Exploring Similarities and Differences in Perceptions of Organizational Culture by
Generations Present in The Ohio State University Extension Organization.

THESIS

Presented in Partial Fulfillment of the Requirements for the Degree Master of Science in
the Graduate School of The Ohio State University

By

Jessica A Bowen

Graduate Program in Agricultural and Extension Education

The Ohio State University

2015

Master's Examination Committee:

Dr. Graham Cochran, Advisor

Dr. Jeff King

Abstract

The culture of an organization can affect its daily functions, overall performance and effectiveness (Cameron & Quinn, 2011; LaGuardia, 2008; Morrill, 2008; Schein, 2010). Assessing and working to understand an organization's culture is widely accepted as a tremendous asset for an organization and can be used as a tool for organizational improvement. One aspect of an organization that can affect its culture is the generations present in the workplace. Knowledge of these different generations and their different perceptions of the values and beliefs of the organization can aid in building the ideal culture for that organization (Morrill, 2008).

The purpose of this descriptive study was to explore the relationship between the generation one belongs to and perceptions of the organizational culture of Ohio State University Extension. Employees were the participants, who provided their perceptions of organizational culture using the Denison Organizational Culture Survey. The survey includes a total of 60 items that are grouped together in to 12 management practices and then four organizational traits. The 60 items use a 5 point Likert-type scale (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly Agree). Data analysis for this study included percentile scores against Denison Consulting's globally-normed database for each of the four organizational traits, 12 management practices and 60 individual

items. ANOVA analysis with post hoc comparison was used to compare mean responses by the different generations to the 12 management practices and 4 organizational traits.

The largest percentage (58%) of respondents were Baby Boomers followed by Generation X (27%), Millennials (14%), and a very small percentage of Traditionalists (.01%). To protect anonymity, traditionalist data was excluded from analysis. Responses revealed higher percentiles (against a globally-normed database) on the internally focused organizational traits and management practices for all generations. There were many similarities and a few areas of difference among the organizational traits and management practices across the three generations. This was true for the percentile reports from Denison Consulting as well as ANOVA analysis. One area of significant difference was the mean responses of the Baby Boomer generation (3.101) and the Millennial generation (3.383) for the Vision management practice. Another area of difference was the Core Values management practice where the percentile score for Generation X was almost 20 points higher than the percentile scores of the Baby Boomer generation and the Millennial generation. One similarity of importance was the weakness of the Creating Change management practice across all generations.

The similarities shown as well as the few instances of variation can provide important knowledge for leaders of the organization. Awareness of the significant difference between the Millennial and Baby Boomer generations on the Vision management practice should be kept in consideration when strengthening culture around a vision for the organization. The weakness of the Creating Change practice across the generations is important to recognize in a rapidly changing external environment. Leaders

should strive to create a culture that is adept and receptive to change. Practical

recommendations from this study include using the knowledge of generational differences

to inform personnel and raise generational awareness as well as further research to further

explore the perceptions of organizational culture by personnel.

This work is dedicated to the memory of my grandfather,

Willie Wardell Mayo

1935-2010

Thank you for your constant encouragement that lives on in my heart.

Acknowledgments

I must first thank God, without my faith and His grace I would not have been able to complete this journey of Graduate School. Then I must thank my husband, Andrew, for your unrelenting support during this time. You have worked so incredibly hard to make it possible for me to complete my studies. Thank you for everything you have done to help me achieve my dreams. Another thank you must go to my children, Noah and Morgan, who both provide the greatest love and smiles when I need a break. It is because of you two that I persevere and dream for greater things. Finally I must thank my family, especially my parents, without your support and countless hours of babysitting I would not have been able to complete this degree. For that I am eternally grateful.

My journey through graduate school led me to encounter several people that have had a great influence on my life. My advisor, Dr. Graham Cochran, for providing incredible guidance, support, and encouragement. Thank you for sticking with me through the trials of being a student with a family. I appreciate all of our time working together on various papers or teaching projects. Thank you for helping to expand my skills and to be more aware of the details.

I must also extend my gratitude to Dr. Jeff King. Thank you for being for your guidance and encouragement. I greatly admire your faith, which provided me much such

encouragement throughout my studies. Thank you for teaching me to dig deeper in all aspects of life. My thanks to the George R. and Genevieve B. Gist Endowed Chair, Dr. Keith Smith. Your support allowed me to pursue my higher education and conduct this research. Your commitment and dedication to Extension are a great example to all. I hope my work continues to advance the mission of OSU Extension as the late George and Genevieve Gist intended by creating the endowment.

I met many people along my journey who have become lifetime friends. First among them is Karen Argabright. Your guidance in talking through issues or topics, lunch breaks, and your support and friendship was instrumental in my journey. Thank you for helping me focus and helping to distract me when needed. Thank you to all my fellow graduate students and colleagues for your support and encouragement.

Finally, a heartfelt thank you to everyone in the Department of Agricultural Communication, Education, and Leadership; and Ohio State University Extension for your wisdom, guidance and support. To those in OSU Extension, thank you for your participation in this study. Your knowledge in reviewing documents or completing a survey was instrumental in the results of this study, which will be used to improve our organization for years to come.

Vita

May 2007 ....Teays Valley High School

2011..B.S. Animal Science, Ohio State University

2012 to 2014 ....Graduate Research Associate, Department of

Agricultural Education and Extension, The

Ohio State University

Fields of Study

Major Field: Agricultural and Extension Education

Table of Contents

List of Tables

List of Figures

Chapter 1 : Introduction

This thesis is a descriptive study of the perceptions of organizational culture by different generations in the workplace. The context for this study was Ohio State University Extension (OSUE). Qualifying employees of OSUE were the participants of the study. Perceptions of organizational culture were recorded using the Denison Organizational Culture Survey. The first chapter of this thesis provides a background of the study, outlines specific research objectives, presents the significance of the study as well as an overview of the methodology used. Concluding the chapter are the limitations of the study and definitions of important terms used in the study.

Background of the Study

The roots of Ohio's Extension organization run deep in the land-grant university system established by the Morrill Act, signed in 1862. Albert B. Graham became Ohio's first superintendent of Agricultural Extension in 1905. In 1914 the Smith-Lever Act was signed, giving land-grant universities the opportunity to extend their Extension teaching beyond campuses. These historical events created the firm foundation of Ohio's Extension system; a foundation that is rooted deep in education and its use in enriching the lives of Ohioans. Early leaders and legislation guided development of the mission of Extension - taking the knowledge of the university out to the people. The purpose of

extending this knowledge to the people was to help solve their problems, enrich their lives, and give them access to research-based practical information (Jones & Spiegel, 2014). The Extension Professionals Creed, which has guided Extension professionals since its creation in 1927, embodies the culture of Extension and the values that Extension professionals strive to maintain ("Articulating Values of Professionalism"). This creed includes the belief in people and their right to have dreams, hopes, and aspirations and providing the tools to help them do so. It also includes a belief in lifelong learning and the fair distribution of information to all people (Jones & Spiegel, 2014).

