

PEOPLE PROCESS CULTURE ALUMNI FOLLOW-UP AND  
RECOMMENDATIONS FOR COURSE IMPROVEMENT

by

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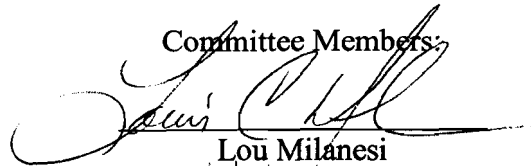
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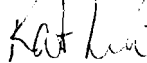
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ABSTRACT

This study is an extension of a two phase study that began in May 2000. E. Stump conducted Phase I (Stump, 2000). She created an instrument that determined leaders' opinions of characteristics that establish and sustain people-centered cultures. Phase II, conducted by K. Davis in August 2001, modified the survey and conducted similar research (Davis, 2001). This extension study is a follow-up of students who have taken the People Process Culture course at UW-Stout to determine if they practice the concepts learned and if the learning outcomes are aligned with the course objectives.

A total of 167 surveys were sent to all students who have taken the People Process Culture course at UW-Stout before the fall 2005 semester. The respondents varied in age, the industry in which they worked and were both male and female. The survey asked for detailed explanations of what was the most

valuable information gained through the course, how they use the information learned, suggestions for course improvement, and foundations that contribute to a people process culture.

The analysis of results included tests of significance for quantitative items and categorization of qualitative results. The most common themes among all responses were awareness of people process culture philosophy and characteristics, followed closely by recommendations for course improvement. Overall means suggest that students are generally pleased with the course, though have several suggestions how to make learning more effective.

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## Chapter I: Introduction

The culture of an organization is comprised of two levels. The first level is deep yet less visible. Culture refers to the values that are shared by a group of people and can endure over time as the group changes. At the second level, culture is more visible than at the first level. Here culture refers to the behavior patterns of an organization that when an employee enters the company, they are strongly encouraged by their coworkers to follow this set style. Culture encompasses the belief systems and shared values of the individuals that make up the organization (Kotter and Heskett, 1992, p.4).

According to Schein, culture is:

“A pattern of basic assumptions – invented, discovered, or developed by a given group as it learns to cope with 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” (Schein, 1985, p.9).

According to Charles Darwin’s evolution theory, “it is not necessarily the strongest or the most intelligent who survive, but those who can adapt and change” (Heifetz and Hagberg, 1999). Changing the culture of an organization can be a difficult task, though not impossible. One step to changing the culture of an organization is to learn and understand the importance of “putting people first” (Pfeffer and Brown, 1998, p.140).

According to Pfeffer (1998):

“Putting people first means having articulated values and goals, organizational language and terminology, measurements, role models in senior leadership

positions, and specific practices that make real the noble sentiments so often honored in the breach. It entails doing things that both reinforce the importance of people to organizational success and simultaneously make it more likely that the organization will have an advantage in attracting and retaining the best people and realizing their full potential” (p. 140).

### *Statement of the problem*

This research will provide insight as to how specifically the People Process Culture (referred to as PPC) course at the University of Wisconsin-Stout has impacted the students’ personal and professional lives. The purpose of this research will determine what are the most valuable components of the course, learn if students apply what is currently being taught in the course, the alignment of the course objectives and learning outcomes, and activities and/or opportunities that they feel would benefit the course or should be omitted from the course.

This study investigates whether the objectives and goals of the course are being achieved. Also, the study determines if students enrolled in the People Process Culture course value the content and use it in their lives, both personally and professionally after they leave the university and enter the world of work.

The purpose of this research will provide a closer look at what a people process culture is, how it works, and why it is important, not only in the corporate world but as an educational tool. This study will provide insight to educators, leaders, students and employees about the overall culture in their place of employment and the manners by which they live.

### *Assumptions of the Study*

The basic assumption underlying this research is that the People Process Culture course at UW-Stout impacts the students who have taken it. To accomplish the purpose of this research, another assumption of the research is that there may not be current or updated information about the course, particularly, student feedback on their reactions to the course.

### *Definition of Terms*

In order to completely understand the term people process culture, certain concepts must be defined. The following are definitions of the term people process culture, and several other terms that are essential for the thorough understanding of this research.

*People Process Culture* (personal, general definition): An organizational culture values people who are trustworthy and courageous, who support processes that are fair and honest, which create a culture that is creative, responsible and enjoyable (Dahl, K. et al., personal communication, Dec. 1, 2005).

*People Process Culture* (corporate definition): An organizational culture creates a respect and deep appreciation for the value of people; has a high return on equity or return to shareholders over an extended period of time; is adaptable; has a long-term survival mentality; and its leaders understand that good people are a competitive advantage (also known as a People Centered Organization) (Dahl, K. et al., personal communication, Dec. 1, 2005).

*People*: all people are important. Encompasses values of trust, support, and honesty (Dahl, K. et al., personal communication, Dec. 1, 2005).

*Process*: people working together achieve more. Encompasses values of courage, integrity, and creativity (Dahl, K. et al., personal communication, Dec. 1, 2005).

*Culture*: to achieve long term sustainable excellence through a strong positive belief in people. Encompasses values of responsibility, enjoyment, and growth (Dahl, K. et al., personal communication, Dec. 1, 2005).

*BHAG's (Big Hairy Audacious Goals)*: a goal developed to stimulate progress within the organization; must accomplish many smaller goals before a BHAG can be accomplished (Collins, 1999, p.41).

*Core Values*: a set of beliefs that influence the way people and groups behave; the basic values or beliefs that the organization was founded on (People Process Culture, 2005).

*Walk the Talk*: when organizational leaders communicate the core values and practice them on a daily basis (People Process Culture, 2005).

*Outstanding Communications*: good communication can help to build trust and maintain it. Organizations share information with their employees, both good and bad information, such as financial information, profit and loss statements (People Process Culture, 2005).

*Status Reduction*: reducing the hierarchical differences between the top and the bottom of the organization; helps to increase the flow of information throughout the departments and improve trust (People Process Culture, 2005).

*Sociability*: a measure of sincere friendliness among members of a community (Goffee and Jones, 1996).

*Solidarity*: a measure of a community's ability to pursue shared objectives quickly and effectively, regardless of personal ties (Goffee and Jones, 1996).

### *Procedures*

Procedures of this research include a survey consisting of both quantitative and qualitative data. Statistical Package for Social Science (or also known as SPSS) is a software program used for statistical analysis. In using this program, the survey results can be reported using descriptive statistics: the frequency and percentage of the responses. The SPSS program can also assist in comparisons based on demographic variables, such as gender, race/ethnic group, or age. Statistical significance tests can also be conducted utilizing this program and will assist in determining significance among groups of two or more variables.

An additional program that will be utilized is NVivo. This relatively new software assists in the coding of qualitative data and the interpretation of the survey results. The codes or themes identified while using this software will be summarized in order to determine suggestions, comments and/or improvements for the People Process Culture course.

### *Significance of the Study*

In 1999 Dr. Charles Krueger, PhD., created the "Bull's Eye Model" (see Figure 1). This model displays the items needed to create a people process culture. Dr. Krueger's



survey, collected data, and drew conclusions. Her research focused on the impact leaders have on the culture of an organization (Davis, 2001).

This is an extension of the two phase study, where again, the survey was modified and focused considerably more on determining the impact the People Process Culture course has on the students. The intent of the current research is to provide the professor(s) with information pertaining to methods utilized during the course, topics addressed and additional interests for future courses and the affect or value it has for the students.

### *Methodology*

After an extensive literature review, the survey that was modified in Phase II was again changed and revised to better inform Phase III goals and submitted for approval from the Institutional Review Board (IRB). After approval was received, the survey, along with a cover letter explaining the intent of the survey, purpose of the study and request for participation, was sent to all students who have previously taken the People Process Culture course at the University of Wisconsin-Stout, including both undergraduate and graduate students. After the completed surveys were returned, the results were analyzed and recommendations were drafted.

## Chapter II: Literature Review

This chapter develops a more thorough knowledge of what a people process culture is and provides examples of organizations that employ this type of culture. There are several different aspects to a people-centered culture and this chapter outlines several of the more popular views, along with a detailed history of the People Process Culture course at UW-Stout and the objectives the course intends to achieve.

### *People Process Culture Course*

In the spring of 1997, Dr. Charles Krueger became the first UW-Stout People Process Culture Chair and had a mission of finding the best examples of companies that really believe people are important and are successful. His research was financed through a gift from Bob and Debbie Cervenka who have used what they call the “people process” in developing the highly successful Phillips Plastics Corporation (Krueger, C. & Meyer, L., personal communication, March 17, 1997).

Dr. Krueger believed that companies who provide a culture that “make the best use of human potential in a caring and responsible manner will likely sustain an environment that leads to the self-fulfillment of employees and at the same time, make a profit” (Krueger, C. & Meyer, L., personal communication, March 17, 1997). Through this research, Dr. Krueger also developed the People Process Culture course, which was first offered to UW-Stout students in the fall semester of 1997.

The purpose of the People Process Culture course is to assure that the graduates of UW-Stout in related manufacturing, business, and educational programs would be able to effectively apply skills, knowledge, and values that develop, enhance, and nourish the

excellent principles of a people process culture (Krueger, C. & Meyer, L., personal communication, March 17, 1997).

Discussing the need for this course, Dr. Krueger stated:

“Stout students experience excellent curricula that prepare them to become productive professionals. We, however, do not have a compelling, comprehensive and integrated approach that enhances our students and graduates to effectively apply the skills, knowledge, and values that build and enhance an outstanding organization culture such as Phillips Plastic People Process Culture. This chairmanship provides the capacity to galvanize internal and external resources, in order to achieve and uphold the mission” (Krueger, C. & Meyer, L., personal communication, March 17, 1997).

According to the People Process Culture course website (2005), a 1998 study researched 2,143 executives in 23 different nations. The primary barrier to preventing organizations from achieving business goals was organizational culture. According to the research:

“The culture of a business is the competitive advantage. Culture assists in making sense of things and establishes an environment that produces patterns of human interaction. Those organizations with truly integrated people process culture practices, tactics, and strategies have a superior environment that supports superb patterns of human interaction” (People Process Culture, 2005).

In order to receive approval for the course, Dr. Krueger had to present specific data on a need for the course. There was no course at UW-Stout that focused on organizational culture, specifically cultures that are people centered and high performing.

The course allowed students to better understand values, components, and processes of businesses that ran according to the people process culture philosophy.

Dr. Krueger hoped that, after taking this course, the students would be “better able to work in, help build, and lead high performing people centered organizations that respect all people and provide outstanding benefits to themselves, others, and society” (People Process Culture, 2005).

Dr. Krueger identified slight overlap with other courses on campus. These courses are: Sociology of Work, Employee Involvement, Advanced Industrial Psychology, and Organizational Development, though he predicted that there would be little impact on the existing courses (People Process Culture, 2005).

The focus of this study is to determine if the objectives and goals of the People Process Culture course at UW-Stout have been implemented and valued after the students leave the university and enter the world of work. The course objectives are as follows:

1. Define culture and its impact on individual and group behavior.
2. Explain how organization culture is communicated.
3. Define and describe the elements of people process organization cultures.
4. Marshall social and business evidence that validates the value of high performing people process organization cultures.
5. Compare core values of different organizations.
6. Determine how different human resource management systems and business practices are aligned and deployed in people process organization cultures.

7. Outline some interpersonal skill sets needed to facilitate communication in a high performing people centered organization culture.
8. Determine why organizational culture affects critical thinking and the attitudes towards diversity.
9. Examine different methods of researching business cultures.
10. Explain how sociological, applied psychological and organizational development subject matter enhances the ability to understand and analyze organizational cultures.
11. Assess an organization's people centered culture.
12. Construct a personal philosophy that is congruent or incongruent with a people process organization culture (graduate objective) (People Process Culture website, 2005).

This research determines if students are learning what is intended for them to learn. This will be based on the results from the survey and if they overlap with the course objectives. These results will be discussed in Chapter IV.

### *Background of People Process Cultures*

According to Hofstede and Neuijen (1990), the term organizational culture entered academic literature in the United States in 1979, and use to be referred to as corporate climate. Hofstede and Neuijen (1990) conclude that "organizational culture has the following characteristics: 1) holistic, 2) historically determined, 3) related to anthropological concepts, 4) socially constructed, 5) soft, and 6) difficult to change."

Hofstede and Neuijen (1990) stated that a business's culture is comprised from industry, task, and nationality. It is hypothesized that the culture is partly related to the structure of the organization, the control systems in place, the general history of the company, and finally, the organization's founders. In a study Hofstede and Neuijen (1990) conducted on organizational cultures, the results reported that nationality, as well as education, age, seniority, and hierarchical level strongly affected the survey results on questions pertaining to values. Furthermore, organizational cultures reflected nationality, the demographics of the employees, management, the industry, and the market though "left room for unique and idiosyncratic elements" (Hofstede and Neuijen, 1990).

