Chico, California 95928
Joe Cobery, Executive Director (530) 898-5923
FAX # (530) 898-4870 STATUS *2
E-mail jcobery@csuchico.edu
Home Page Address: www.csuchico.edu/mssp/index.html
A

PSA 4 Area 4 Agency on Aging
Nevada, Placer, Sacramento, 2260 Park Towne Circle, Suite 100
Sierra, Sutter, Yolo, Yuba Sacramento, California 95825
Deanna Lea, Executive Director (916) 486-1876
FAX # (916) 486-9454 STATUS *3
E-mail dlea@a4aa.com
Home Page Address: www.a4aa.com
B

PSA 5 Division of Aging Marin
Marin County Department of
Health and Human Services
10 North San Pedro Road, Suite 1012
San Rafael, California 94903
Nicholas Trunzo, Director (415) 499-7396
FAX # (415) 499-5055 STATUS *
E-mail ntrunzo@co.marin.ca.us
Home Page Address: www.co.marin.ca.us/aging/
B

PSA 6 Area Agency on Aging
City and County of San Francisco Department of Aging and Adult Services
875 Stevenson Street, 3/F
San Francisco, California 94103
Anne Hinton (415) 355-3555
Executive Director FAX # (415) 355-6785 STATUS *
E-mail anne.hinton@sfgov.org
Home Page Address: www.sfgov.org/coaging
A

PSA 7 Aging and Adult Services Bureau
Contra Costa County Employment and Human
Services Department
40 Douglas Drive
Martinez, California 94553
(925) 229-8434 (Public's #)
Susan Brown, Secretary to Director (925) 313-1605 (Director's #)
FAX # (925) 335-8717 STATUS *
E-mail sgbrown@ehsd.cccounty.us
A

PSA 8 San Mateo County Area Agency on Aging
San Mateo 225 37th Avenue
San Mateo, California 94403
(650) 573-2700 (Public's #)
Lisa Mancini, Director (650) 573-3904 (Director's #)
FAX # (650) 573-2310 STATUS *
E-mail lmancini@co.sanmateo.ca.us
Home Page Address: www.smhealth.org/aging.html
A

PSA 9 Alameda County Area Agency on Aging
Alameda Department of Adult and Aging Services
6955 Foothill Boulevard, Suite 300
Oakland, California 94605-1907
Linda Kretz, Director (510) 577-1968
Main # (510) 577-1900
FAX # (510) 577-1965 STATUS *
E-mail lkretz@acgov.org
Home Page Address: http://www.co.alameda.ca.us/assistance/adult
A

PSA 10 Council on Aging, Silicon Valley
Santa Clara 2115 The Alameda
San Jose, California 95126-1141
Stephen Schmoll, Executive Director (408) 296-8290
FAX # (408) 249-8918 STATUS *1
E-mail sschmoll1@aol.com
Home Page Address: www.scccoa.org
B

PSA 11 San Joaquin County
San Joaquin Department of Aging and Community
Services
Regular Mailing Address: P.O. Box 201056
Stockton, California 95201
This location use for **overnight/express** mail only: 102 South San Joaquin Street
Wendy Moore, Director (209) 468-2202
FAX # (209) 468-2207 STATUS *
E-mail mailto:wmoore@co.san-joaquin.ca.us
Home Page Address: http://www.co.san-joaquin.ca.us/aging/
A

PSA 12 Area 12 Agency on Aging
Alpine, Amador, Calaveras, 13975 Mono Way, Suite E
Mariposa, Tuolumne Sonora, California 95370
(209) 532-6272
Linda Zach, Executive Director FAX # (209) 532-6501 STATUS *3
E-mail lzach@area12.org
Home Page Address: www.area12.org
B

PSA 13 Seniors Council of Santa Cruz
San Benito, Santa Cruz and San Benito Counties, Inc.
234 Santa Cruz Avenue
Aptos, California 95003
Clay Kempf, Executive Director (831) 688-0400 ext. 15
FAX # (831) 688-1225 STATUS *1
E-mail clayk@seniorscouncil.org
B