Extension celebrated 100 years of existence in 2014. For over 100 years Ohio's Extension system has upheld its purpose and mission of extending the University's knowledge to the people. During this century Extension has developed a set of values and beliefs that have contributed to the composition of the organization's current culture. Culture is a powerful force that operates outside of our awareness but understanding it allows an organization to both use that power and better understand experiences that occur in organizational life (Schein, 2010). Organizational culture fluctuates with changes in leadership, personnel, and the external environment. Rapidly developing technology and instant access to information are just a few of the many factors that create a constantly changing external environment for all organizations including Extension. The challenge for Extension in this environment is to keep the ways in which personnel interact in and out of the workplace and the vehicles they use to disseminate the research based information relevant while still holding true to the mission, values and commitment

to learning in which Extension was founded. When this challenge results in the need for organizational change, the culture of that organization can be a beneficial tool for leaders.

Organizational culture can be defined in numerous ways. Regardless of the exact definition, many believe organizational culture greatly affects the long-term effectiveness and performance of an organization (Cameron & Quinn, 2011; Schein, 2010). Schein (2010) offers one widely accepted definition:

> A pattern of basic assumptions learned by a group as it solved its problems of external adaptation and internal integration, which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. (p. 18)

Some of the aspects contributing to the culture of an organization are unique to the individuals that make up the workforce (Schein, 2010). Therefore, one characteristic of an organization that may affect its culture is the generations present in the workplace. Each generation has unique perceptions of the many levels and different characteristics that affect and make up organizational culture. Currently there are four different generations in today's workplace. These generations include: Traditionalist, those born in 1945 and before; Baby Boomers, those born between 1946 and 1964; Generation Xers, those born between 1965 and 1980; and Millennials, those born between 1981 and1999 (Lancaster & Stillman, 2002).

Each generation brings their different perceptions of values and beliefs together into one organizational culture. Their perceptions differ on characteristics of organizational culture such as the chain of command, work/life balance, and the use of

technology, which can cause conflict (Lancaster & Stillman, 2002; Pita, 2012; Snook, 2006; Weston, 2001). A foundational cultural framework of the organization can give leaders insight into the different generations' perceptions of specific aspects of organizational culture as well as an idea of the overall organizational culture. This understanding can be used as a tool for more effective communication, teamwork, and overall function of the organization.

Extension is not immune to the need to be responsive to change in their organizational environment. Many individual state Extension organizations, including Ohio, have undergone restructuring efforts in an attempt to respond to the changing environment. Assessing the current organizational culture following restructuring efforts can provide a broad-spectrum view of the cultural framework of the organization. This framework of the current culture of an organization may be a useful tool for leaders in building and supporting an organizational culture that is agile and responsive to rapid changes and advancements in both its external and internal environments.

Problem Statement

The Ohio State University Extension organization has undergone various culture assessments and climate surveys in recent years to help inform change and strategic direction of the organization. This study was a part of the most recent study completed in Ohio, along with nine other states in the North Central Region. The aim of this study was to add to the previously completed research by exploring the perceptions of organizational culture by the four generations making up Ohio's Extension workforce. There is a lack of research in the area of how the generation one belongs to affects

perceptions organizational culture. The generation in which a person belongs can help to shape their assumptions, values, beliefs and norms, which all come together to help form the culture of an organization (Schein, 2010). Knowledge of the organizational culture of Ohio State University's Extension system and how the generations' perceive that culture can be an important tool for leaders in moving the organization into the future.

Purpose and Research Objectives

The purpose of this study was to identify similarities and differences in the perception of organizational culture by the four generations currently working in Ohio State University Extension. The specific research objectives were:

1. Describe the generational makeup currently present in Ohio's Extension workforce.

2. Describe the relationship between the culture profiles for the four generations in Ohio's Extension workforce using Denison's Organizational Culture Model that includes four organizational culture traits and twelve management practices.

3. Describe the relationship between the four generations' perceptions of Denison Organizational Culture Model's four organizational traits.

4. Describe the relationship between the four generations' perceptions of Denison Organizational Culture Model's twelve management practices.

Significance of Study

The North Central Region Extension organizations culture study established a cultural framework for Ohio as well as nine other states with the intention to inform future organizational change initiatives for the individual states and the region as a whole.

This study aimed to further inform Ohio's Extension organization by exploring the differences in perception of organizational culture by the four different generations in the workplace. Understanding the differences in perception of organizational culture by the different generations in the workplace can help to prevent or resolve workplace conflict and improve communication in intergenerational workplace relationships. This deeper understanding can also help to further develop the cultural framework for use in future change efforts.

Definitions

Traditionalist Generation- Traditionalists include individuals born in the year 1945 or before (Lancaster & Stillman, 2002).

Baby Boomer Generation- Baby Boomers include individuals born between the years of 1946 and 1964 (Lancaster & Stillman, 2002).

Generation X- Generation X are individuals born between the years of 1965 and 1980 (Lancaster & Stillman, 2002).

Millennial Generation- Millennials are individuals born between the years of 1981 and 1999 (Lancaster & Stillman, 2002).

Culture- "Socially transmitted behavior patterns that serve to relate human communities to their ecological settings"(Keesing, 1974).

Organizational Culture- "A pattern of basic assumptions learned by a group as it solved its problems of external adaptation and internal integration, which 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, 2010).

Values, Beliefs and Norms – "Observable and measurable manifestations of culture" (Ashkanasy, Widerom, & Peterson, 2011).

Denison Organizational Culture Model- Presents results in percentile form for four organizational traits and twelve management practices against a globally normed database ("The Denison Organizational Culture Model")

Denison Model's Four Organizational Culture Traits 12 Management Practices ("The Denison Organizational Culture Model")

1. Adaptability- Translating the demands of the external environment into action. This trait is supported by the following management practices: Creating change, Customer Focus, and Organizational Learning.

    a. Creating Change- "High performing organizations welcome new ideas, are will to try new approaches to doing things."

    b. Customer Focus- "Employees recognize the need to serve both internal and external customers and continually seek new and improved ways to meet customer expectations."

    c. Organizational Learning- "Gain knowledge from successes and failures."

2. Mission- Defining a meaningful long-term direction for the organization. This trait is supported by the following management practices: Strategic Direction & Intent, Goals & Objectives, and Vision.

    a. Strategic Direction & Intent- "The multi-year strategies and high priorities established to 'operationalize' the vision."

7

   b.<u>Goals & Objectives</u>- "The short-term, specific goals established that help every employee see how his/her daily activities connect to the vision and the strategy."

   c.<u>Vision-</u> The ultimate reason or purpose for the organization. What is the organization trying to achieve?

3. <u>Involvement</u>- Building human capability and creating a shared sense of ownership and responsibility throughout the organization. This trait is supported by the following management practices: Empowerment, Team Orientation, and Capability Development.

   a.<u>Empowerment</u>- Organizations "clarify those areas where employees can make decisions, have input, or those areas that are beyond an employee's scope of responsibility. Promoting 'informed' empowerment."

   b.<u>Team Orientation</u>- "Teamwork is encouraged so that creative ideas are captured and employees support one another in accomplishing work goals."

   c.<u>Capability Development</u>- "Training, coaching, and giving employees exposure to new roles and responsibilities."