Additional literature emphasized the importance of values – how these values, when shared with others, are the central point of organizational culture. But according to Hofstede and Neuijen (1990) the central focus of culture was shared perceptions of daily practices. The results from this study reported larger differences in employee's values based on demographic information than organization membership.

Rokeach (1973) discussed the importance of values in relationship to needs. He defined values and values systems as:

"A value is an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence. A value system is an enduring organization of beliefs concerning preferable modes of conduct or end-states of existence along a continuum of relative importance" (p.4).

In order for an organization to be successful, the values of the employees must be shared with the majority of the company. The values of the individuals shape the

organization's culture, and for this reason, the values must be understood on an individual, team, and organizational level in order to succeed (Rokeach, 1973, p.5).

### *Characteristics of People Process Cultures*

Several different authors, professors, doctors, psychologists, and researchers have their own perceptions on what makes up a people process culture. This research examines some of the more popular authors and briefly explains their view of people centered cultures.

Carr (1999) showed that people process cultures can be described as the following:

“People process cultures are founded on a pervasive, people-first value system that influences corporate structure, decision making and behavior. People process cultures have faith in people, concern for how they are treated, and how they treat each other, and belief in the power of teamwork. This value system extends beyond employees to include all organizational stakeholders: customers, suppliers, owners and community members. Everyone is important; everyone is a member of the team; everyone is expected to contribute; all are asked to use the ‘golden rule’ (treat others as you would like to be treated) on a daily basis” (p.14).

Dr. Krueger conducted research, compared organizations, and found that high performing people process cultures share five key elements:

1. People-first core values and a clearly articulated vision and mission;

2. Strong leadership practices that ‘walk the talk’ at all levels within the organization;
3. High levels of trust and open communication among all stakeholder groups, employees, customers, suppliers, vendors, shareholders, and community members;
4. Work environments and human/operational practices that reflect and align with the organization’s core values;
5. Responsiveness, adaptability and a talent for thriving on change (Carr, 1999, p.13).

Schein (2004) stated that culture can be difficult to define, though necessary to explain the irrational and incomprehensible aspects of what takes place within groups and organizations. In some context, culture refers to the values that managers try to instill in their company. In another sense, culture is within everyone and evolves continuously as people form new groups. Ultimately, Schein (2004) described culture as:

“A pattern of shared basic assumptions that was learned by a group 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.17).

Schein (2004) said that in order “to understand a group’s culture, one must attempt to get at its shared basic assumptions and one must understand the learning process by which such basic assumptions come to be” (p.36). These basic assumptions of groups can be defined as “the preferred solution among several basic alternatives, but all the alternatives are still visible in the culture and any given member of the culture could,

from time to time, behave according to variant as well as dominant orientations”

(Kluckhohn and Strodtbeck, 1961).

Schein (2004) stated that there are three levels of culture: artifacts, which “include all the phenomena that one sees, hears, and feels when one encounters a new group with an unfamiliar culture” (p.25); exposed beliefs and values, which include strategies, philosophies and goals; and finally, underlying assumptions, which are the “unconscious, taken-for-granted beliefs, perceptions, thoughts and feelings...the ultimate source of values and action” (p.26).

Schein (2004) showed that culture comes from three sources:

1. The beliefs, values, and assumptions of founders of organizations,
2. The learning experiences of group members as their organization grows, and
3. New beliefs, values, and assumptions brought in by new members and leaders (p.225).

Schein (2004) also stated that founders play a crucial role in the development and existence of organizational culture. Founders or leaders can lead to the success or failure of an organization’s culture.

Jeffrey Pfeffer, Ph.D. is a professor of Organizational Behavior at Stanford University Graduate School of Business. He has taught there since 1979 and has written or co-authored ten books, including three of his most recent, *The Human Equation: Building Profits by Putting People First*, *The Knowing-Doing Gap: How Smart Companies Turn Knowledge into Action and Hidden Value*; and *How Great Companies Achieve Extraordinary Results with Ordinary People* (Pfeffer, 2005).

Drawn on from research into several companies, Pfeffer (1998) stated that there are seven dimensions that characterize a people-centered culture within organizations:

1. Employment security
2. Selective hiring of new personnel
3. Self-managed teams and decentralization of decision making as the basic principles of organizational design
4. Comparatively high compensation contingent on organizational performance
5. Extensive training
6. Reduced status distinctions and barriers, including dress, language, office arrangements, and wage differences across levels
7. Extensive sharing of financial and performance information throughout the organization (p.64-65).

In order to implement all these dimensions of an ideal organization, time, and money are needed. Therefore, it is essential to take a long-term view of the company's growth and development before attempting the pursuit of Pfeffer's seven dimensions. The immediate affects of these dimensions often go unseen for months or even years.

Pfeffer discussed the level of training employees receive as the fifth component of a people-centered organization. Literature suggests that when compared to competitors in other countries, the United States under invests the training aspect. United States firms that operate either in the U.S. or in Europe provide the least amount of training (comparable to the amount of training that is provided in Australia).

A company owned in the U.S. and located in either North America or Europe spends approximately 42 hours of training the first six months for new employees,

compared to a company owned by the Japanese and located in Japan, who spends approximately 364 hours of training (Pfeffer, 1998, p.86).

The literature suggested that the explanation for these numbers may be due to the possibility that training in the U.S. is more efficient, though this is not very likely. Instead, “the differences in training reflect the different views of people held by the different firms and their corresponding production systems” (Pfeffer, 1998, p.87). The amount of training implemented depends on the values of the company: if a company sees their employees as expendable, spending time and money on training would be wasted effort. However, if a company views their employees to be their number one asset, then it would be essential for them to spend the extra time on training (Pfeffer, 1998, p.87).

According to the ASTD Annual Review (2005) employees in Benchmarking Survey (BMS), organizations reported that their employees received 32 hours on average of formal learning in 2004. This hour per employee ratio has increased since 2003, where the average learning hour per employee was 26 hours. Benchmarking Forum (BMF) organizations had similar results, with 35 hours on average of formal learning. Finally, BEST Award Winners (BEST) employees received an average of 36 hours of training (ASTD Annual Review, 2005, p.7).

In 2005, BEST organizations used many different approaches to connect learning with performance. Some methods they use are: predict potential learning needs according to customer satisfaction, market changes, employee turnover, establish curriculum for all positions within the organization, connect learning goals more closely to performance evaluations, and finally, allow employees to take more responsibility in defining their

own developmental goals (ASTD Annual Review, 2005, p.17). BEST organizations use performance measures, such as retention, customer satisfaction, and productivity as indicators of learning's effectiveness (ASTD Annual Review, 2005, p.18).

Robert Waterman discussed the connection between strategy and effectively managing people – Waterman recognized “that organization – people, culture, capability – are important sources of competitive advantage. People *are* the strategy” (Pfeffer, 1998, p.17).

In order for an organization to be successful, strategies must be successfully implemented. This implementation of strategies stem from the skills of the people working there, which are affected by the management style (i.e. how the employees are treated). Changing an organization's management style is more difficult than changing its strategy, though the payoff is great. Successful organizations know that implementation, not just the strategy, is important, and the people involved in the implementation are crucial (Pfeffer, 1998, p.16).

The professor of the course and the People Process Culture Advisory Committee Chair hope that this research would determine if and how students of the course are impacted both personally and professionally. Ultimately, the professor hopes the students will go through a process similar to Krathwohl's Taxonomy. To completely understand this, the affective domain of learning must be defined. There are 6 levels of Krathwohl's Taxonomy of the Affective Domain (Krathwohl, 1964).

- *Receiving*: being aware of something in the environment, including the ability to differentiate, accept, listen, and respond.

- *Responding*: showing new behaviors as a result of the experience (what was received), including complying, following, and volunteering.
- *Valuing*: willing to be perceived by others; showing some definite commitment or involvement
- *Organization*: integrating new value into an individual's general value set, including the ability to discuss, theorize, formulate, examine, and balance
- *Characterization by value*: acting consistently with new value, including revising, requiring, avoiding, resisting, resolving, and managing (Kratwohl, 1964).

After students receive information from the People Process Culture course, they respond by displaying processes, attitudes, and/or behaviors in their daily lives, both personally and professionally. The purpose of this follow-up survey is to determine if the students value what they have learned, if they integrate and use the material in their lives, if they believe in it, and behave consistently with those beliefs.

Additional elements from organizations that follow the people process culture philosophy are the levels of sociability and solidarity and finding the balance between the two. Goffee and Jones (1996) state a component that affects the culture of an organization is the level of sociability of the employees. Sociability is “a measure of sincere friendliness among members of a community. Solidarity is a measure of a community's ability to pursue shared objectives quickly and effectively, regardless of personal ties” (Goffee and Jones, 1996, p.134).

Sociability fosters teamwork, boosts creativity, opens ideas, allows freedom to express and accept out-of-the box thinking, and typically results in employees who work

harder. However, there are disadvantages of social employees: 1) poor performance tends to be tolerated more – no one wants to fire a friend, and 2) employees may form cliques, potentially undermining the company's processes (Goffee and Jones, 1996, p.134).

Relationships that are solid are based on task, mutual interests, and shared goals. Solidarity is very beneficial in an organizational setting. It generates high degrees of strategic focus, quick responses to competition, and a low tolerance for poor performance. Solidarity can build trust - all employees are held to the same set of standards. The disadvantages, however, of solidarity are that though there is an intense focus on strategy, the individuals involved must know what role they play (this must be clearly defined), and the benefits they will receive from that role (Goffee and Jones, 1996).

According to (Goffee and Jones, 1996):

“Culture is community. It is an outcome of how people relate to one another. These communities are built on common interests and mutual obligations and grow on friendships and cooperation. It has become a powerful way to hold a company together against everything (i.e. disintegration, decentralization, downsizing, etc.). Without culture, a company lacks values, direction and purpose” (p.134).

Goffee and Jones (1996) stated that sociability can be increased by nine steps managers can take:

1. Promote the sharing of ideas, interests, and emotions by recruiting compatible people – people who naturally seem likely to become friends

2. Increase social interaction among employees by arranging casual gathering inside and outside the office, such as parties, excursions, and book clubs.
3. Reduce formality between employees
4. Limit hierarchical differences.
5. Act like a friend yourself, and set the example for geniality and kindness by caring for those in trouble.
6. Develop awareness of competitors thorough briefings, newsletters, videos, memos, or email
7. Create a sense of urgency
8. Stimulate the will to win
9. Encourage commitment to shared corporate goals (p.147-8).

Finally, Goffee and Jones (1996) stated that managers can increase the amount of sociability in their employees by using many of the techniques previously listed; similarly, they can manipulate levels of solidarity through the decisions they make. These types of choices will affect the organization's culture.

Kotter and Heskett (1992) have shown that the concept of culture represents the qualities of any specific group of people that are passed from one generation to the next.

Furthermore,

“Cultures can have powerful consequences, especially when they are strong. They can enable a group to take rapid and coordinated action against a competitor or for a customer. They can also lead intelligent people to walk, in concert, off a cliff” (1992, p. 8).

Between 1987 and 1991, Kotter and Heskett (1992) conducted several studies with the purpose of determining if relationships exist between culture and performance. Kotter and Heskett selected 207 companies from twenty-two different U.S. industries. The objective in their selection process was to get a large and diverse sample of organizations. They used a survey to indicate cultural strength of the company, calculated measures of economic performance, and examined the relationship between performance and culture strength indices (Kotter and Heskett, 1992, p. 19). The results from their studies were as follows:

Organizational Cultures:

- Can have a significant impact on a firm's long term economic performance
- Will probably be an even more important factor in determining success or failure of companies in the next decade
- That inhibit long term financial performance are not rare – they develop easily, even in companies that are full of intelligent people
- Can be made more performance enhancing, even though they are hard to change (Kotter and Heskett, 1992, p. 11-12).

One of Kotter and Heskett's (1992) survey items asked "how much does the culture value excellent leadership from its managers." On a scale of 1 to 7, (1 = does not value leadership and 7 = highly values leadership) the high performing companies received average scores of 6.0. There "were no scores lower than 4.8 and all but two companies scored higher than 5.5. The lower performing companies did much worse – on

average they scored only 3.9, with only two scoring higher than 4.8” (Kotter and Heskett, 1992, p.47).

Finally, the results from this study indicated that companies that have an adaptive culture, the ideal is that managers at all levels of hierarchy should “provide leadership to initiate change in strategies and tactics whenever necessary to satisfy the legitimate interests of not just stockholders, or customers or employees, but all three” (Kotter and Heskett, 1992, p.50).

Collins (2001) stated that there are 5 levels of leaderships that every good-to-great company has. The top level, Level 5:

“Refers to leaders who embody a paradoxical mix of personal humility and professional will...they are ambitious...they set up their successors for even greater success in the next generation, whereas egocentric Level 4 leaders often set up their successors for failure. Level 5 leaders display a compelling modesty, are self-effacing and understated. They display workmanlike diligence, and they look out the window to attribute success to factors other than themselves” (p.39).