PSA 14 Fresno-Madera Area Agency on Aging
Fresno, Madera 3845 N. Clark Street, Suite 103
Fresno, California 93726
Jo Johnson, Director (559) 453-6494
FAX # (559) 453-4779 STATUS *3
E-mail jjohnson@fmaaa.org
Home Page Address: www.fmaaa.org
B

PSA 15 Kings-Tulare Area Agency on Aging
Kings, Tulare 5957 South Mooney Boulevard
Visalia, California 93277
John Davis, Director (559) 737-4682
FAX # (559) 737-4694 STATUS *3
E-mail jdavis@tularehhsa.org
Home Page Address: www.ktaaa.org
B

PSA 16 Inyo-Mono Area Agency on Aging
Inyo-Mono Regular Mailing Address: P.O. Box 1799
Bishop, California 93515
This location use for **overnight/express** mail only: 568 West Line Street
Bishop, California 93514
Charles Broten, Director (760) 873-6364
FAX # (760) 873-5103 STATUS *3
E-mail cbroten@cebridge.net
inyoco_imaaa@usamedia.tv
B

PSA 17 Area Agency on Aging
Santa Barbara, San Luis Obispo Central Coast Commission for Senior Citizens
528 South Broadway
Santa Maria, California 93454
Joyce Ellen Lippmann, Executive Director (805) 925-9554
FAX # (805) 925-9555 STATUS *1
E-mail seniors@kcbx.net
Home Page Address: http://www.slonet.org/~seniors/

PSA 18 Ventura County Area Agency on Aging
Ventura 646 County Square Drive, Suite 100
Ventura, California 93003
Victoria Jump, Director (805) 477-7300
FAX # (805) 477-7312 STATUS *
E-mail victoria.jump@ventura.org
Home Page Address: http://www.ventura.org/vcaging/
B

PSA 19 Community and Senior Services
Area Agency on Aging Los Angeles County
County of Los Angeles
3333 Wilshire Boulevard, Suite 400
Cynthia Banks, Director Los Angeles, California 90010
(213) 738-4004 (Public's #)
(213) 637-0798 (Director's #)
FAX # (213) 365-8649 STATUS *
E-mail cbanks@css.co.la.ca.us
Home Page Address: www.co.la.ca.us/dcss/cripts/aaa.htm
Office is closed on Fridays. For Contracts/Audits, name should appear as follows: *County of Los Angeles*
Community and Senior Citizens Services.
A

PSA 20 San Bernardino County
San Bernardino Department of Aging and Adult Services
686 East Mill Street
San Bernardino, California 92415
(909) 891-3900 (Public's #)
Colleen Krygier, Director (909) 891-3917 (Director's #)
FAX # (909) 891-3919 STATUS *
E-mail ckrygier@hss.sbcounty.gov
A

PSA 21 County of Riverside
Riverside Office on Aging
6296 Rivercrest Drive, Suite K
Riverside, California 92507
Ms. Lu Verne M. Molberg, Director (951) 867-3800
FAX # (951) 867-3830
TDD # (951) 697-4699 STATUS *
E-mail lmolberg@co.riverside.ca.us
Home Page Address: www.rcaging.org
B

PSA 22 Orange County Office on Aging
Orange 1300 South Grand Avenue, Bldg. B, 2nd Fl.
Santa Ana, California 92705
Karen Roper, Executive Director (714) 567-7500 (Public's #)
(714) 567-7418 (Director's #)
FAX # (714) 567-5021 STATUS *
E-mail karen.roper@csa.ocgov.com
Home Page Address: www.oc.ca.gov/aging/
B

PSA 23 County of San Diego
San Diego Aging & Independence Services
9335 Hazard Way, Suite 100
San Diego, California 92123
Pamela B. Smith, Director (858) 495-5885
FAX # (858) 495-5080 STATUS *
E-mail pam.smith@sdcounty.ca.gov
Home Page Address: www.sdcounty.ca.gov/ais
A

PSA 24 Imperial County
Imperial Area Agency on Aging
1331 South Clark Road, Building 11
El Centro, California 92243
Rebecca Sanchez, Director (760) 339-6450
FAX # (760) 339-6455 STATUS *
E-mail aaa24director@yahoo.com
A