4. <u>Consistency</u>- Defining the values and systems that are the basis of the culture. This trait is supported by the following management practices: Core Values, Agreement, and Coordination & Integration.

a. <u>Core Values</u>- "High-performing organizations have a clear set of core values that help employees and leaders make consistent decisions and behave in a consistent manner."

b. <u>Agreement</u>- "By engaging in dialogue and getting multiple perspectives on the table people can reach agreement when difficult issues and problems arise."

c. <u>Coordination & Integration</u>- "Employees understand how the work that they do impacts others and how other's work impacts them. They make sure that work is coordinated and integrated to serve the organization as a whole."

Limitations

The recognized limitations of the study are as follows:

1. The data used in this study were collected using an open survey link, which prohibited the use of personalized correspondence affecting response rate.

2. Responses to the items in the survey reflected the opinions of the employees at the time of completion. Some items could have been affected by daily occurrences that could alter ones perception at that time.

3. This study intended to analyze the different perceptions of organizational culture by the four generations currently working in Extension (Traditionalist, Baby Boomer, Generation X, and Millennial). When analyzing the data it was found that there were only 3 respondents who identified themselves to be born in the

Traditionalist time period. The low response rate of Traditionalist participants

prohibited the use of their responses in analysis.

Chapter 2 : Literature Review

It is a tremendous asset to an organization to gain a picture of the perceptions of their organizational culture. Organizational culture can help leaders to understand happenings in the workplace and can be an important tool in times of organizational change. Organizational culture is a multilevel, multidimensional concept. It can be defined in many ways including, "basic assumptions learned by a group as it solved problems" (Schein, 2010, p. 18). These assumptions are tested and reinforced and eventually used to train new employees. The formation of these assumptions or culture is dependent on the makeup of the workforce of an organization.

Due to some aspects of organizational culture being dependent on the individual, the generation to which that individual belongs can affect how a person may perceive that culture (Schein, 2010). There are currently four generations in the Extension workplace: Traditionalist, Baby Boomers, Generation X, and Millennials. Each generation brings their differing perceptions of the values and beliefs that compose the culture to the organization. Diversity in perceptions across generations creates a complex dynamic. Looking at organizational culture in the context of generations can help to further explain the concept and improve organizational effectiveness.

Therefore, information in this chapter begins with an overview of organizational culture followed by a description of the four generations currently in OSU Extension and a summary of what is known about the perceptions of organizational culture by the different generations. Organizational change is the next subject in this chapter. This section includes how an organization's current and desired cultures can be used as tools during change initiatives. Finally, the chapter will conclude with what is known about the organizational culture of the Extension system.

Organizational Culture

The culture of an organization can affect its daily functions, overall performance and effectiveness (Cameron & Quinn, 2011; LaGuardia, 2008; Morrill, 2008; Schein, 2010). Organizational culture is widely accepted as a tremendous asset for an organization to assess and work on understanding their culture. Culture is a very complex subject and determining an exact definition for organizational culture may be difficult. Schein (2010) offers one popular definition; "a pattern of basic assumptions learned by a group as it solved its problems of external adaptation and internal integration, which has worked well enough to be considered valid" (Schein, 2010, p. 18). Organizational culture is also described as being comprised of fundamental values, assumptions and beliefs held in common by the members of an organization. It is a concept that is socially constructed and subconscious (Ostroff, Kinicki, & Tamkins, 2003).

The complexity and depth of organizational culture are made apparent in the levels that it is composed of. As a result, there are many different approaches to identifying and exploring organizational culture. Schein (2010) proposes three different

levels in which organizational culture can be explored. These levels include: (1) artifacts, (2) espoused beliefs and values and, (3) basic underlying assumptions. Cameron & Quinn, (2011) offer a similar break down of the levels of culture on a scale from observable to unobservable. Starting at the observable end of the spectrum is explicit behaviors, followed by artifacts, conscious contracts and norms and finally at the unobservable end, implicit assumptions.

One issue in assessing the organizational culture is inferring beyond the obvious observable conclusion in the artifact level. Over-analyzing this level of organizational culture can lead to personal bias and not a true depiction of the organization. Artifacts include the visible structures and processes as well as observable behavior. These things include visible products of the environment such as language used, clothing style, published list of values, emotional behaviors as well as many other observable aspects of the organization (Schein, 2010; Cameron & Quinn, 2011). These artifacts compose the "climate" of the organization, which is a "manifestation of the culture." The climate of the culture is the level that is easy to observe but can often be hard to decode or decipher as it often occurs outside of our awareness.

Espoused beliefs and values include ideals, goals, and rationalizations. These beliefs and values are influenced by many things in an organization, most importantly the leaders or management (Schein, 2010). Leaders enter a position or organization with their own beliefs and values. In certain situations those beliefs may extend themselves out to others in the organization. If those situations result in an overall success for the organization, the beliefs and values of the leader will then guide the shared beliefs or

values of that organization. Once they become share espoused beliefs and values, they will be reinforced by being tested in unfamiliar situations. Once reinforced, the beliefs and values will become the "normative or moral function of guiding members of the group" (Schein, 2010). These beliefs, values, or references become so common that they are no longer questioned (LaGuardia, 2008). They will become ideology for the organization and be used in training new members. Espoused beliefs and values still leave a gap in gaining a deeper understanding of the organizational culture that can only be provided by basic assumptions.

Unlike espoused beliefs and values, basic underlying or implicit assumptions are unconscious and not accounted for in more explicit beliefs and values. These assumptions are what determine a person's behavior. A collective set of assumptions provides the organizations' members with a basic "sense of identity" that helps to create the culture for that organization (Schein, 2010). Most of these assumptions are undetectable or not recognized until they are challenged (Cameron & Quinn, 2011). Once a belief or value has become an underlying assumption it is extremely difficult to change. Basic assumptions come from a "degree of consensus" among the organization that "results from repeated success in implementing certain beliefs and values" (Schein, 2010, p. 28). Therefore changing those underlying assumptions causes the re-evaluation of a behavior that is engrained within the psyche of the organization.

Despite all of the best intentions when implementing change, if the culture (i.e. values, beliefs, expectations, and goals) is not addressed, changes will be short lived and the organization will return to the status quo (Cameron & Quinn, 2011). Establishing a

14

cultural framework, through the assessment of organizational culture, provides an important tool for leaders to use in times of change. The cultural profile provided by this framework can help to inform many organizational functions. Being informed of the current culture of an organization can also help build and support creating an organizational culture that is agile and responsive to current and future change initiatives.

Generations

There are currently four different generations in today's workplace. These generations are categorized in various ways, depending on the researcher. For the purposes of this study the generations were:

- Traditionalist, those born before 1900 to 1945

- Baby Boomers, those born between 1946 and 1964

- Generation Xers, those born between 1965 and 1980

- Millennials, those born between 1981 and1999. (Lancaster and Stillman, 2002)

Each generation can be defined by their 'lived through' history, or "seminal events." which shaped how they experienced life. Each generation then identifies with cultural symbols that represent these experiences. These events and experiences they have lived through can be used to help understand give meaning to how members of a generation act and interact in today's workplace (Vincent, 2005).