Collins (2001) continued to state that Level 5 leaders exist everywhere; one just has to know what to look for. Also many people have the potential to grow into one. In his research, Collins was not necessarily looking for these types of leaders, he just happened to find them in his search for good-to-great companies.

One of the most popular concepts developed by Collins was the concept of first who, then what (Collins, 2001). Collins (2001) recommended that “first, a company must get the right people on the bus (and the wrong people off the bus) and then figure out where to drive it” (p. 41). This concept included paying attention to decisions about

people within the organization, and this contributes to a deep and strong executive team. The “right person has more to do with character traits and innate capabilities than with specific knowledge, background, or skills” (Collins, 2001, p.64). After the right people are assembled, the organization can begin to focus on what is needed to reach greatness.

Another concept from Collins (2001) discussed was confronting the brutal facts. In the process of achieving greatness, the organization must start with an honest and diligent effort to determine the truth of the situation (the current reality). Without confronting the facts, the proper (and good) decisions cannot be made.

The hedgehog concept (Collins, 2001) requires three circles, or the answers to three important questions: what are you deeply passionate about, what can you be the best in the world at and what drives your economic engine? Good-to-great companies base their goals and strategies on understanding the answers to these three questions. When these questions are answered, the results that overlap are the BHAG or the big hairy audacious goal. According to Collins (2001), a BHAG is:

“A huge and daunting goal, like a big mountain to climb. It is clear and compelling, and people get it right away. It serves as a focal point of effort, galvanizing people and creating team spirit as people strive toward a finish line” (p.202).

There are several characteristics that make a culture people-centered and there are several different views from many authors. However, based on this research of literature, the following underlying theme exists: a culture exists because a group of people believe or behave in a certain way, and that behavior or belief is centered on the people that work in the organization, making it a comfortable and enjoyable work environment. The

overall theme of all the research about organizational culture can be summed in the following definition:

*People Process Culture:* An organizational culture values people who are trustworthy and courageous, who support processes that are fair and honest, which create a culture that is creative, responsible and enjoyable (Dahl, K. et al., personal communication, Dec. 1, 2005).

### *Case Studies*

The People Process Culture course defined, in detail, several companies that follow the people process culture philosophy. The following case studies illustrate samples of the companies defined in the course and characteristics or processes within the company that classifies them as having a people process culture. The case studies also answer the question why a company would want to adopt a people process culture philosophy.

The students who take the People Process Culture course at UW-Stout had several opportunities for field trips and to meet leaders of companies that run according to a people process culture philosophy.

### *Phillips Plastics Corporation*

Phillips Plastics Corporation is one of the largest models used in the People Process Culture course. It is an example of what a people process culture looks, sounds, and feels like. It is the basis of much research for the People Process Culture course and department at the University of Wisconsin-Stout. The founder and CEO, Bob Cervenka,

has worked closely with the People Process Culture Department Chair over the years and has developed a strong commitment to the education of the students and faculty on this concept.

Phillips Plastics Corporation is the largest, privately-held custom injection molding company in the upper Midwest. Bob Cervenka founded Phillips Plastics Corporation in 1964 in Phillips, a small northern Wisconsin town. It started with only two employees and has grown into a successful company with net sales of more than \$198 million in fiscal year 2005. This is slightly less than fiscal year 2004 sales of \$201 million, though forecasts for the 2006 fiscal year project sales in excess of \$220 million (Phillips Plastics Corporation Annual Report, 2005).

The Phillips Plastics Corporation Annual Report (2005) stated that in order to achieve these projected sales, Phillips Plastics Corporation efforts must be aligned with their objectives. Their objectives are as follows:

- Profit improvement
- Sales growth
- Customer focus
- Working together
- Applying technology

Each individual should attempt to achieve at least one of these objectives daily, and their time and energy should not be wasted on projects or activities that do not support the objectives. With that said, Phillips Plastics Corporation focuses on “producing the highest quality parts and delivering them on time in a cost effective manner” (Phillips Plastics Corporation Annual Report, 2005).

According to the People Process Culture Handbook (Carr, 1999) Cervenka has coined the phrase “all people are important” and the “T.E.A.M. acronym - Together Employees Achieve More” (p.90) as a way of business. According to Bob Cervenka (Phillips Plastics Corporation Annual Report, 2005):

“Working together and sharing with each other – this is the foundation of our culture. We have resisted we/they policies, benefits, and practices that would adversely affect some of our people, hindering the process of people working together as effectively and productively as possible. This is the foundation that has grown – and will continue to grow – sales and profits” (p.7).

Phillips Plastics Corporation also believes that there is no distinguishable line between CEO and a line worker. There are no special parking spots, no special uniforms, and the CEO and the line workers are always ready to work. Employees are called team members or colleagues rather than employees. Even the Phillips Plastics Corporation employee handbook has a hierarchical free name: Culture Reference. Phillips Plastics Corporation believes in hands-on work and all peoples’ contributions are equally important (Carr, 1999, p. 24).

Phillips Plastics Corporation supports education both within and outside the company. They offer an educational assistance program that provides 100 percent reimbursement for tuition and books for continuing education and courses that benefit the individual and the company. In 1998, this investment totaled \$104,000, affecting 75 Phillips people (Carr, 1999, p.27).

Phillips Plastics Corporation has invested a large amount of money, approximately \$6 million, in a training center, called the Origen Center, in the

Menomonie, Wisconsin location. This center has held more than 350 seminars and training sessions for Phillips' people, suppliers and customers. Cervenka states that the Origen Center displays Phillips' belief in people working together achieve more (Carr, 1999, p.27).

Phillips Plastics Corporation's success can be seen in their return on equity. For the last 33 years, they have set and achieved annual growth and return on equity of over 20 percent (Carr, 1999, p.33).

Phillips Plastics Corporation strongly believes in giving back to the community. In 1974, Bob Cervenka, Louie Vokurka, and Phillips Plastics Corporation created a charitable organization, the AnnMarie Foundation, in an effort to do just that. The mission of the foundation is to "provide financial resource to qualified organizations engaged in enhancing the quality of life in selected communities" (Phillips Plastics Corporation, 2004, p.15).

There are seven categories that grant requests are divided into: educational, educational private, educational other, humanitarian, recreational, cultural, and aesthetic (Phillips Plastics Corporation, 2004). One of the large recipients of multiple AnnMarie donations is the UW-Stout Summer Technology and Engineering Preview (STEPS), which is a summer camp that introduces and inspires seventh grade girls to career opportunities in science, engineering and technology (Phillips Plastics Corporation, 2004). Since the beginning of the foundation through August 2004, it has donated a total of \$4.6 million through grants and scholarships. Since 1994, educational grants have totaled \$1.7 million alone (Phillips Plastics Corporation, 2004).

*Ariens*

Ariens is a leading manufacturer in outdoor equipment, such as lawn mowers and snow products that utilizes a people centered culture. The Ariens' vision focuses on the customers, utilizes lean business practices, holds individuals personally and corporately accountable, works to develop the skills and capabilities of their employees, takes financial responsibility, and finally works toward good corporate citizenship.

The core values of Ariens include: honesty, fairness, commitment, respect, the encouragement of intellectual curiosity, and walking the talk (primarily a responsibility of leaders). Ariens base their business practices on fifteen axioms of their management system, which include such things as using reliable and thoroughly tested technology, a culture that is based on the core values, using continuous improvement to promote learning, and developing exceptional people that assist in the building of teams that follow Ariens vision and culture (Ariens, 2004).

Ariens believe their leaders are “responsible for behaving in a highly ethical manner and living the core values as they conduct business (or walking the talk)” (Ariens, 2004). Leaders have additional responsibilities, such as monitoring and ensuring compliance with these values, being a role model of ethical conduct, dealing with business ethics concerns as they arise, and finally, prohibiting retribution against employees who report information or assist in the investigation of ethical concerns (Ariens, 2004). Each Ariens employee must live up to the standards emphasized in the “Core Values in Practice” booklet.

## *KRM*

KRM, a company whose name comes from the initials of the original owners (“K” and “R” from Kenneth Rick Olson and “M” from Mark Helland) is an industry leader for virtual seminars, events, and briefings. The company was incorporated in March of 1994 and held 22 seminars in their first year of business. By 2003, they held approximately 674 seminars (Helland, M. and Olson, R., 2003).

KRM has earned the position as the number one virtual-event provider in the world, producing more than 3,500 virtual events that have reached over 250,000 sites (Helland, M. and Olson, R., 2003).

KRM has a three level value structure:

1. Act ethically
2. Act fairly
3. Be respectful (Helland, M. and Olson, R., 2003).

Employees at KRM are not called employees or team members; they are called KRMites. They value sharing the success of KRM, including profit sharing, ESOP program, competitive salaries, etc., and open book management - sharing all financial information so employees know what it takes to be successful. KRM also expects their employees to embrace teamwork, strive for excellence, and have a sense of urgency and passion for their business (Helland, M. and Olson, R., 2003).

KRM applies the principles taught in *Good to Great* and *Built to Last* by Jim Collins to their business, including: Level 5 Leadership; first who, then what; confront the brutal facts; hedgehog concept; culture of discipline; and technology accelerators (Helland, M. and Olson, R., 2003).

The Level 5 Leadership includes embracing teamwork, striving for excellence in the way they serve their clients and treating each client as if they will be with them for a very long time. Also, the *first who, then what* concept includes an extensive hiring process at KRM, an orientation program for KRMites, a generous severance package and a KRM pep squad. *Confront the brutal facts* concept requires healthy communication, administering a Myers-Briggs Type Indicator and freely admitting mistakes so employees can focus on recovering from them and learning from the experience. The *hedgehog concept* discusses KRM's strategy to understand what they are, and are not, the best at. The *culture of discipline concept* includes their open book management, employee stock ownership plan, and profit sharing. Finally, the *technology accelerators concept* includes the extranet KRM offers to their clients, back-up batteries and generators, an automated CD production system, and the spectel telephone conference bridge (Helland, M. and Olson, R., 2003).

KRM evaluates their KRMites by using a "Bus Scorecard" to determine if that employee truly belongs at KRM. It includes thirteen items that are rated satisfactory, needs improvement or don't know, along with comments. It is completed by the manager and two or three associates who work closely with the employee. Following the completion of the scorecard, the manager goes over the results with that employee. This process is a component of the first who, then what concept (Helland, M. and Olson, R., 2003).

### *Lands' End*

Lands' End incorporated in April 1963 with only three employees. By 1991 there were approximately 6,000 employees. Today they are a competitive world class organization and are “known for delivering products of exceptional quality at an honest value....and have earned a reputation as people who genuinely care about their customers” (Comer, and Ritchie, 1996, p.7).

Lands' End founder Gary Comer developed eight principles by which this companies run. Lands' End:

1. Does everything they can to make their products better
2. Prices their products fairly and honestly
3. Accepts any returns regardless of reason or time frame
4. Ships faster than anyone they know
5. Believes that what is best for their customer is best for everyone
6. Has ability to sell at lower prices because they have eliminated middlemen  
– they do not buy branded merchandise with high protected mark-ups
7. Has ability to see at lower prices because they operate efficiently
8. Has ability to sell at lower prices because they support no fancy emporiums with their high overhead – their main location is in the middle of a 40-acre cornfield in rural Wisconsin (Comer, and Ritchie, 1996, p.11).

These principles all benefit Lands' End's customers. But they also strongly believe in programs to bring a balance to work and life and benefit the employee and their whole family. The wellness wheel is used to illustrate the six aspects in each

dimension of the wheel: physical, emotional, intellectual, social, spiritual, and occupational (Comer, and Ritchie, 1996).

Lands' End strives to create a work environment that gives each employee the opportunity to grow. They offer classes, activities, and benefits that can enhance the employees' life, both at work and at home. Examples of programs and activities that Lands' End offers its employees are:

Employee assistance plan, smoking cessation reimbursement program, employee disaster assistance, educational assistance/on-site classes, homework helpline, family and medical leave act, child care resource and referral service, retail and catalogue discount, mother's room, work schedule flexibility, travel reimbursement for child care, take your child to work day, activity center membership (including pool, aerobic room, racquetball courts, gym, etc.), off-site health promotion, exercise incentives, weight management issues, financial planning, mammography, library, employee picnic, Christmas choir...and many others (Comer, and Ritchie, 1996).

Lands' Ends strives to offer many opportunities for their employees and their families so all can partner in their health and well being. Their goal in employee service is to continue to listen to employee's ideas and suggestions and continually enhancing the opportunities (Comer, and Ritchie, 1996).