PSA 25 City of Los Angeles
Los Angeles City Department of Aging
3580 Wilshire Boulevard, Suite 300
Los Angeles, California 90010
(213) 252-4000 (Public's #)
Laura Trejo (213) 252-4023 (Director's #)
General Manager FAX # (213) 252-4020 STATUS *4
E-mail laura.trejo@lacity.org
B

PSA 26
Area Agency on Aging Lake, Mendocino
Mendocino County
Department of Social Services
747 S. State Street
P.O. Box 839
Ukiah, California 95482
Susan Era, Deputy Director (707) 463-7902 or Toll Free # 1-800-606-5550
(Toll free # for Lake & Mendocino residents only)
FAX # (707) 463-7979 STATUS *1
E-mail eras@mcdss.org
A

PSA 27 Sonoma County Area Agency on Aging
Sonoma Regular Mailing Address: P.O. Box 4059
Santa Rosa, California 95402
This location use for 3725 Westwind Boulevard
overnight/express mail only: Santa Rosa, CA 95403
Diane Kaljian, Director (707) 565-5950
FAX # (707) 565-5957 STATUS *
E-mail dkaljian@schsd.org
A

PSA 28 Area Agency on Aging - Serving
Napa, Solano Napa and Solano
Regular Mailing Address: P.O. Box 3069
This location use for 601 Sacramento Street, Suite 1401
overnight/express mail only Vallejo, California 94590-5990
Leanne Martinsen, Executive Director (707) 644-6612
FAX # (707) 644-7905 STATUS *1
E-mail leanne@aaans.org
Home Page Address www.aaans.org
B

PSA 29 El Dorado County Area Agency on Aging
El Dorado 937 Spring Street
Placerville, California 95667
Doug Nowka, Director (530) 621-6150 (Public's #)
Personal FAX #: (530) 295-2576 FAX # (530) 642-9233 STATUS *
Personal Voice Mail: (530) 621-6152 E-mail nowka@co.el-dorado.ca.us
Home Page Address www.co.el-dorado.ca.us/comserv/Pages/SeniorServices.html
A

PSA 30 Stanislaus County Department of Aging
Stanislaus and Veterans Services
121 Downey Avenue, Suite 102
Modesto, California 95354-1201
Margie Palomino, Director (209) 558-7825 (Public #)
(209) 558-8150 (Director #)
FAX # (209) 558-8648 STATUS *
E-mail palminm@mail.co.stanislaus.ca.us
A

PSA 31 Area Agency on Aging Merced
Merced County Senior Service Center
851 West 23rd Street
Merced, California 95340
(209) 385-7550 (Public #)
Kathy Hassett, Deputy Director (209) 385-3000, Ext. 5351 (Private #)
FAX # (209) 384-8102 STATUS *
B khassett@hsa.co.merced.ca.us

PSA 32 Area Agency on Aging Division
Monterey Department of Social Services
County of Monterey
713 La Guardia Street, Suite A
Salinas, California 93905
(831) 755-4400 (Public #)
Mary Goblirsch, Director (831) 755-4720 (Director #)
1000 South Main Street, Suite 211A (831) 755-3459 (to reach Director's Staff)
Salinas, California 93901 FAX # (831) 757-9226 STATUS *
E-mail goblirschmm@co.monterey.ca.us
Home Page Address: www.aaamc.org/
A

PSA 33 Kern County Aging & Adult Services
Kern Regular Mailing Address: 5357 Truxtun Avenue
Bakersfield, California 93309
Kris Grasty, Director (661) 868-1000 (Public #)
(661) 868-1051 (Director #)
FAX # (661) 868-1001 STATUS *
E-mail grastyk@co.kern.ca.us
Home Page Address: www.co.kern.ca.us/aas/
B

CALIFORNIA ASSOCIATION OF AREA AGENCIES ON AGING (C4A)
Derrell Kelch, Executive Director California Association of Area
Agencies on Aging
980 Ninth Street, Suite 2200
Sacramento, California 95814
(916) 443-2800
FAX: # (916) 554-0111
E-mail c4a@pacbell.net