Characteristics of a generation will not apply to every person that was born in that time period; differences can and do exist. Where the generations begin and end can be subject to the researcher or their discipline of study. There are no hard and fast stops to the generational cohorts. Some disciplines allow for overlapping of generational

15

beginning and endpoints to help illustrate this point. The overlapping also helps to combat the issue of stereotyping by generation. Research describing generational characteristics will be described in the following paragraphs.

  The Traditionalist Generation. The Traditionalist generation is those of the industrial age "whose vision and hard work built the foundation of the world we live in today" (Zemke, Raines, & Filipczak, 2013, p. 27). They have a strong set of core values including; dedication, sacrifice, conformity, respect for authority, patience and honor among many others. To this day, Traditionalists' core values are still the benchmark to which a person's work ethic is judged upon (Zemke et al., 2013). This generation grew up during turbulent times in our history including The Dust Bowl, World War II, and the Korean War. These events shaped the mindset of the generation into one of working hard and saving for a rainy day, as well as how the members of this generation perform in the workplace.

  Traditionalists are loyal and dependable workers that are still viable candidates in today's workforce. Many Traditionalists still in the workplace today are working on a part time or consultant basis to allow for enjoyment of their semi-retirement. The way they approach their work and workplace interactions was influenced by the manufacturing economy (Zemke et al., 2013), and is something that is highly desirable to managers. Members of this generation are stable, detail-oriented, thorough, loyal, and hardworking (Zemke et al., 2013). Traditionalists that remain in leadership positions favor a "command- and- control leadership style with executive decision making." (Zemke et al., 2013, p. 49) They will also work effectively in teams and take charge to

16

produce results. They have partially adapted to the new ways of the working world, in which many times they go through the motions of the workplace without truly believing or agreeing with what and how things are done. This can cause some strife in the workplace with the generations that follow them.

The Baby Boomer Generation. Due to the dramatic "boom" in births that created the Baby Boomer generation, their sheer numbers have a profound effect on all markets they enter (Lancaster & Stillman, 2002). During the years of birth for this generation, one baby was born every 17 minutes and they were surviving longer due to medical advancements (Zemke et al., 2013). The Baby Boomer generation's attitude was deeply influenced by the fact that they were the first generation to be born as a hobby for couples instead of an economic and workforce necessity (Zemke et al., 2013). Boomers were raised in more optimistic and prosperous times and many were doted on as children. This can, at times, translate to the Boomer thinking of themselves as the "star of the show" (Weston, 2001), which can make Baby Boomers dynamic characters in the workplace.

On the job Baby Boomers come with many assets and equally as many liabilities. Boomers are driven, good team players, and are service oriented (Snook, 2006). On the other hand, they can be uncomfortable with conflict, not necessarily "budget minded," and judgmental of those with differing views. When it comes to work, Boomers are most interested in the opportunities the job will provide them. They are concerned with a working environment that promotes learning, is casual, and leaves room for relationship building (Zemke et al., 2013).

17

Baby Boomers have dynamic leadership skills that were cultivated both by life experience and their personality traits. The Civil rights movement of the 1960s impacted boomers' leadership styles. This movement caused Boomers to approach leadership with a focus on genuine compassion and concern for the spirit of their workplace (Zemke et al., 2013). That compassionate leadership makes Baby Boomers excellent mentors (Hart, 2006). The drawback for using Baby Boomers as mentors is it increases the already demanding work and life schedule that can put this generation in a time squeeze (Hart, 2006; Weston, 2001). Baby Boomers will continue to be an important part of the workplace demographics for at least another decade and bring with them many positive qualities to contribute.

Generation X. Generation X is a much smaller cohort than that of the Baby Boomers and has largely lived in their shadow. Generation X was the first time the birthrate had declined since the years of the baby boom. They are also the first generation to truly value balance and begin to "work to live" instead of "live to work" as their Boomer predecessors do (Weston, 2001). This causes them to have a more non-traditional approach to work, including time and place, which can generate conflict in the workplace. Generation X characteristics are largely shaped by the constant skepticism of their performance by the Traditionalists and Boomers that came before them. This skepticism caused them to "seem cynical, extreme, and solitary" (Zemke et al., 2013, p.90). Members of Generation X resist labels, which leads them to be one of the hardest generations to describe. Generally speaking those in this generation value diversity, balance, fun, informality, and self- reliance.

Generation X brings a tremendous asset to the workforce with their adeptness to technology. Members of this generation were introduced to technology at a fairly young age compared to previous generations. Generation X's early exposure to technology likely led to them being very adaptable and creative. Generation X also tends to be very skeptical, impatient, and distrustful of authority and leadership. They are also open to more risky chances at success outside of the formal work organization and therefore lack the organizational commitment of older generations (Weston, 2001). This can cause those older generations to view Generation X as slackers because their view on work is much different than theirs.

As members of the Baby Boomer generation begin to retire, Generation X will begin to fill the leadership positions that the Baby Boomers leave vacant. All of their unique qualities predispose them to being very adept leaders in today's ever changing society. They are very good at being responsive and quick to change in the business world. They are "fair, competent, and straightforward leaders." (Zemke et al., 2013, p. 109).

The Millennial Generation. Millennials are the most recent generation to join today's workforce. The Millennial generation's diverse upbringings have translated into diversity in every sense of the word in the workplace. They were born to both Xers and Boomers and saw a surge of unwed moms, older Boomer parents who put work first, and Xers who made parenting the top priority in their lives. They are also more racially and ethnically diverse than any other generation due to a surge in immigration to the United States (Weingarten, 2009; Zemke et al., 2013). Generation X parents made up for their

"lost" feelings in childhood by becoming "helicopter parents" for the millennial generation (Zemke et al., 2013). This generation was born into technology. They have high expectations, clear goals, optimism, and energy (Hart, 2006).

This generation is in line to become as powerful as the Boomer generation and is one that will dominate the workplace for many decades to come. Millennial children led very structured lives, scheduled by their parents to juggle school and often times multiple extracurriculars in one day, which has translated to the need for supervision and constant feedback in the workplace (Hart, 2006; Weingarten, 2009). Millennials differ from the previous Xer generation in that they are willing and most times expect to work more than a 40-hour workweek to get where they want to be (Zemke et al., 2013). However, they align with the Generation X belief that family comes first. They value workplaces with opportunities to learn and management that will connect and engage them (Weingarten, 2009). They are up to date on all the latest technology and are good multitaskers who are very adept to change (Zemke et al., 2013).

Generations and Culture

Today's workplace is one of the most generationally diverse we have seen; diversity that will remain or grow in the future with work life expectancy getting older this. The downturn in the economy and lack of saving for retirement has forced many to stay in the workplace longer. This means we have the Baby Boomer generation still in the workplace and there are a few Traditionalists still working to help make ends meet. Generational workplace diversity brings with it many positives as each generation has different strengths to bring to the table (Snook, 2006). On the other hand, the complexity

of all the different generations working together can bring about conflict in terms of communication and working together (Pita, 2012).