### *Milwaukee Brewery Company*

In 1994, Milwaukee Brewery Company began a transformation that would dramatically improve business results. All aspects of the organization underwent a

redesign. The objectives for this transformation were to increase volume, reduce costs, and to deliver to distributor requirements. Milwaukee Brewery Company's purpose is to "produce the highest quality products in a timely and cost effective manner while improving the work environment" (Milwaukee Brewery, 1994, p.3). To achieve their purpose, Milwaukee Brewery follows six core business values:

1. Teamwork
2. Safety and well being
3. Valuing diversity
4. Education and training
5. Balance of work and personal time
6. Decision making (Milwaukee Brewery, 1994, p.3).

In order to excel, Milwaukee Brewery has several expectations of each employee. Some examples of these expectations are: be respectful and courteous, display openness and honesty, practice self-responsibility, be open-minded and flexible, foster two way communication (talk with people, not at them), when making decisions in an area consider the impact on the entire brewery, keep what is said in confidence, give every idea and question a fair hearing.....all of which will contribute to a positive work environment (Milwaukee Brewery, 1994, p.4).

Communication of the redesign was plant wide, so all employees had a big picture view of plant performance and other items of interest. A central focus of the redesign "were work groups, which would enable the plant to reach even higher levels of quality, safety, and performance in a cooperative work environment" (Milwaukee Brewery, 1994, p.7). General characteristics of work groups are:

Organized around whole work processes, decision-making enhanced through training, be empowered and have the resources, information and training to be self-managing, multi skilled for flexibility within the group, stable membership as much as possible, and responsible for managing its piece of the business (Milwaukee Brewery, 1994, p.7).

Work groups are structured around major segments of the throughput line, defined as “the receipt of raw materials in the brewery to delivery of finished product to the distributors” (Milwaukee Brewery, 1994, p.7). For example, the Core Maintenance Work Group has a detailed description of their work groups, including the functions (such as performing machine/equipment audits), needs (need access to accurate and up to date reference materials/manuals), information (communicate information detected during rebuilding process) and organization (a separate, stand alone work group with star points) (Milwaukee Brewery, 1994, p.22).

Training is an essential function for the success of any organization. In the redesign of Milwaukee Brewery Company, training was a central feature that received a substantial investment. The new training program included:

- Interpersonal skills
  - Effective communications/meetings
  - Conflict resolution/negotiation skills
  - Decision making
  - Understanding and valuing diversity
  - Understanding work group dynamics
  - Effective presentation skills

- Business education
  - Goal setting: link pinning
  - Regulatory issues
  - World class manufacturing techniques
  - Using comparative data (benchmarking)
  - Understanding business performance measures
  
- Technical
  - Communication tools
  - Statistical process control
  - Training to support new technology
  - Analytical troubleshooting for operators (Milwaukee Brewery, 1994, p.26-28).

### *Summary*

This chapter outlined several important concepts for this project. The research of literature has provided a detailed explanation and the history of the People Process Culture course, including the course implementation and objectives intended to measure through the follow-up survey. Also, the chapter provided characteristics of people process cultures from different authors, and several case studies that are utilized in the course where people process culture philosophy exists.

### Chapter III: Methodology

This chapter will include information relating to the selection and description of the sample, the instrument, data collection, data analysis, and finally the limitations of the study. The purpose of this study will be to determine how specifically the People Process Culture course at the University of Wisconsin-Stout has impacted the students' personal and professional lives. This study will provide insight to educators, leaders, students, and employees about the overall culture in their place of employment and the philosophies they live by.

#### *Subject Selection and Description*

A complete list of the students who have taken the People Process Culture course (INMGT 416/616) at the University of Wisconsin-Stout before the fall semester of 2005 was received from the Alumni Association office. There were 177 students on the original list. Of that list, only 167 students had complete mailing addresses available.

A survey was sent to all 167 students with complete mailing addresses. Of the 167 students, only 12 were returned with incomplete or incorrect addresses, resulting in a 92.8% contact rate. Of the 155 students successfully contacted, 48 responded, resulting in a 31.0% response rate. Participants were informed that completion of the survey is voluntary and that their responses would be kept completely confidential. Participants included both men and women, ranged in age from 21 years of age to over 50 years of age, and were employed within a wide variety of occupational types and settings.

### *Instrumentation*

The survey used in this research was altered from a previous study done by Kari Davis (Davis, 2001) an alumna of the Masters in Training and Development program at UW-Stout. Alterations to the survey included: the addition of six likert scale items to express the recipients' level of agreement on the application of people process culture content and the level of frustration felt when organizations do not follow a people process culture philosophy; demographic information (gender, age group, race/ethnicity, and industry); and the specific manner in which questions were asked.

Ultimately, the intent of the survey remained the same – to find out what valuable knowledge the students learned in the course, how they use what they learn, and if the learning outcomes align with the course objectives. A sample of the instrument can be found in Appendix A.

### *Data Collection Procedures*

The 19 question survey was mailed to 167 students on November 1, 2005, with a return deadline of November 18, 2005. After the first deadline, the surveys were resent to those who had not yet completed and returned the survey, with a four week turn around. By resending the survey, the response rate increased by 45.5% (or from 33 to 48 surveys returned), resulting in a 31.0% response rate. There were only twelve alumni that had incorrect or undeliverable addresses, resulting in a 92.8% contact rate.

### *Data Analysis*

Several statistical analyses were used in this study. The Statistical Program for Social Sciences (SPSS) version 12.0 was used to analyze the quantitative data. For the Likert response data, Independent Sample T-Test analyses were conducted to determine if statistically significant differences existed across gender (male and female) and race (Caucasian, non-Caucasian). While Analysis of Variances (ANOVA) could not be used to test for significant differences across age classification due to the small sample size, Spearman correlations were conducted to test the more fundamental test of association between age groups and individual people process culture measures. The qualitative results were analyzed using NVivo software, which is a program that assists in the coding and categorizing of qualitative results.

### *Limitations*

There are several limitations to this study. The three week turn around for the first wave of surveys may have been too short of a time period. However, the second wave of surveys was sent before Thanksgiving with a return date of January 1. The Thanksgiving and Christmas holidays may have impacted the response rate. Other limitations include the amount of time necessary to complete the survey, the incorrect addresses of potential respondents, and/or students may not have been interested in participating in the survey.

### *Reliability and Validity*

Reliability refers to the “consistency of assessment results” (Linn, 2000, p.74). Linn (2000) states that if similar scores are attained when the same assessment is used, it

can be concluded that the results have a high degree of reliability (p.74). The survey instrument used in this study is based off an instrument used in a previous study, though modifications result in a different set of survey questions. Also in the prior study, only one semester of students who took the People Process Culture course participated in the survey. In the current study, all students who have taken the People Process Culture course since it started had the opportunity to respond. Since the original sample did not receive the new instrument and there has been approximately five years between the prior study and this current one, estimates of neither equivalent forms nor test/retest reliability could not be documented for the current study.

Validity is “an evaluation of the adequacy and appropriateness of the interpretations and uses of assessment results” (Linn, 2000, p.73). The content validity of the survey instrument used was bolstered by what was found in the literature review. Moreover, due to the larger sampling frame, the external validity of the current study is expanded to better represent the overall population of the People Process Culture course alumni because each graduate of the course received the survey, thus giving each an opportunity to express his or her perceptions of the course, suggestions, and examples.

### *Summary*

In conclusion, this chapter outlined the methodology of this study, including the sample, the survey instrument utilized, the data collection and analysis and the limitations to the study. The survey utilized was an updated version of a previously used instrument, with several alterations mentioned in this chapter.

There were 167 surveys sent to all the students who have taken the People Process Culture course before the fall semester of 2005. The study yielded 155 potential subjects, of whom 48 (31%) completed the survey. SPSS and NVivo were the specialized software utilized during this study.

## Chapter IV: Results

A survey was sent to all students who have taken the People Process Culture course at University of Wisconsin-Stout in before the fall semester of 2005. The purpose of this study was to determine if the course impacted the students who took it, if the students felt encouraged to practice people process culture concepts, and if the learning outcomes align with the course objectives.

### *Statistical Analysis*

Descriptive statistics were conducted to report the results of all quantitative (likert scale) items, including the demographic information. The likert scale ranged from 1 to 5, with 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree. Each likert scale question was concluded in terms of frequency and percentage. Appendix B displays all the quantitative results individually. There were a total of 26 males and 22 females who participated in the survey. There were no participants under the age of 21, and the most participants were between the ages of 21-30. Table 1 below displays the age group frequency and percentage overall and by gender.

Table 1

*Frequency and percentage of survey results by age group*

| Age Group | Total      | Male      | Female    |
|-----------|------------|-----------|-----------|
| Under 21  | -          | -         | -         |
| 21-25     | 11 (22.9%) | 7 (26.9%) | 4 (18.2%) |
| 26-30     | 11 (22.9%) | 6 (23.1%) | 5 (22.7%) |
| 31-35     | 7 (14.6%)  | 3 (11.5%) | 4 (18.2%) |
| 36-40     | 4 (8.3%)   | 1 (3.8%)  | 3 (13.6%) |
| 41-45     | 3 (6.3%)   | 1 (3.8%)  | 2 (9.1%)  |
| 46-50     | 5 (10.4%)  | 3 (11.5%) | 2 (9.1%)  |
| Over 50   | 7 (14.6%)  | 5 (19.2%) | 2 (9.1%)  |
| TOTAL     | 48 (100%)  | 26 (100%) | 22 (100%) |

*NOTE: There were no responses from the age group "Under 21."*

There were few participants who were of different ethnicity other than Caucasian. Table 2 below displays the frequency and percentage of ethnicity/race overall and split by gender. There were no participants of American Indian, Asian American, or African American ethnicity.

Table 2

*Frequency and percentage by ethnicity/race*

| Ethnicity                        | Total              | Male             | Female           |
|----------------------------------|--------------------|------------------|------------------|
| Caucasian                        | 44 (93.6%)         | 23 (88.5%)       | 21 (100%)        |
| Southeast Asian/Pacific Islander | 1 (2.1%)           | 1 (3.8%)         | -                |
| Hispanic/Latino                  | 1 (2.1%)           | 1 (3.8%)         | -                |
| Other                            | 1 (2.1%)           | 1 (3.8%)         | -                |
| <b>TOTAL</b>                     | <b>47 (99.9%)*</b> | <b>26 (100%)</b> | <b>21 (100%)</b> |

\*N=48. One person did not respond to this question.

The occupational settings of the survey respondents were grouped according to frequency, which formed eight different industries. The most common industry of all respondents was Education (any education industry, from early childhood/elementary to college level) with 10 respondents (22.2% of total respondents). The most common industries for males were Education (26.1%) and Manufacturing (26.1%); whereas the most common industry for females was Health Care (22.7%). The complete results are shown in Table 3 below.

Table 3

*Industry categories, overall and by gender*

| Industry               | Total      | Male      | Female    |
|------------------------|------------|-----------|-----------|
| Education              | 10 (22.2%) | 6 (26.1%) | 4 (18.2%) |
| Retail/Sales           | 7 (15.6%)  | 4 (17.4%) | 3 (13.6%) |
| Manufacturing          | 6 (13.3%)  | 6 (26.1%) | -         |
| Other                  | 6 (13.3%)  | 4 (17.4%) | 2 (9.1%)  |
| Health Care            | 5 (11.1%)  | -         | 5 (22.7%) |
| Training & Development | 5 (11.1%)  | 1 (4.3%)  | 4 (18.2%) |
| Service                | 4 (8.3%)   | 0 (8.7%)  | 2 (9.1%)  |
| Management             | 2 (4.4%)   | -         | 2 (9.1%)  |
| Total                  | 45 (100%)  | 23 (100%) | 22 (100%) |

NOTE: Three respondents did not indicate the industry they work in (n=48).

The survey item that had the highest mean rating overall was question 1, *“The People Process Culture course has had a strong impact on the way I think about organizations”* with a mean of 4.27 (on a scale of 1 to 5, with 5=strongly agree). When broken down by gender, females also responded the highest to question 1, where as males responded highest to question 2a, *“I have been able to apply content I learned in the PPC course to help me better understand the organizations I have worked in, or the one I am currently working in.”*

Males responded lowest to question 2c *“I have been able to apply content I learned in the PPC course to persuade others about the importance of a People Process*

*type of work culture*” with a mean of 3.42. Females however responded lowest to question 3, “*Having taken the PPC course, my frustration has increased with organizations that do not run in according to a people process culture philosophy*” with a mean of 3.77. Table 4 displays the likert survey items.

Table 4

*Likert survey items*

| Question #  | Description   |
|-------------|---|
| Question 1  | The PPC course has had a strong impact on the way I think about organizations.  |
| Question 2a | I have been able to apply content I learned in the PPC course: To help me better understand the organizations I have worked in, or the one I am currently working in. |
| Question 2b | I have been able to apply content I learned in the PPC course: To implement some of the content in my current personal life or job situation.                         |
| Question 2c | I have been able to apply content I learned in the PPC course: To persuade others about the importance of a People Process type of work culture.                      |
| Question 2d | I have been able to apply content I learned in the PPC course: To reinforce my commitment to practice people process cultures.  |
| Question 3  | Having taken the PPC course, my frustration has increased with organizations that do not run in according to a people process culture philosophy.                     |

Table 5 displays the likert survey item mean results overall and split by gender.