Robert Sessler, President California Association of AAAs
Aging and Adult Services Bureau
County Employment and Human
Services Department
40 Douglas Drive
Martinez, California 94553
(925) 335-8700
FAX # (925) 335-8717
E-mail bsessler@ehsd.cccounty.us

APPENDIX J

Cover Letter Addressed to Survey Participants

Dear Sir/ Madam:

My name is Maria Carmen Victoria E. Painter. I am a student in Doctoral Program in Organizational Leadership at Pepperdine University, Graduate School of Education and Psychology. I am currently in the process of launching my study entitled, "Organizational Culture Assessment of Area Agencies on Aging in the State of California." The professor supervising my work is Kent Rhodes, Ed.D. I have passed my preliminary examination in _____, 2014. The Institution Review Board accepted my application and gave me the directive to proceed with my study on _____, 2014.

The purpose of this study is to examine the organization culture of Area Agencies on Aging in the State of California. This research will explore if all 33 Agencies that follows the same federal mandate have the same organizational culture. The study will explore areas of similarities and differences between the 33 agencies.

If you agreed to participate in the study, you will be asked to answer a 60- item questionnaire. It should take approximately 20 minutes to complete the survey. There are no potential risks involve that you should consider before agreeing to participate in this study. Your identification need not to be mentioned in your response. Absolute anonymity is maintained throughout the survey form. I am interested only in your response and your identity is absolutely unnecessary. Your kind participation and cooperation helps my dissertation on the above subject.

The findings of the study will be presented to my Dissertation Committee or published, no information that identifies you personally will be made known and there is no risk involved of your employment. The data will be kept in secure manner in my personal residence for at least five years at which time the data will be destroyed.

If you have any questions about your rights as a research participant, you may contact my Dissertation Committee Chairperson and Faculty Supervisor Kent Rhodes at _____ as well as _____ Chairperson of the Pepperdine University Graduate and Professional Schools Institution and Review Board at _____.

By completing the survey, you are acknowledging that you have read and understand what your study participation entails, and that you are consenting to participate in the study.

Thank you for taking the time to read this information, and I hope you decide to complete the survey.

Sincerely,

Maria E. Painter
Dissertation Student: Pepperdine University GSEP - OL Program

APPENDIX K

Executive Director of the C4A Letter to All AAOA Directors

From: The Office of Derrell Kelch
        Executive Director
        California Association of Area Agencies on Aging

Date: August 18, 2014

Subject: **Approval to Pursue Dissertation Research: Administration of a Web-Based**
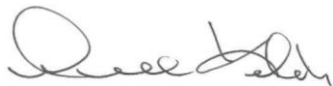   **Online Survey**

The California Association of Area Agencies on Aging understands the purpose, significance, limitations and methodology of your Doctoral Dissertation as presented to the Executive Committee from our previous meetings. The California Association of Area Agencies on Aging (C4A) agrees to encourage employees and staff of approving agencies to participate in a web-based online survey utilizing the Daniel Denison Organization Culture 60- question Survey (DOCS) Model in support of your Dissertation Research on Organization Culture Assessment in the area agency on aging network.

Permission is granted in the utilization of a Professional Survey Administrator who will use appropriate web- based survey applications to ensure security of data transmitted over the internet such as provision of Personal Identification Number (PIN) to each participant.

We understand that this 15 to 20 minute survey will be voluntary by each participant age 18-over and conducted for educational purposes only. The participants will complete a self- report web- based survey about organization culture assessment of the respective agency they are affiliated with.

List of Participating Agencies and E-mail contact information will be provided to you from my office upon approval of the Pepperdine University Institutional Review Board (IRB) of the proposed survey.

This approval is issued to you as the Principal Researcher of the study entitled: The Organizational Culture Assessment of Area Agencies on Aging in the State of California.