"Different historical generations also have had greater or lesser opportunities for economic success, social mobility, migration, personal security, marriage and family development" (Vincent, 2008, p. 586). These different opportunities create discrepancies in how different generations approach many aspects of the workplace. One of those discrepancies is in how the different generations view work-life balance or scheduling (Putre, 2013; Snook, 2006; Weingarten 2009; Weston, 2001). For example, Baby Boomers are often described as "workaholics" and expect to spend long hours at work each day. Traditionalists still in the workforce align closest with the Baby Boomer view of work-life balance. While Generation X see work as only a part of life and do not want or expect to spend all their time working (Weingarten, 2009). Millennials enjoy flexibility and are often more productive and engaged in even short time periods at work than the other generations (Putre, 2013).

Another area of contention between the generations is the view on loyalty or commitment to an organization. For the Traditionalist generation it was quite normal for their first job to be the one that they retired from many years later (Weingarten, 2009). Baby Boomers carried on this loyalty with most working in under 5 organizations their entire career (Putre, 2013). Generation X was the turning point in loyalty to an organization. This could be due in part to foreign economies overshadowing the United States for the first time causing a surge of layoffs. Witnessing the increase in layoffs created a distrust in the generation and decreased loyalty (Zemke et. al.,

2013).Millennials are the most flexible with many not seeing an issue with changing jobs as often as every two years (Putre, 2013). Discrepancies in views on loyalty and commitment can carry over into the need for diverse hiring and retention plans for organizations. As shown by the wide range in loyalty by the generations, each generation find different aspects of employment attractive and require differing "perks" to keep them at the organization. For example, Millennials find an attractive work environment and culture more important than good benefits, while Baby Boomers views were just the opposite (Putre, 2013). In order to keep good employees some policies can be tailored to each generation. Such as paid time off for Generation X, part-time hours and more retirement help for the aging Baby Boomers and Traditionalist and increased use of technology for Millennials (Hart, 2006).

One of the greatest challenges in a generationally diverse workplace is communication (Eggensperger, 2014; Hart, 2006; Snook, 2006). Advancements in technology have greatly affected the way each generation communicates. Traditionalists and Baby Boomers spent a large portion of their working lives with little to no technology. These older generations still prefer face to face meetings as opposed to emails or conference calls (Hart, 2006). Most of Generation X and the Millennial generation have had constant technology use for their whole lives. These generations are adept to the use of technology and often prefer the instantaneous nature communicating electronically as opposed to face to face (Hart, 2006; Weingarten, 2009).

One of the biggest challenges for the older generations in the workforce is that the leader or manager is no longer the oldest employee in the office. Baby Boomers and

Traditionalists have historically had older supervisors in the workplace. However, it is now quite common for a Generation X or Millennial to be the more experienced or knowledgeable employee in leadership positions in the organization. The younger generations are more versed in new technology and advancements, which makes them the mentor in the situation, opposite from the tradition of older employees mentoring younger (Weston, 2001). This change in dynamic of leadership can cause an issue when it comes to the perceptions and application of the core values, vision, and strategic direction held by the supervisor in the situation. For example, Baby Boomers have always valued a "do your time" to earn your place in management. This is not the case in many organizations with younger generations having more education or experience and taking a "fast track" to the top (Weingarten, 2009). So having members of the younger generations as supervisors can cause an issue with the level of agreement between employee and supervisor and affect the organization as a whole.

There are positives about the diversity of generations in the organization. Knowledge of these different generations and their different perceptions of the values and beliefs of the organization can aid in building the ideal culture for that organization (Morrill, 2008). Organizational cultures can be used to enhance collaborative relations and create a community, by bringing the diverse generations and their skills together. Traditionalists and Baby Boomers bring with them experience and great work ethic. Generation X brings with them their adeptness to change and creativity. Millennials can keep the workplace up to date on technology and keep up with the fast pace of today's working world (Zemke et al., 2013).

One key to keeping the workplace functioning effectively is leaders and employees being aware of generational differences and how those affect their organizational culture and daily practices (Weston, 2001). For example leaders must focus on coordination, goals and objectives for traditionalists, promote organizational learning for Boomers, give some room to roam and recognize that the Generation Xer has a personal life outside of work, and finally recognize the Millennial generations' need for empowerment (Pita, 2012; Snook, 2006; Weston, 2001). Though it may seem complex, many times leaders simply being aware of generational bias can help eliminate many causes of friction.

In the past three years there has been a shift in the generations in the workplace in the United States. Baby Boomers dominated the workplace for over ten years, until 2012 when they were surpassed by Generation X. Generation X's position at the top was short lived as the Millennial generation surpassed them in 2015 (Fry, 2015). While the Millennial generation has taken over the top spot, the numbers are still quite close. In the United States workforce, as of May 2015, there were 44.6 million Baby Boomers, 52.7 million Generation Xers, and 53.5 million Millennials (Fry, 2015). There are also still 3.7 million Traditionalists in the workforce. These statistics create a generationally diverse atmosphere in the workplace that can both help and harm the organization as a whole. Having four generations in the workplace can cause conflict or tension due to differing views on many aspects of the workplace. Leaders that have a knowledge of the generational diversity in their organization and how that can affect the organization's

culture have an important tool for use in times of organizational change or to help improve overall organizational effectiveness.

Organizational Change

Organizational change is "central and intrinsic" to the condition of the organization and its environment" (Ahn, Adamson, & Dornbusch, 2004, pp. 113). Organizational change begins when the need is recognized and the urgency in which that change is needed is addressed. Many times, changes occur because an organization must react to external factors such as competition or changes in needs of clientele (Ahn et. al., 2004). Organizational change can happen on different levels. Transitional changes in an organization are often small or incremental changes within the everyday workplace involving people, policies, technology, or procedures. Transformational change involves more drastic changes to underlying assumptions or culture of the organization (Gilley, McMillan & Gilley, 2009).

Motivating employees, communicating effectively, and creating environments in which teams thrive, are some common actions that occur in an organization that is undergoing a change process (Gilley et al., 2009). These actions are accounted for in many of the processes or models for which an organization can use to guide them through a planned change. As Latta (2009) explains, some models focus on concepts, the content and magnitude of change, and the cognitive change required by an organization for the change to be effective. Other models focus more on the process of change and the sequence of events that must occur for successful implementation of change (Latta, 2009).

One popular model of change is the Model of Organizational Change in Cultural Context (OC3). The OC3 model, along with many other popular change models, emphasizes the importance of an organizations' culture on the effectiveness of change initiatives. It is noted that culture can both affect the change initiative and be affected by it. The OC3 model aligns with many popular change models that denote that change must happen through leadership and management before they can translate to a change in organizational behavior. Change requires knowledge of the current culture and a vision for the desired culture. Change is then introduced to the organization through a change agent. Once an organization is informed then implementation strategies, which can include informational meetings, posters, and morale building exercises, must occur (Latta, 2009). Finally the effectives of the change initiative should be evaluated. Evaluation time should be dependent on the timing of the change whether it be a short term or long-term initiative.