Table 5

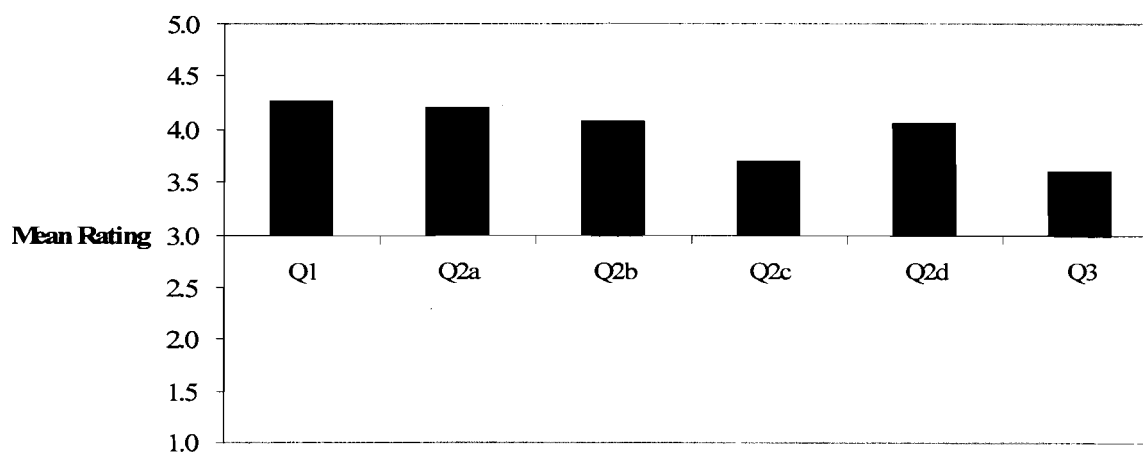
*Survey item mean results, overall and by gender*

| Survey Item | Overall Mean | Male        | Female      |
|-------------|--------------|-------------|-------------|
| Question 1  | <b>4.27</b>  | 4.12        | <b>4.45</b> |
| Question 2a | 4.21         | <b>4.16</b> | 4.27        |
| Question 2b | 4.08         | 3.92        | 4.27        |
| Question 2c | 3.69         | 3.42        | 4.00        |
| Question 2d | 4.06         | 3.85        | 4.32        |
| Question 3  | 3.60         | 3.44        | 3.77        |

*Scale: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree*

Figure 2 below displays the overall survey results.

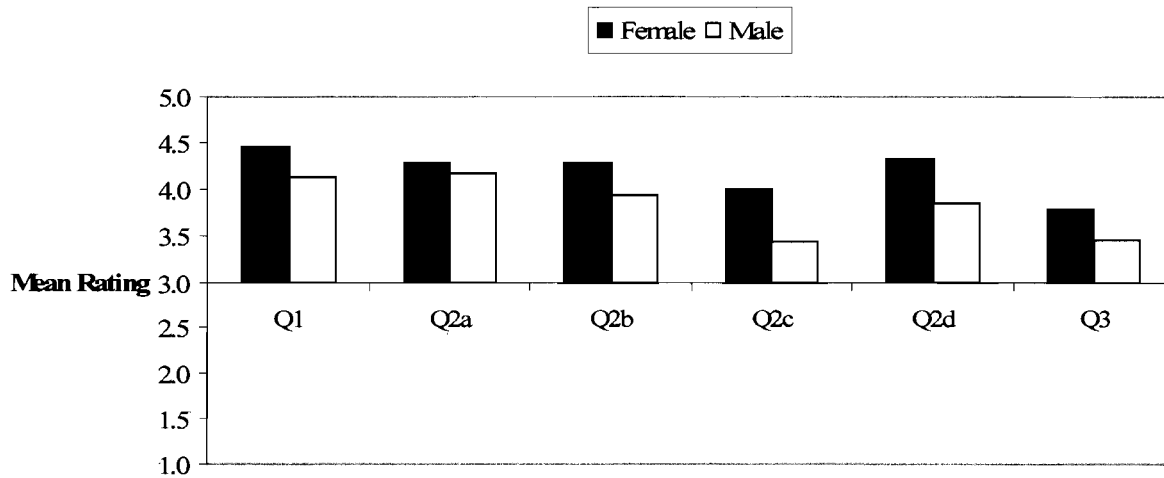
**Figure 2. Overall Survey Results**



*Scale: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree*

Figure 3 displays the difference between male and female survey results for ratings on all PPC items.

**Figure 3. Survey Results by Gender**



*Scale: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree*

Table 6 below displays the likert survey item mean results by age group. The highest mean response per question is indicated by bold lettering. Overall, participants in the age group of 31-35 responded the highest.

Table 6

*Survey item mean results by age group*

| Survey Item | 21-25 | 26-30       | 31-35       | 36-40 | 41-45       | 46-50 | Over 50     |
|-------------|-------|-------------|-------------|-------|-------------|-------|-------------|
| Question 1  | 4.00  | <b>4.64</b> | 4.29        | 4.00  | 4.33        | 4.00  | 4.43        |
| Question 2a | 4.09  | 4.20        | 4.29        | 4.25  | 4.00        | 4.00  | <b>4.57</b> |
| Question 2b | 3.91  | 4.27        | <b>4.29</b> | 4.00  | 4.00        | 3.80  | 4.14        |
| Question 2c | 3.64  | 3.82        | <b>4.00</b> | 3.00  | <b>4.00</b> | 3.60  | 3.57        |
| Question 2d | 3.82  | 4.36        | <b>4.57</b> | 3.75  | 3.67        | 3.80  | 4.00        |
| Question 3  | 3.36  | 4.10        | 3.00        | 3.00  | 3.33        | 3.40  | <b>4.43</b> |

*Scale: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree*

*NOTE: There were no responses from the age group "Under 21." Bold responses indicate highest mean for that question.*

*Independent Sample T-test*

An independent sample t-test was conducted to determine if likert scale items were significant based on gender. There was one item which reported significance: survey question 2c, *I have been able to apply content I learned in the PPC course to persuade others about the importance of a People Process type of work culture based on gender* ( $t=-2.207$ ,  $df=42.643$ ,  $p<.05$ ). Females responded significantly higher than males on this item.

An independent sample t-test was also conducted to determine if likert scale items were significant based on race/ethnicity (Caucasian or non-Caucasian). There were no statistically significant items based on race/ethnicity.

### *Spearman*

A Spearman correlation was used to determine if there was an association (co-variation) between age and the people process culture survey items. Correlations are used to assess co-variation, which is a necessary prerequisite to causation. Table 7 below illustrates the patterns of correlations of the people process culture items with age overall and within each gender.

Table 7

#### *Spearman Correlations across age and PPC items, overall and by gender*

| Correlation Coefficient | Q1   | Q2a  | Q2b  | Q2c  | Q2d  | Q3   |
|-------------------------|------|------|------|------|------|------|
| <i>Overall Sample</i>   |      |      |      |      |      |      |
| Correlation Coefficient | .02  | .11  | -.02 | -.06 | -.08 | -.14 |
| N=                      | (48) | (47) | (48) | (48) | (48) | (47) |
| <i>Split by gender</i>  |      |      |      |      |      |      |
| <u>Males</u>            |      |      |      |      |      |      |
| Correlation Coefficient | .08  | .33  | .08  | -.08 | .08  | .35  |
| N=                      | (26) | (25) | (26) | (26) | (26) | (25) |
| <u>Females</u>          |      |      |      |      |      |      |
| Correlation Coefficient | -.05 | .05  | -.05 | -.03 | -.28 | -.26 |
| N=                      | (22) | (22) | (22) | (22) | (22) | (22) |

NOTE:  $p < .05$

There were no statistically significant associations between age and the Likert survey items. Although not significant due to the size of the sample, the association between age and question 3 yielded the highest correlations when split by gender. Interestingly, these correlations are in opposite directions and thus cancel one another out in the combined analysis. The positive correlation among the males suggests that the older men tended to agree with question 3 (*having taken the PPC course, my frustration has increased with organizations that do not run in according to a people process culture philosophy*) more than the younger men; whereas the negative correlation among the females suggests that it is the younger females that agree more strongly with that same statement.

### *Qualitative Results*

The qualitative responses were analyzed using NVivo, a qualitative coding software, and SPSS (Statistical Package for the Social Sciences). The responses were coded into categories or themes. The frequency and percentage of each category/theme, along with examples for each, can be seen in Tables 8-16 below.

Table 8

*Question 2: I have been able to apply content I learned in the PPC course in the following ways: better understand the organizations I have worked in or the one I am currently working in; implement some of the content in my current personal life or job situation; persuade others about the importance of a people process type of work culture; and reinforce my commitment to practice people process cultures (examples). Qualitative results by theme (frequency, percentage and examples).*

| Category/Theme                          | Frequency/<br>Percentage | Description/Examples  |
|---|--------------------------|---|
| Awareness of philosophy/characteristics | 12 (46.2%)               | <ul style="list-style-type: none"> <li>▪ It helped me distinguish a difference between companies that are or are not run in such as manner.</li> <li>▪ It became very obvious which of my employees practices and facilitates a PPC.</li> </ul>   |
| Application/Implementation              | 11 (42.3%)               | <ul style="list-style-type: none"> <li>▪ With little authority in my current position, I don't know how to begin applying the content.</li> <li>▪ I still know the importance and believe in it, but cannot figure out how to apply it.</li> </ul>  |
| Communication                           | 3 (11.5%)                | <ul style="list-style-type: none"> <li>▪ Practicing with people with various personalities helped me to understand that cultures communicate differently.</li> <li>▪ I've used communication games from class in staff meetings.</li> <li>▪ Now I understand how people communicate with each other strongly impacts the overall culture of an organization.</li> </ul> |

*NOTE: The percentages include only those participants who responded. These categories and examples were taken from comments made by students who completed People Process Culture Follow-up Survey. In some cases, the bullets under "description/examples" represent only one student's comment.*

Table 9

*Question 3: Having taken the PPC course, I have become frustrated with organizations that do not run in according to a people process culture has increased (examples).*

*Qualitative results by theme (frequency, percentage and examples).*

| Category/Theme        | Frequency/<br>Percentage | Description/Examples   |
|-----------------------|--------------------------|--|
| Employees treatment   | 7 (24.1%)                | <ul style="list-style-type: none"> <li>▪ Seeing and hearing how some companies only review their employees based on financial performance and does little to develop them.</li> <li>▪ The school I teach at does not treat its employees in a PPC manner at all. I believe the employees would be much more effective if they did.</li> </ul>                                |
| Accepting differences | 6 (20.7%)                | <ul style="list-style-type: none"> <li>▪ Although PPC organizations are ideal to me, I accept that many organizations are run differently.</li> <li>▪ I now understand that different people truly believe and have belief systems that are different. Just knowing this reduces frustrations.</li> </ul>  |
| Potential for change  | 5 (17.2%)                | <ul style="list-style-type: none"> <li>▪ It takes so much energy to move the status quo. The frustration comes when looking at the current status and what could be.</li> <li>▪ Consistent inspiration to win over organizations that don't "get it!"</li> <li>▪ I actually quit in protest, but resolved to try and change it, rather than leaving in search of.</li> </ul> |

Table 9 (continued)

| Category/Theme        | Frequency/<br>Percentage | Description/Examples  |
|-----------------------|--------------------------|---|
| Leadership/management | 5 (17.2%)                | <ul style="list-style-type: none"> <li data-bbox="699 415 1425 579">▪ I worked at a few places that had no apparent PPC and it frustrated me that management did not care, even after discussing with them my frustrations.</li> <li data-bbox="699 617 1425 716">▪ Management has not been doing the right things, has not been walking the talk.</li> <li data-bbox="699 753 1425 846">▪ Structured management style that dictates what employees must do and how to do it best.</li> </ul> |
| Recognition           | 2 (6.9%)                 | <ul style="list-style-type: none"> <li data-bbox="699 884 1430 982">▪ I believe that companies who do not recognize the value of their employees and needs are condemned to failure.</li> <li data-bbox="699 1020 1317 1052">▪ No recognition or celebrations on jobs well done.</li> <li data-bbox="699 1089 1430 1182">▪ Not enough recognition: goal setting is only top down, not bottom up.</li> </ul>   |
| Other                 | 4 (13.8%)                | <ul style="list-style-type: none"> <li data-bbox="699 1220 1386 1318">▪ I recently graduated and have not enough companies to judge this question properly.</li> <li data-bbox="699 1356 1224 1383">▪ Downsize: bad relationships with unions.</li> </ul>   |