Derrell Kelch

APPENDIX L

Response Rates by Agency

California Area Agency on Aging/ Planning Service Agencies	Count	Percent
Area 1: Agency on Aging Eureka Serving: Del Norte and Humboldt Counties	4	1.67%
Area 2: Area Agency on Aging Yreka Serving: Lassen, Modoc, Shasta, Siskoyu and Trinity	4	1.67%
Area 3: Agency on Aging- PASSAGES Chico Serving: Butte, Colusa, Glenn, Plumas, and Tehama Counties	24	10.04%
Area 4: Agency on Aging Sacramento Serving: Nevada, Placer, Sacramento, Sierra, Sutter Yolo and Yuba Counties	9	3.77%
Area 5: Marin County Department of Health and Human Services Division of Aging and Adult Services San Rafael Serving: Marin County	4	1.67%
Area 6: City and County of San Francisco Department of Aging and Adult Services Serving: San Francisco City and County	12	5.02%
Area 7 Aging and Adult Services Bureau Contra Costa County Employment and Human Services Department	2	0.84%
Area 8: San Mateo County Aging and Adult Services San Mateo Serving: San Mateo County	6	2.51%

California Area Agency on Aging/ Planning Service Agencies	Count	Percent
Area 11: San Joaquin County Department of Aging and Community Services Serving: San Joaquin County	6	2.51%
Area 13: Seniors Council of Santa Cruz and Benito Counties	3	1.26%
Area 15: Kings/ Tulare Area Agency on Aging Visalia Serving Kings and Tulare Counties	1	0.42%
Area 16: Eastern Sierra Area Agency on Aging Bishop Serving: Inyo and Mono Counties	1	0.42%
Area 17: Central Coast Commission for Senior Citizens Area Agency on Aging Santa Maria Serving: Santa Barbara and San Luis Obispo Counties	1	0.42%
Area 18: Ventura County Area Agency on Aging Ventura Serving: Ventura County	7	2.93%
Area 19: Los Angeles County Community and Senior Services Serving: Los Angeles County	11	4.60%
Area 20: San Bernardino County Aging and Adult Services San Bernardino Serving: San Bernardino County	16	6.69%
Area 21: County of Riverside Office on Aging Riverside Serving: Riverside County	17	7.11%

California Area Agency on Aging/ Planning Service Agencies	Count	Percent
Area 23: County of San Diego Aging and Independence Services Serving: San Diego County	49	20.50%
Area 26: Area Agency on Aging of Lake and Mendocino Counties Lower Lake Serving: Lake and Mendocino Counties	6	2.51%
Area 27: Sonoma County Area Agency on Aging Santa Rosa Serving: Sonoma County	4	1.67%
Area 28: Area Agency on Aging Serving Napa and Solano	16	6.69%
Area 29: El Dorado County Area Agency on Aging Placerville Serving: El Dorado County	4	1.67%
Area 31: Merced County Area Agency on Aging Merced Serving: Merced County	12	5.02%
Area 32: Monterey County Area Agency on Aging Salinas Serving: Monterey County	1	0.42%
Area 33: Kern County Aging and Adult Services Bakersfield Serving: Kern County	19	7.95%
Respondents self-identified the specific agency they represent	239	76%
Agency: Not specified	26 respondents	8%
	Total number of Respondents: 265	85%

APPENDIX M

List of Courses and Instructors

(in term sequence)

Course	Title	Professor
714	Organizational Behavior, Theory and Design	Dr. Kent Rhodes
724	Ethics and Personal Leadership	Dr. Farzin Madjidi
755	E-Learning Theory and Practice	Dr. David Braga
700	Leadership Theory and Practice	Dr. Vance Caesar
763	Program Learning Design and Evaluation	Dr. Jack Gregg
766	Research Design and Analysis	Dr. Michelle Rosensitto
754A	Economic and Political Systems	Dr. June Schmieder-Ramirez
754B	International Policy Experience	Dr. Kent Rhodes
758A	Consultancy Project	Dr. Ron Stephens
734	Advanced Data Analysis and Interpretation	Dr. Farzin Madjidi
764	Consultancy Project	Dr. Ron Stephens
767	Qualitative Research and Analysis	Dr. Leo Mallette
759	Law and Dispute Resolution	Hon. (Dr.) John Tobin
765	Strategic Leadership and Management of Global Change	Dr. June Schmieder-Ramirez
785	Contemporary Topics	Dr. Kent Rhodes
753	Leadership, Advocacy and Policy Development	Hon. (Dr.) John Tobin
757	Entrepreneurship	Dr. Vance Caesar
787	Comprehensive Exam Seminar	Dr. June Schmieder-Ramirez