"Modifying organizational culture, in other words, is a key to the successful implementation of major improvement strategies" (Cameron & Quinn, 2011, p.13). Knowledge of the organization's culture and readiness to change can be powerful tools when launching organizational change initiatives (Denison, Nioeminen, & Kotrba, 2014). Effective leaders should use the power of that knowledge to their advantage. Before beginning an organizational change initiative, the current culture as well as the readiness to change of the organization should be assessed. Differences found between the current culture of the organization and the culture that is desired can be used to help enhance the readiness for change (Denison et al., 2014).

Researchers realized as early as 1920 that culture might offer additional resources for accomplishing managerial prerogatives (Denison et al., 2014). Culture can be used as both a way of predicting response to change and helping to tailor change initiatives to be more affective. The understanding of the values and norms helps leaders predict how the organization will respond to change (Latta, 2009). Change initiatives can range from simple transitional policy changes to attempting to alter the organization's culture. This wide range of possible change means culture can be both a threat and a resource in times of change (Morril, 2008). Considering the current and desired culture of an organization is crucial to the development, process and understanding of change initiatives.

Organizational Culture in Extension

Research into the organizational culture of Extension dates back a few decades but is becoming an even more popular topic as of late. Findings from studies in both 1991 and 2001 support Ohio State University Extension's deep roots in tradition and values. In a 1991study in OSU Extension, Safrit, Jones, and Conklin identified 12 organizational values that helped guide organizational change for Extension over the next decade. The researchers then repeated the assessment ten years later to discover how the values of the organization had evolved. Results showed that 10 of the 12 values were still current (Safrit, Conklin & Jones, 2003). Even though personnel changes and the environment around OSU Extension changed, the organizations' values offered a source of stability.

In 2012, the organizational values described by Safrit, Jones and Conklin (2003) were re-evaluated using a modified version of the instrument used in 1991 and 2001. Argabright, Cochran, and King, identified four constructs to categorize the organizational

values that emerged from the survey. A set of values emerged in the results of all three studies but were composed of only one of the constructs identified in 2012, program planning and implementation (Argabright, et al., 2015). This could be due to the population used for previous studies. In the 1991 and 2001studies only program personnel were surveyed. In 2012 support staff were also included in the survey population, giving a broader view of the organization and its values (Argabright et al., 2015).

The findings from the 2012 study and comparison to the previous studies show a sense of stability in the organization over the years with the set of consistent values. This consistency is important for the organization but can also show the organizational values having a somewhat narrow focus in the past (Argabright et al., 2015). The values that presented themselves in all three studies pertained to program planning and implementation. While program planning is an important aspect of the organization, it is not representative of the entire organization. Support staff were not included in the surveys in 1991 and 2001, despite the important role they play in the organization. The organizational values of this group may have gone unnoticed in the previous studies. For a culture analysis to be representative of the organization, all those within that organization should be included (Argabright et al., 2015).

In 2003 a study looked at the organizational culture of OSU Extension using Cameron and Quinn's "Organizational Culture Assessment Instrument." The assessment determines whether an organization is one of 4 dominant culture types; clan, adhocracy, market, or hierarchy. These culture types describe whether an organization has internal or

external focus or strives for flexibility as opposed stability. This study found that OSU Extensions' personnel responded with the Clan dominant culture in all but two demographic areas (Berrio, 2003). The Clan culture is one that is viewed as family organization and a friendly place to work. In this culture leaders are mentors and carry on the loyalty and tradition that binds the organization together. Organizations with a clan culture have an internal focus on flexibility while maintaining a concern for their clientele (Cameron & Quinn, 2011). The findings of this study echoed the sense of stability found by Safrit et al. and Argabright et al.

Summary

Awareness of the culture of the organization can be a very powerful tool for leaders. The culture of an organization can affect its daily functions, overall performance, and effectiveness (Cameron & Quinn, 2011; LaGuardia, 2008; Morril, 2008; Schein, 2010). Thus, the understanding of this culture is a tremendous asset for the leaders of an organization. To aid in the understanding of the study of organizational culture, the various definitions of organizational culture were explored. The many different levels and aspects that complete the complex picture that is organizational culture were also covered. The importance of organizational culture as a tool that can be used by leaders for organizational effectives and in times of change was also explained.

In order to gain a picture of the current perceptions of organizational culture it is important to complete a culture analysis. Through a culture analysis leaders can see the relationship of the perceptions of organizational culture by the subcultures in that organization. As Latta states, "awareness of subcultural variation within an organization,

plays an integral role in shaping an effective vision for change" (p. 26, 2009). These subcultures can include many different groups such as; gender, generation, job group or tenure, among others. This study explored the relationship of the perceptions of four of the generations present in the workforce.

Each generations' approaches aspects of organizational culture in their own way. To help explore those similarities and differences of the generations' perceptions the literature gave an overview of the four generations currently in extension as well as what is known about generations and organizational culture. Generations were defined and explained. The characteristics of the four generations Traditionalists, Baby Boomers, Generation X, and Millennials were outlined. These characteristics include strengths and weaknesses that can be used by leaders to improve communication and enhance teamwork. The diversity of the generations can lead to both success and conflict in the organization. The way each generation approaches the values and beliefs that make up their organization's culture can help explain workplace issues.

This literature review then went on to cover what is known about generations and how their different perceptions of the concepts that make up organizational culture can affect the workplace. Understanding the generational subcultural variations can be especially helpful during times of organizational change. During the implementation of change initiatives the knowledge of these variations can be used to make sure the change is targeted to and understood by all generations. Knowledge of generational subculture variations can also allow leaders to attempt to reinforce the strengths of a subculture or modify their weaknesses during times of organizational change.

30

Literature on organizational change was then covered. Including how the understanding of what makes up and organization's culture can either help or hinder organizational change. Effective change within an organization requires knowledge of the current culture as well as the desired culture. Differences in these two can be used to help promote and make change more effective. The values and beliefs of those within the organization come together to form that organization's culture. Finally what is known about the organizational culture of the Extension system was covered.

The literature reviewed for this study also showed a lack of information in certain related areas. While there has been some research in Extension organizations over the years on organizational culture, the topic has become popular again in recent years. There is still much that can be learned about the organizational culture of Extension and how to use that knowledge to improve the organization. One way that knowledge can be further understood is by exploring the generations that make up the organization. Generations have also been a topic of much research but how they view the different aspects of organizational culture has yet to be explored at length. This study explored these areas to help further explain organizational culture and how it can be affected by the generations that make up the workplace.

Conceptual Model

As a result of this literature review a conceptual model emerged. Figure 2.1 shows how the knowledge of organizational culture and the understanding of generational subcultures explored in this literature review can have an effect on mediating factors during implementation and the intention to modify or reinforce certain aspects of culture.