*NOTE: The percentages include only those participants who responded. These categories and examples were taken from comments made by students who completed People Process Culture Follow-up Survey. In some cases, the bullets under "description/examples" represent only one student's comment.*

Table 10

*Question 4: What is the most valuable “take home” knowledge received in this course?*

*Qualitative results by theme (frequency, percentage and examples).*

| Category/Theme                            | Frequency/<br>Percentage | Description/Examples  |
|---|--------------------------|---|
| Self-awareness                            | 13 (27.1%)               | <ul style="list-style-type: none"> <li>▪ PPC was not only learning about you, but understanding different mentalities in the workplace.</li> <li>▪ The class taught me that I can be the major motivator in my life and that I have complete control to succeed or fail.</li> </ul>                                   |
| Keys to successful organizations          | 9 (18.8%)                | <ul style="list-style-type: none"> <li>▪ Bring a new idea how an organization can be successful.</li> <li>▪ Methods how culture can affect the organization’s performance.</li> </ul>   |
| Processes                                 | 6 (12.5%)                | <ul style="list-style-type: none"> <li>▪ The most valuable info is the process cycle where you identify issues or problems, make a plan and do the best you can to be successful.</li> <li>▪ The course offers strategies for achieving interdependence, which usually results in increased effectiveness.</li> </ul> |
| Employee treatment                        | 6 (12.5%)                | <ul style="list-style-type: none"> <li>▪ How people are treated and valued in the workplace has a direct impact on the organization’s bottom line.</li> <li>▪ Some organizations place a value on their people – employees are a resource.</li> </ul>   |
| Differentiating cultures (PPC or non-PPC) | 6 (12.5%)                | <ul style="list-style-type: none"> <li>▪ Gaining a better understanding of how to differentiate between types of cultures.</li> <li>▪ The class requires you to think and look critically at organizations’ culture.</li> </ul>   |

Table 10 (continued)

| Category/Theme                                  | Frequency/<br>Percentage | Description/Examples  |
|---|--------------------------|---|
| Experiential learning<br>opportunity (hands-on) | 5 (10.4%)                | <ul style="list-style-type: none"> <li>▪ Everyone needs to know how groups of people interact to create cultures. PPC provides experiential learning of groups of people.</li> <li>▪ The instructor provides experiential learning opportunities that assist in understanding concepts and apply them in a real setting (Ashley Furniture tour).</li> <li>▪ You will get good hands-on experience in practicing what you have learned.</li> </ul> |
| Leadership                                      | 3 (6.3%)                 | <ul style="list-style-type: none"> <li>▪ It helped me to take a hard look at leadership and how to lead authentically.</li> <li>▪ The PPC has valuable leadership lessons that you can work to incorporate into your own leadership style.</li> </ul>   |
| Other   | 6 (12.5%)                | <ul style="list-style-type: none"> <li>▪ Ask employees and former employees about the culture of an organization before accepting a job offer.</li> <li>▪ Reading the book "play to win."</li> <li>▪ Broadening your horizon.</li> </ul>  |

*NOTE: The percentages include only those participants who responded. These categories and examples were taken from comments made by students who completed People Process Culture Follow-up Survey. In some cases, the bullets under "description/examples" represent only one student's comment.*

Table 11

*Question 5: What do you believe is the foundation that facilitates people effectively working together? Qualitative results by theme (frequency, percentage and examples.)*

| Category/Theme                    | Frequency/<br>Percentage | Description/Examples  |
|-----------------------------------|--------------------------|---|
| Communication                     | 14 (24.1%)               | <ul style="list-style-type: none"> <li>▪ Good communications between others, positive attitude and being open-minded.</li> <li>▪ Open communication facilitates effective working relations.</li> <li>▪ Open communication without fear of retribution.</li> </ul>  |
| Understanding and acceptance      | 9 (15.5%)                | <ul style="list-style-type: none"> <li>▪ Being able to accept differences in others and working with their strengths.</li> <li>▪ Understanding individual human wants and needs and changing to meet them.</li> </ul>   |
| Shared values                     | 8 (13.8%)                | <ul style="list-style-type: none"> <li>▪ Common personal values, shared vision.</li> <li>▪ Common shared goals, developed by all.</li> </ul>  |
| Respect                           | 8 (13.8%)                | <ul style="list-style-type: none"> <li>▪ Mutual respect – treating others the way that you would like to be treated.</li> </ul>   |
| Trust                             | 7 (12.1%)                | <ul style="list-style-type: none"> <li>▪ Trust and honesty.</li> </ul>  |
| Teamwork and developing employees | 4 (6.9%)                 | <ul style="list-style-type: none"> <li>▪ I believe a lot of it stems from hiring the right individuals, because without the right people the people process culture will never work.</li> <li>▪ A belief in the philosophy that together everyone achieves more (T.E.A.M. from Phillips Plastics).</li> </ul> |

Table 11 (continued)

| Category/Theme         | Frequency/<br>Percentage | Description/Examples  |
|------------------------|--------------------------|---|
| Leadership empowerment | 4 (6.9%)                 | <ul style="list-style-type: none"> <li>▪ Empowerment of leadership (respect and accountability for self first)...before expecting others to "carry their weight".</li> <li>▪ Culture and leadership</li> <li>▪ Being followed by all. That is assuming they all agree in them and understand them.</li> </ul> |
| Other                  | 4 (6.9%)                 | <ul style="list-style-type: none"> <li>▪ Attitude! 100%. Go to work for the company (don't go to work for a salary.)</li> <li>▪ Caring.</li> </ul>  |

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*NOTE: The percentages include only those participants who responded. These categories and examples were taken from comments made by students who completed People Process Culture Follow-up Survey. In some cases, the bullets under "description/examples" represent only one student's comment.*

Table 12

*Question 6: How do you plan to use what you learned in this course? How do you plan to make the people process culture concept known (to peers, co-workers, etc.)? Qualitative results by theme (frequency, percentage and examples).*

| Category/Theme                            | Frequency/<br>Percentage | Description/Examples   |
|---|--------------------------|--|
| Encouragement by leadership               | 14 (22.2%)               | <ul style="list-style-type: none"> <li>▪ By the way I facilitate learning to my clients and give everyone a chance to voice their opinion.</li> <li>▪ I always start with accepting who I am and as a leader try to encourage everyone to grow to their potential.</li> <li>▪ I use a lot of things I learned, but the one thing I use the most is giving positive reinforcement to my employees.</li> </ul>   |
| Changing culture to follow PPC philosophy | 11 (17.5%)               | <ul style="list-style-type: none"> <li>▪ To implement PPC in my own company I listen and take notes of their needs and make adjustments if necessary.</li> <li>▪ I use the information I learned to create a positive attitude and culture for the people I supervise.</li> <li>▪ Try to incorporate PPC in your own limited leadership opportunities, and then as you move up the ladder, the lessons learned in the course will follow.</li> </ul> |
| Treat others better                       | 10 (15.9%)               | <ul style="list-style-type: none"> <li>▪ Treat others with respect, even if you don't see eye to eye.</li> <li>▪ Use my employees to their maximum capacity.</li> <li>▪ I plan on using the information in my life by working with others to respect their own attitudes and feelings.</li> </ul>  |

Table 12 (continued)

| Category/Theme                                  | Frequency/<br>Percentage | Description/Examples   |
|---|--------------------------|--|
| Discuss/increase awareness<br>of PPC philosophy | 10 (15.9%)               | <ul style="list-style-type: none"> <li>▪ Working to spread to others in position of influence.</li> <li>▪ I plan to let people know about continuous improvement; that things can be better if we utilize our unique abilities.</li> <li>▪ Talk about it – bring it up at meetings, regular everyday discussion to “keep it alive.”</li> </ul> |
| Application to daily life                       | 6 (9.5%)                 | <ul style="list-style-type: none"> <li>▪ I apply it everyday building our organizations (live it!).</li> <li>▪ I use exercises from the course everyday, such as handling stress and situations by staying calm and find the real issue.</li> <li>▪ Use it in everyday thinking, even my marriage.</li> </ul>                                  |
| Team concepts                                   | 4 (6.3%)                 | <ul style="list-style-type: none"> <li>▪ Have fun at work while being a team player and supporting my co-workers any way I can.</li> <li>▪ I currently use the team concepts but plan to use more personal development in my life.</li> </ul>  |
| Communication                                   | 2 (3.2%)                 | <ul style="list-style-type: none"> <li>▪ I try to be a better communicator.</li> <li>▪ I try to implement open door policy.</li> </ul>   |
| Other   | 6 (9.5%)                 | <ul style="list-style-type: none"> <li>▪ PPC follows biblical principles.</li> <li>▪ It is not currently being utilized in the workplaces I deal with.</li> </ul>  |

*NOTE: The percentages include only those participants who responded. These categories and examples were taken from comments made by students who completed People Process Culture Follow-up Survey. In some cases, the bullets under “description/examples” represent only one student’s comment.*

Table 13

*Question 7: What did you like most about this course? Qualitative results by theme (frequency, percentage and examples).*

| Category/Theme                                  | Frequency/<br>Percentage | Description/Examples  |
|---|--------------------------|---|
| Experiential learning<br>opportunity (hands-on) | 11 (18.0%)               | <ul style="list-style-type: none"> <li>▪ As with a lot of UW-Stout courses, this was a very hands-on interactive class.</li> <li>▪ Great real life examples.</li> <li>▪ The group work and hands-on activities we participated in.</li> </ul>   |
| Instructor                                      | 11 (18.0%)               | <ul style="list-style-type: none"> <li>▪ Instructor was extremely talented at getting everyone engaged in the course.</li> <li>▪ Kari was wonderful at facilitating this class.</li> <li>▪ Kari did an excellent job bringing this concept to reality.</li> </ul>   |
| Field trips/guest speakers                      | 10 (16.4%)               | <ul style="list-style-type: none"> <li>▪ I like the tour of companies so that we can see if how PPC has been implemented into the real world and we can absorb it better rather than just learn from textbooks.</li> <li>▪ The field tips to Phillips Plastics – gives the students a chance to see it in action.</li> <li>▪ Visiting employees and having guest speakers.</li> </ul> |
| Group work                                      | 8 (13.1%)                | <ul style="list-style-type: none"> <li>▪ Discussing as a group different aspects of a "people process culture."</li> <li>▪ Getting to know fellow students.</li> </ul>  |

Table 13 (continued)

| Category/Theme         | Frequency/<br>Percentage | Description/Examples  |
|------------------------|--------------------------|---|
| Open atmosphere        | 7 (11.5%)                | <ul style="list-style-type: none"> <li>▪ How open and trusting you become with people in such a short time.</li> <li>▪ It was a small class and lead to great discussions.</li> <li>▪ Low stress learning environment.</li> </ul>   |
| Team/business concepts | 5 (8.2%)                 | <ul style="list-style-type: none"> <li>▪ Discussing as a group different aspects of a PPC.</li> <li>▪ The fundamental ideas of the course.</li> <li>▪ Learning that a lot of companies think and act very different to the “corporate stereotype” (profits first).</li> </ul>   |
| Self concepts          | 5 (8.2%)                 | <ul style="list-style-type: none"> <li>▪ Ask what is important for an organization to value and practice.</li> <li>▪ It reinforced what I had believed to be true about top performing organizations – it supported my beliefs and hopes of organizations.</li> <li>▪ The amazing energy added to my life.</li> </ul> |
| Books                  | 2 (3.3%)                 | <ul style="list-style-type: none"> <li>▪ The book list.</li> <li>▪ The “Play to Win” book is excellent.</li> </ul>  |
| Other                  | 2 (3.3%)                 | <ul style="list-style-type: none"> <li>▪ It follows biblical principles.</li> <li>▪ Everything.</li> </ul>  |

*NOTE: The percentages include only those participants who responded. These categories and examples were taken from comments made by students who completed People Process Culture Follow-up Survey. In some cases, the bullets under “description/examples” represent only one student’s comment.*

Table 14

*Question 8: What did you like least about this course? Qualitative results by theme (frequency, percentage and examples).*

| Category/Theme                                 | Frequency/<br>Percentage | Description/Examples  |
|--|--------------------------|---|
| No comments or no changes needed               | 13 (31.0%)               | <ul style="list-style-type: none"> <li>▪ Honestly, I don't know of anything.</li> <li>▪ I only have good memories of the course.</li> </ul>   |
| Suggestions about the time frame of the course | 11 (26.2%)               | <ul style="list-style-type: none"> <li>▪ There was so much information to cover that there was just not enough time to get everything in and absorb it all (summer session). I don't think anything should be removed but if a couple days were added it would alleviate some of these problems.</li> <li>▪ It would have been more fun to expand it through the semester – it really should be only a semester class (rather than over summer and Winterm).</li> </ul> |
| Other dislikes and/or recommendations          | 10 (23.8%)               | <ul style="list-style-type: none"> <li>▪ Not having a predetermined agenda – my personality prefers planning.</li> <li>▪ Not enough people for discussion.</li> <li>▪ Sometimes there is too much fluff. Too touchy feely at times, but that is just me (others learn differently and I accept that).</li> </ul>  |

Table 14 (continued)

| Category/Theme                               | Frequency/<br>Percentage | Description/Examples  |
|--|--------------------------|---|
| Suggestions for specific projects/activities | 8 (19.0%)                | <ul style="list-style-type: none"> <li data-bbox="708 407 1406 438">▪ It seems that few companies follow the PPC philosophy.</li> <li data-bbox="708 474 1451 636">▪ I don't feel there was enough focus on how to change an organization's culture into a PPC, especially when you have little authority.</li> <li data-bbox="708 672 1451 768">▪ I wish I had more material to hold onto. But this survey was a great reminder of what I learned.</li> <li data-bbox="708 804 1451 905">▪ I think researching a company on their PPC in small groups would be beneficial</li> </ul> |

*NOTE: The percentages include only those participants who responded. These categories and examples were taken from comments made by students who completed People Process Culture Follow-up Survey. In some cases, the bullets under "description/examples" represent only one student's comment.*

Table 15

*Question 9: What would you like to see included in this course (i.e. specific topics, activities, opportunities)? Qualitative results by theme (frequency, percentage and examples).*

| Category/Theme                               | Frequency/<br>Percentage | Description/Examples  |
|--|--------------------------|---|
| Suggestions for more guests and case studies | 12 (38.7%)               | <ul style="list-style-type: none"> <li>▪ Bring in other business leaders who are open to best practices and haven't heard of PPC.</li> <li>▪ More actual case situations of people that have changed an organization to be PPC driven.</li> <li>▪ Perhaps case studies of organizations where students have worked in – looking at positive and negative PPC interactions and how to facilitate positive change in the organization.</li> </ul>   |
| General suggestions                          | 11 (35.5%)               | <ul style="list-style-type: none"> <li>▪ Consideration of today's economy. Implementation with very small companies.</li> <li>▪ Everyone should get to keep a copy of the workbooks.</li> <li>▪ Find a way to deal with one issue in more detail.</li> <li>▪ Give instruction on how a person just starting in their field can work towards a PPC. Give students a realistic view of organizations and how to try to implement a PPC that is feasible as a new employee to a company and career.</li> </ul> |

Table 15 (continued)

| Category/Theme                      | Frequency/<br>Percentage | Description/Examples  |
|-------------------------------------|--------------------------|---|
| No comments or no changes<br>needed | 8 (25.8%)                | <ul style="list-style-type: none"> <li data-bbox="711 411 1187 443">▪ I think the class is great the way it is.</li> <li data-bbox="711 474 1057 506">▪ It is well worthwhile as it.</li> <li data-bbox="711 537 1393 642">▪ Keep the various games/activities – they enhanced our learning.</li> </ul> |

*NOTE: The percentages include only those participants who responded. These categories and examples were taken from comments made by students who completed People Process Culture Follow-up Survey. In some cases, the bullets under "description/examples" represent only one student's comment.*

Table 16

*Question 10: What would you like to see excluded from this course? Qualitative results by theme (frequency, percentage and examples).*

| Category/Theme                      | Frequency/<br>Percentage | Description/Examples                    |
|-------------------------------------|--------------------------|---|
| No comments or no changes<br>needed | 25 (89.3%)               | ▪ Not sure anything should be excluded. |
| General suggestions                 | 3 (10.7%)                | ▪ Remove team papers                    |

*NOTE: The percentages include only those participants who responded. These categories and examples were taken from comments made by students who completed People Process Culture Follow-up Survey. In some cases, the bullets under "description/examples" represent only one student's comment.*

After the qualitative data was analyzed by question, it was analyzed overall to determine themes from the survey as a whole. There were a total of ten overall themes that can be seen in Table 17 below. The most common theme was awareness (including both self-awareness and the awareness/acknowledgement of what makes a people process culture) with 30 total comments (62.5%), followed by suggestions for the course which resulted in a total of 27 comments (56.3%). The percentages are based on the total number of respondents (n=48).

Table 17

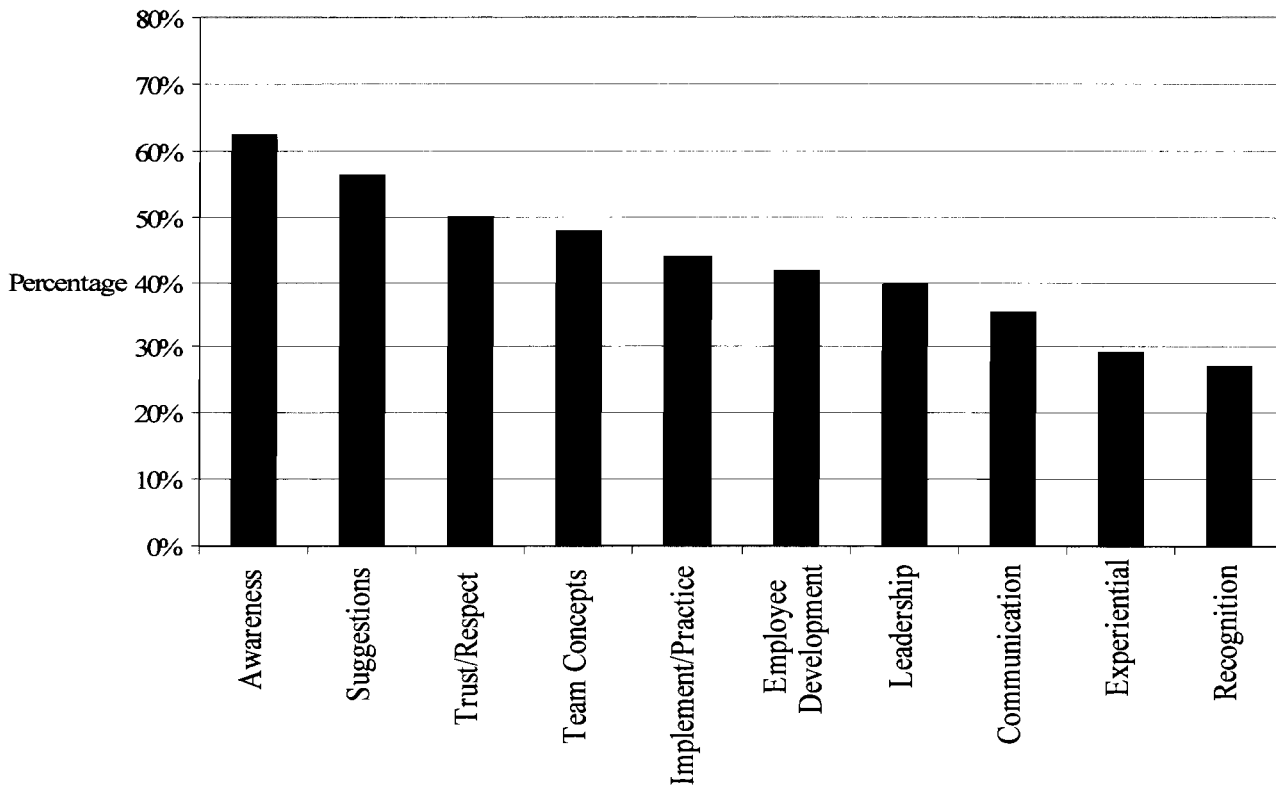
*Overall theme/category for all responses (frequency and percentage)*

| <b>Theme/Category (all responses)</b>         | <b>Frequency/Percentage</b> |
|---|-----------------------------|
| Awareness of PPC philosophy/characteristics   | 30 (62.5%)                  |
| Suggestions ad recommendations for the course | 27 (56.3%)                  |
| Trust/respect/shared visions                  | 24 (50.0%)                  |
| Team concepts and processes                   | 23 (47.9%)                  |
| Implementation or application in daily life   | 21 (43.8%)                  |
| Employee development or employee treatment    | 20 (41.7%)                  |
| Leadership and management (empowerment)       | 19 (39.6%)                  |
| Communication                                 | 17 (35.4%)                  |
| Experiential learning (hands-on)              | 14 (29.2%)                  |
| Recognition and acceptance                    | 13 (27.1%)                  |

*NOTE: The percentages do not equal 100%; the 'other' category and 'no comments' category were not included in the overall themes/categories.*

Figure 4 below visually illustrates these overall themes. The percentages represent the percentage of responses that can be categorized in that theme.

**Figure 4. Overall themes (all responses)**



The results from this study indicated that the overall themes found from the participants comments align with the course objectives. Themes such as communication, awareness, acceptance (recognition) and experiential learning could directly relate to several objectives. Table 18 below illustrates the course objectives and the corresponding theme found in the survey results.

Table 18

*Course objectives compared with survey results themes*

| Survey Result Theme                         | Corresponding Course Objective  |
|---|---|
| Awareness of PPC philosophy/characteristics | <ul style="list-style-type: none"> <li>▪ Define culture and its impact on individual and group behavior.</li> <li>▪ Compare core values of different organizations.</li> </ul>  |
| Team concepts/processes                     | <ul style="list-style-type: none"> <li>▪ Determine how different human resource management systems and business practices are aligned and deployed in people process organization cultures.</li> <li>▪ Define and describe the elements of people process organization cultures.</li> </ul> |
| Communication                               | <ul style="list-style-type: none"> <li>▪ Outline some interpersonal skill sets needed to facilitate communication in a high performing people centered organization culture.</li> <li>▪ Explain how organization culture is communicated.</li> </ul>  |
| Employee development /employee treatment    | <ul style="list-style-type: none"> <li>▪ Outline some interpersonal skill sets needed to facilitate communication in a high performing people centered organization culture.</li> <li>▪ Explain how organization culture is communicated.</li> </ul>  |

Table 18 (continued)

| Survey Result Theme                                  | Corresponding Course Objective   |
|--|--|
| Experiential learning/application and implementation | <ul style="list-style-type: none"> <li>▪ Marshall social and business evidence that validates the value of high performing people process organization cultures.</li> <li>▪ Assess an organization's people centered culture.</li> <li>▪ Examine different methods of researching business cultures.</li> <li>▪ Construct a personal philosophy that is congruent or incongruent with a people process organization culture (graduate objective).</li> </ul> |
| Recognition/acceptance                               | <ul style="list-style-type: none"> <li>▪ Determine why organization culture affects critical thinking and the attitudes towards diversity.</li> <li>▪ Explain how sociological, applied psychological and organization development subject matter enhances the ability to understand and analyze organization cultures.</li> </ul>   |

*Source (objectives): People Process Culture website, 2005*

*NOTE: Survey Results Themes: Suggestions, Trust/Respect, and Leadership/Management did not directly relate to PPC Course Objectives, though are instilled throughout course.*

### *Suggestions*

Several survey items asked for suggestions for the People Process Culture course at UW-Stout. There were a total of 42 comments which provided suggestions or recommendations for the course. Table 19 below displays the categories of suggestions and all the comments for each category.

Table 19

#### *Suggestions for course projects/activities*

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#### Suggestions for course projects/activities

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1. I don't feel there was enough focus on how to change an organization's culture into a people process culture, especially when you have little authority.
2. I think researching a company on their people process culture in small groups would be beneficial - after the research of the manufacturing company (can't think of name) as did in class.
3. I found the trips to Phillips plastics very rewarding and I think if there was more opportunity to see other organizations would be even more positive for the students.
4. Perhaps case studies of organizations students have worked for or in - looking at positive and negative PPC interactions and how to facilitate positive change in the organizations.
5. More actual case situations of people that have changed an organization to be people process culture driven.
6. Research of other companies on their PPC.
7. More examples of companies that use a PPC approach.

Table 19 (continued)

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**Suggestions for course projects/activities**

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8. Now that I have some "real" world experience, give instruction on how a person just starting in their field can work towards a PPC. Most of the topics in PPC, at least in large industry, can only be implemented from a management level.
9. The opportunity to work with companies that use the PPC.
10. More activities would be good.
11. Find a way to deal with one issue from the past in more detail. That's the awesome part.
12. I would like to see more incorporation of the PPC concepts implemented. I would like to see PPC incorporated in Human Resource practices/concepts.
13. More information in people interacting at job sites. How attitudes can be affected positively or at least helped to be.

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*NOTE: Suggestions for projects/activities resulted in 13 comments or 31.0% of all Suggestion comments.*

*Source: People Process Culture Follow-Up Survey, items 8, 9, and 10.*

Table 20

*Suggestions for course time frame*


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 Suggestions for course time frame
 

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1. Too short. Not enough people for discussion.
2. May be too short - longer, one more credit.
3. Taking it in a WEEK! Would have been more fun to expand it through the semester (it really should be more than a seminar based class).
4. It met on homecoming weekend!
5. I took the course over summer, which lasted one week. There was so much information to cover that there was just not enough time to get everything in (reading the book), and absorb everything. If two additional days were added this might alleviate some.
6. It wasn't long enough.
7. More days to meet would have been nice.
8. I guess I wish I could have taken it as a semester long course versus one week. The info is too valuable to be crammed into one week.
9. The amount of time the class was conducted.
10. Met too few times.
11. It seemed that it was much (too much).