Culture
Analysis

```
┌──────────────────────┐          ┌────────────────────┐
│                      │          │  Knowledge of      │
│   Organizational     │──────────│  Generational      │
│      Culture         │          │  Subculture        │
│                      │          │  Variations        │
└──────────────────────┘          └────────────────────┘
```

Informs

```
      ⎛  Mediating Factors        Intent to modify or  ⎞
      ⎜      during               reinforce certain     ⎟
      ⎝   Implementation          aspects of the        ⎠
                                   culture
```

```
┌──────────────────────┐
│                      │
│   Organizational     │
│      Change          │
│                      │
└──────────────────────┘
```
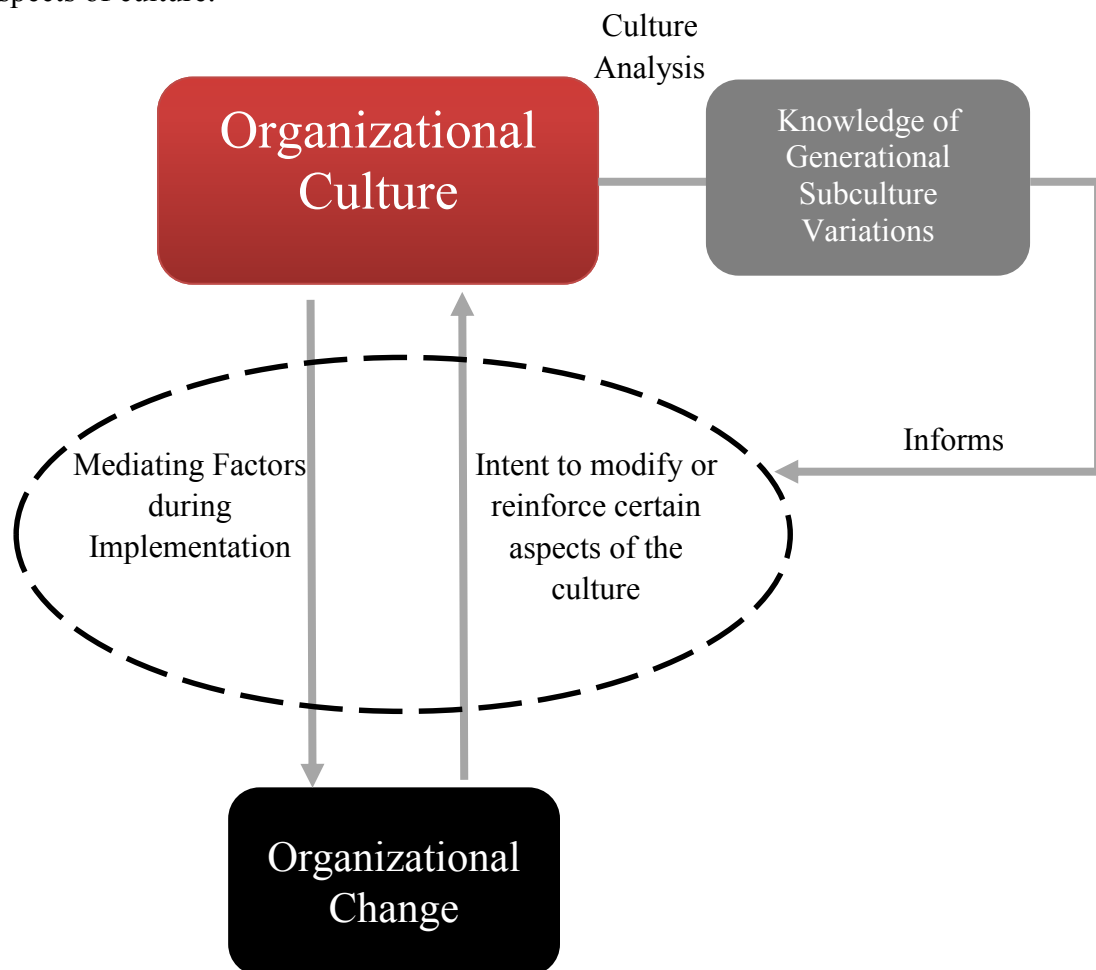
Figure 2:1: Conceptual Model

Chapter 3 : Methods

This chapter explains the methods used in the study. Attention is paid to the type of study, context in which the research was conducted, specific research objectives, and participants. Instrumentation, validity and reliability, procedures for data collection, and handling of non-response error are addressed. The chapter concludes with an explanation of the data analysis procedures completed to answer the research objectives outlined for the study.

The research conducted was descriptive survey research, quantitative in nature, and examined perceptions of the Denison Organizational Culture Survey's four organizational traits and twelve practices. Responses were categorized by the four generations present in Ohio State University's Extension system: Traditionalist, Baby Boomers, Generation X and Millennial. Data were utilized from the larger Organizational Culture Assessment of the North Central Region Extension organizations. Raw data from the larger study were obtained from Denison Consulting and used for further analysis.

Research Context

The Smith Lever Act of 1914 set forth an outline for land-grant universities such as The Ohio State University to create educational outreach programs. Thus, Ohio State University Extension was created as an educational outreach program with a presence in

33

all 88 counties in the state. At the time of this study there were approximately 1,000 employees in OSU Extension in a variety of job roles. These job roles include: program personnel, program assistants, area specialist, regional personnel, administrative and support staff, among others. Budgetary and environmental factors have forced Extension to undergo multiple restructuring efforts. The most recent effort being in 2009 that created Extension Education Research Areas (EERA). These EERAs expanded the geographical focus for educators and created an increased focus on specialization. This restructuring created the need for Regional Directors. Above the regional level are state level program experts, administration and their support staff.

Ohio's Extension system consists of four program areas: family and consumer sciences, 4-H youth development, community development, and agriculture and natural resources. Funding for the educational outreach in these areas has been traditionally comprised of government funds. In recent years the Extension system has increased their percentage of funding from other sources such as grants, gifts, cost-recovery and program revenue. Each employee's funding can come from any different combination of these sources.

Research Objectives

As mentioned in Chapter one, the specific research objectives were:

1. Describe the generational makeup currently present in Ohio's Extension workforce.

2. Describe the relationship of the culture profiles for the four generations in Ohio's Extension workforce using Denison's Organizational Culture Model that includes four organizational culture traits and twelve management practices.

3. Describe the relationship between the four generations' perceptions of the Denison Organizational Culture Model's four organizational traits.

4. Describe the relationship between the four generations' perceptions of the Denison Organizational Culture Model's twelve management practices.

Participants

The population was a census of Ohio State University Extension's 779 qualifying employees. Eligibility criteria for this study were a 0.25 FTE or greater Extension appointment or equivalent responsibilities (i.e. personnel that are employed by entities other than the university and doing extension work). This includes all positions or equivalent descriptions/situations, i.e. state specialists, academic department chairs, educators, program support, research technicians, office support, administration, IT specialists and other titles doing Extension work.

Instrument

Daniel Denison and William Neale developed the Denison Organizational Culture Survey (DOCS) over 25 years ago. The four organizational traits that make up the survey (Mission, Adaptability, Consistency, and Involvement), were based on "aspects of culture that had demonstrated links to organizational effectiveness." (Denison & Mishra, 1995, p.204). As shown in table 3.1 each of the four organizational culture traits consists of 3 management practices.