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*NOTE: Suggestions for time frame resulted in 11 comments or 26.2% of all Suggestion comments. Source:*

*People Process Culture Follow-Up Survey, items 8, 9, and 10.*

Table 21

*Suggestions for guest speakers*


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 Suggestions for guest speakers
 

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1. More guest speakers, to see it in action.
2. A visit from Bobby McFarrin and Mr. Wilson
3. More visitors sharing experiences and the ways they utilize and promote PPC.
4. Bring in other business leaders who are open to best practices and haven't heard of PPC. Have dialogue with them.
5. Group discussion with employees of various organizations about their culture (not just the vice presidents).
6. More guest speakers
7. Visiting with successful business leaders who operate and run their businesses the way it is taught.
8. We had three great speakers, of those only Mr. Cervenka was good; the others worked in very small and young companies. Maybe examples (guests) of not PPC companies. More analysis of current industry events.
9. The opportunity to meet with students, outside of class who were in the course to talk more about topics that were discussed during class time.

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*NOTE: Suggestions for guest speakers resulted in 9 comments or 21.4% of all Suggestion comments.*

*Source: People Process Culture Follow-Up Survey, items 8, 9, and 10.*

Table 22

*General Suggestions*

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**General Suggestions**

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1. Everyone gets to keep workbooks at the end of class!
2. Topics on how companies are changing and why being in mgmt are all how you treat, coach, your employees. Making the numbers is still important but PPC is the most important.
3. Leadership/training from path to greatness.
4. Consideration of today's economy; Implementation with very small companies.
5. Team Papers
6. Some of heroes journey is redundant - pick some highlights
7. I wish I would have had more material to hold onto. But this survey was a great reminder of what I learned.
8. Sometimes there is too much fluff. Too touchy feely at times but that is just me and others learn differently and I accept that.
9. More real application

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*NOTE: General suggestions resulted in 9 comments or 21.4% of all Suggestion comments.*

*Source: People Process Culture Follow-Up Survey, items 8, 9, and 10.*

*Summary*

This chapter described the results from the People Process Culture Follow-up Survey. There were a total of 48 participants (26 male, 22 female). The large majority of respondents were of Caucasian ethnicity. The survey respondents work in various kinds of occupational settings, such as Education, Manufacturing and Health Care. Tests of statistical significance concluded that only one Likert question was significant, where females responded highly than males on question 2c.

The qualitative data was analyzed to determine themes and categories of the responses. The most prominent theme from all responses was awareness of people process culture philosophy, followed closely by Suggestions for the course.

## Chapter V: Discussion

This final chapter discusses the results from the People Process Culture Alumni Follow-up survey. The results are explained in terms of what was discovered from the survey results (student responses about what they learned), alignment with the course objectives (did the students learn what was intended for them to learn), and recommendations for the course (suggestions based on survey responses).

The research of literature gives characteristics of organizations that follow a people process culture philosophy. According to the course objectives, the majority of these characteristics are taught in the course. The intent of the survey was to determine if these objectives were learned and if they are used in the respondents' daily and professional lives.

### *Limitations*

There are several limitations to this study. The time frame allowed to respond was fairly short and during the holidays, which may have resulted in fewer respondents. Also, addresses and address changes may not have been up to date, resulting in fewer students reached. After receiving the data, another limitation was identified – few participants elaborated on the quantitative questions (when asked to provide examples). If responses were given on such items, a clearer explanation of the mean responses could be provided.

### *Conclusions*

The overall means of the Likert survey questions were high, ranging from 3.60 to 4.27 on a 1 to 5 scale (with 1=strongly disagree and 5=strongly agree). This suggests that the majority of respondents agree or strongly agree with these survey items.

The results from the test of significance concluded that only one item was statistically significant. For the majority of the Likert survey items, males and females responded similarly. This concludes that there are no major differences in the ways that males and females respond, with the exception of one item. This indicates that for question 2c, *I have been able to apply content I learned in the PPC course to persuade others about the importance of a people process type of work culture based on gender*, females responded significantly higher than males. There may be several extraneous variables as to why females responded higher than males on this question. These variables could include situational variables, what type of organization the person works in, level of assertiveness the person feels, the level of commitment the person feels towards the organization, among other things. The survey results do not specifically answer this question.

The Spearman correlation resulted in no statistically significant items between age and the Likert survey items. However, this test indicates that there are correlations for question 3, *having taken the PPC course, my frustration has increased with organizations that do not follow a people process culture philosophy*. The positive correlation indicates that older men tend to agree more than younger men on this question. Also, a negative correlation indicates that younger females agree more than older females on this question. This means that older men and younger women responded higher when asked if they feel

frustrated with organizations that do not follow a people process culture philosophy. Again, extraneous variables may exist, though the results do not indicate precisely what contributes to the frustration levels the respondent feels.

Based on the overall themes that align with the course objectives, six themes from the results align with the course objectives. However, there are three themes that do not correspond to the course objectives: suggestions, trust and respect, and leadership. The percentages of the comments in each of these three themes were larger than some of the comments from themes that do correspond with the objectives. These themes may contribute an added benefit to the People Process Culture course. Due to the number of comments, specifically about trust and respect, it is identified as a need and should be specifically addressed either during the course or included in the course objectives.

Phase II of this study by Kari Davis indicated that leaders have a great impact on the culture of an organization (Davis, 2001). Taking this into consideration, in combination with the alumni follow-up results, the course objectives need to be modified or altered to include more aspects about leadership. Also, the amount of trust and respect that is within the culture is essential for the organization to succeed. From personal experience in taking the course, the researcher feels that the characteristics of trust and respect and several components of leadership are an underlying theme in the course, though the comments from the respondents do not show it. Therefore, it is recommended that course objectives be added to ensure that these characteristics are discussed in the course.

### *Recommendations*

Based on the results of this study, there are several recommendations that can be made for the People Process Culture course. The comments for suggestions were categorized into four main categories: suggestions for projects and activities, time frame suggestions, suggestions regarding guest speakers, and some general suggestions.

Suggestions received about projects and activities include things such as additional research into other companies that follow the people process culture philosophy (and possibly companies that previous students have worked in), information on how to facilitate change within a company that runs according to a people process culture philosophy or how to change a company to employ this philosophy.

Suggestions received on the time frame of the course includes extending the course for a longer period of time, such as a full semester long or more days for summer session and/or the addition of credits for the course. The comments conclude that there is a lot of information to process in the short amount of time the course is offered, and there could be more taken out of the course if the time frame was extended.

Suggestions regarding guest speakers include the addition of more speakers to see the process in action, the opportunity to discuss previously used class examples with students who have already taken the course, and bringing in business leaders who have not heard of the people process culture philosophy, but are open to learning more.

Finally, other or general suggestions include allowing students to keep the materials and/or workbooks used in class, the use of team papers, and considering today's

economy in the process of utilizing a people process culture philosophy and the potential economical ramifications it might have on an organization.

Furthermore, recommendations can be made to continue the research of organizations that follow the people process culture philosophy and make changes with regards to activities/projects, the time frame of the course offered, and guest speakers.

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Appendix A

**This research has been approved by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46.**

# P People Process Culture

The following survey has been developed to better understand how the People Process Culture course impacts students' lives, both personally and professionally. The research will be used to alter and enhance the teaching methods of this course. Completion of this survey is voluntary and your responses will be kept confidential. You have the right to refuse to participate and you may withdraw at any time. Completing this survey indicates your informed consent to participate in this study. If you have any questions about this survey, please contact Angie Przybylski, (715) 529-0076 the researcher, Kari Dahl (715) 232-1145 the advisor, or Sue Foxwell, (715) 232-2477, Human Protections Administrator.

Please indicate your agreement with the following statements by circling the appropriate number.  
 (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

|   | <b>Strongly<br/>Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly<br/>Agree</b> |
|---|------------------------------|-----------------|----------------|--------------|---------------------------|
| 1. The PPC course has had a strong impact on the way I think about organizations.....                         | 1                            | 2               | 3              | 4            | 5                         |
| 2. I have been able to apply content I learned in the PPC course:   |                              |                 |                |              |                           |
| a. To help me better understand the organizations I have worked in, or the one I am currently working in..... | 1                            | 2               | 3              | 4            | 5                         |
| b. To implement some of the content in my current personal life or job situation.....                         | 1                            | 2               | 3              | 4            | 5                         |
| c. To persuade others about the importance of a People Process type of work culture.....                      | 1                            | 2               | 3              | 4            | 5                         |
| d. To reinforce my commitment to practice people process cultures.....  | 1                            | 2               | 3              | 4            | 5                         |

Please provide examples to support each the above statements:

|  | <b>Strongly<br/>Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly<br/>Agree</b> |
|--|------------------------------|-----------------|----------------|--------------|---------------------------|
|--|------------------------------|-----------------|----------------|--------------|---------------------------|

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3. Having taken the PPC course, my frustration has increased with organizations that do not run in according to a people process culture philosophy .....

|   |   |   |   |   |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

Please provide examples to support the above statements:

4. What is the most valuable “take home” knowledge you received from this course? For example, what would you tell others, who haven’t taken the course, about it?
  
5. What do you believe is the foundation that facilitates people effectively working together?
  
6. How do you plan to use what you learned in this course? How do you plan to make the people process culture concept known (to peers, co-workers, etc.)?
  
7. What did you like most about this course?
  
8. What did you like least about this course?
  
9. What would you like to see included in this course (i.e. specific topics, activities, opportunities)?
  
10. What would you like to see excluded from this course?

**Demographics**

Age:

- Under 21
- 21 – 25
- 26 – 30
- 31 – 35
- 36 – 40
- 41 – 45
- 46 – 50
- Over 50

Gender:

- Male
- Female

Ethnicity/Race:

- American Indian
- Asian American
- Southeast Asian/Pacific Islander
- Hispanic/Latino
- White (non-Hispanic/Latino)
- African American
- Other

Please briefly describe the type of industry you work in (example: education, service, etc.):

*Please use the back or additional sheets if more space is needed.  
Thank you for your time! Your information is greatly appreciated!*

## Appendix B: Tables

Table 23

*Question 1: The PPC course has had a strong impact on the way I think about organizations. Frequencies and percentages.*

| Response          | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree    | 22        | 45.8%      |
| Agree             | 21        | 43.8%      |
| Neutral           | 3         | 6.3%       |
| Disagree          | 0         | 0%         |
| Strongly Disagree | 2         | 4.2%       |
| Total             | 48        | 100%       |

Table 24

*Question 2a: I have been able to apply content I learned in the PPC course to help me better understand the organizations I have worked in, or the one I am currently working in. Frequencies and percentages.*

| Response          | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree    | 17        | 36.2%      |
| Agree             | 25        | 53.2%      |
| Neutral           | 4         | 8.5%       |
| Disagree          | 0         | 0%         |
| Strongly Disagree | 1         | 2.1%       |
| Total             | 47        | 100%       |

Table 25

*Question 2b: I have been able to apply content I learned in the PPC course to implement some of the content in my current personal life or job situation. Frequencies and percentages.*

| Response          | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree    | 19        | 39.6%      |
| Agree             | 19        | 39.6%      |
| Neutral           | 7         | 14.6%      |
| Disagree          | 1         | 2.1%       |
| Strongly Disagree | 2         | 4.2%       |
| Total             | 48        | 100%       |

Table 26

*Question 2c: I have been able to apply content I learned in the PPC course to persuade others about the importance of a People Process type of work culture. Frequencies and percentages.*

| Response          | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree    | 9         | 18.8%      |
| Agree             | 22        | 45.8%      |
| Neutral           | 11        | 22.9%      |
| Disagree          | 5         | 10.4%      |
| Strongly Disagree | 1         | 2.1%       |
| Total             | 48        | 100%       |

Table 27

*Question 2d: I have been able to apply content I learned in the PPC course to reinforce my commitment to practice people process cultures. Frequencies and percentages.*

| Response          | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree    | 16        | 33.3%      |
| Agree             | 23        | 47.9%      |
| Neutral           | 7         | 14.6%      |
| Disagree          | 0         | 0%         |
| Strongly Disagree | 2         | 4.2%       |
| Total             | 48        | 100%       |

Table 28

*Question 3: Having taken the PPC course, my frustration with organizations that do not run in according to a people process culture has increased. Frequencies and percentages.*

| Response          | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree    | 12        | 25.5%      |
| Agree             | 16        | 34.0%      |
| Neutral           | 10        | 21.3%      |
| Disagree          | 6         | 12.8%      |
| Strongly Disagree | 3         | 6.4%       |
| Total             | 47        | 100%       |