Table 3:1 Denison Organizational Culture's 4 Organizational Traits & 12 Management Practices

Organizational Trait	Management Practice
Mission	1. Strategic Direction & Intent
	2. Goals & Objectives
	3. Vision
Adaptability	1. Creating Change
	2. Customer Focus
	3. Organizational Learning
Consistency	1. Core Values
	2. Agreement
	3. Coordination & Integration
Involvement	1. Empowerment
	2. Team Orientation
	3. Capability Development

Each of the 12 practices have five supporting survey items, creating 60 total items. "In this organization..." is the preface for 60 statements. All items are scored on the following 5 point Likert-type scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly Agree.

For this study wording of seven of the 60 items in the DOCS were modified to better apply to the Extension system. Item modification was completed through feedback from a panel of experts who were administrators in the Extension system. An example of the modification was: in items 36 through 40 the word "customer" was changed to "clientele." The preface for the statements was also changed from "In this organization…" to "In Ohio's Extension…" There were ten demographic questions included; year of birth, gender, program area, years of total Extension service, years in current position, geographic location, job groups education level, ethnicity, employing

unit (Extension or other), percent Extension funded (hours of week for non-extension funded personnel).

Validity and Reliability

Reliability of a survey instrument refers to the consistency of the instrument to produce the same results when repeated in identical circumstances. Validity is measured in many ways, including face and content validity. Content validity refers to how the content of the survey matches the domain of what is being measured. The face validity of an instrument refers to if an instrument appears to be valid, make sense and measure what it is asking (Ary, Jacobs, Sorenson & Walker, 2014). Reliability and content validity were addressed by the use of an established instrument was used for the study.

The instrument used, the Denison Organizational culture survey is owned and operated by Denison Consulting Services. Reliability coefficient alphas for this instrument were calculated by Denison Consulting and range from .70 to .86 for the 12 management practices and between .87 and .92 for the four organizational traits (Denison & Mishra, 1995). A coefficient of .90 or higher is considered very high reliability (Ary, et al., 2014). Coefficients between .80 and .90 are still considered to have good reliability. Those coefficients ranging between .60 and .70 are considered moderately reliable (Ary, Jacobs, Sorenson & Walker, 2014).

Face validity was addressed in two ways. First, a group of Extension administrators reviewed the instrument and made suggestions for minor changes in how items were worded to tailor language to the context of the Extension system. The instrument was altered slightly by changing the preface of the statements and wording of

37

seven items to better appeal to personnel in the Extension system. Then, face validity was confirmed by a group of Extension personnel and graduate students familiar with Extension reviewing the online questionnaire and providing comments and suggestions.

Procedures for Data Collection

This research was submitted and determined exempt from IRB review by Ohio State's Office of Responsible Research Practices (Protocol number 2014E0271). An open link to an online survey was used for data collection. The link led participants to a welcome page which included consent procedures. The 60 items of the Denison Organizational Culture followed the welcome page. Following the 60 items were the ten demographic questions specific to this research study. When participants completed the survey a page was generated thanking them for their responses. See Appendix A for the complete survey, including the welcome page, items and thank you page.

Dillman, Smyth and Christian's (2009) recommendations for survey administration were followed to the greatest extent possible, including advance notice and multiple reminders while the survey was open. Ohio State's Extension Director, Keith Smith, gave advance notice nine days prior to the launch of the survey on June 16, 2014 (Appendix B). On June 25th, Dr. Smith sent out the survey invitation (Appendix C). The questionnaire was open from a little over one month (June 25- August 6). Three separate email reminders were sent out during the survey by Dr. Smith to help encourage participations (July 1) (See Appendix D). Regional directors also sent out emails to their regions to encourage participation. The survey was administered through an open link with no identifiers collected. Every effort to protect confidentiality was made, but no

guarantee of internet survey was given as, transmissions could be intercepted and IP address could be identified. Denison Consulting provided raw data set to researchers with no identifiers.

Addressing Non-Response

Efforts were taken during the development, distribution and management of the survey to increase response rate, following Dillman's (2009) suggestions. The structure of the web-hosted survey was designed to be user friendly. During the time the survey was open, reminder emails were sent to encourage responses. With a response rate of 33%, additional measures were taken to help control for non-response error.

There are multiple options for addressing non-response error. Dooley and Lindner (2003) address a few options, including comparing respondents to the population, following up with non-respondents, and comparing early to late respondents. For this study, non-response error was addressed by looking at the means of the twelve management practices and four organizational traits, comparing early and late respondents (Dooley & Lindner, 2003). Early respondents were identified as those who responded the questionnaire within the first few week of the survey opening. Late respondents were identified as those who responded in the last week before survey closing. The groups of early and late responders were determined to be similar due to the means of the twelve management practices and four organizational traits differing no more than a tenth of a point. Based on this information, findings from this study are representative of the entire population of OSU Extension personnel and may not be generalized to any other population.

Data Analysis

Data were analyzed using several strategies. First Denison consulting completed

quantitative analysis using descriptive statistics. The descriptive statistics resulted in the

report of a percentile score against Denison Consulting's globally normed database of

organizations from multiple industries and sectors. These percentiles were reported for

the 4 organizational traits and 12 management practices. The year of birth demographic

question was used to generate a culture profile for three of the four generations currently

working in OSU Extension. Only three respondents identified themselves as being born

in the years included in the Traditionalist generation so those responses were not be

included in analysis to protect confidentiality. The culture profiles generated for the three

generations included the percentile measures of the 60 items, twelve management

practices, and four organizational traits. The resulting profiles by generation report

benchmark percentiles by the four organizational traits. The management practices that

compose each organizational trait are reported as well as the 5 items that make up each of

the 12 practices.

Further analysis of descriptive statistics was completed on the raw data provided

by Denison Consulting. To group responses by generation, the year of birth demographic

question was coded into four generational bins. Those born in 1945 or before were coded

as Traditionalists, those born between 1946 and 1964 were coded Baby Boomers,

responses between 1985 and 1980 were coded Generation X and those between 1981 and

1999 were coded Millennials. If a respondent did not provide a value for this question,

that respondents data was discarded. Items that were reverse coded in the instrument were corrected in the data set.

Data was then aggregated by management practice. The means of the five items that compose each of the 12 management practices were averaged together to create one mean for each respondent. If a respondent left more than one question open within the five for a management trait that respondent's data was discarded. If only one response was missing, within a set of five, an average of the responses to the remaining four items was generated for that respondent. The means for each respondent were then aggregated to create means for each generation for each of the four organizational traits and 12 management practices. The three management practices that compose each of the four management traits were averaged together to create a mean for each generation each trait.

JMP software was used to complete analysis of variance (ANOVA) with post hoc comparison of the mean responses by the different generations to the 12 management practices. An A priori p value of 0.05 was established to determine significance. The analysis resulted in a report of differences in the means of the respondents' perceptions of DOCS traits and practices.

Chapter 4 : Findings

As stated in Chapter 1, this study aimed to explore the organizational culture of Ohio State University Extension as well as the perceptions of that culture by the four generations making up its workforce. This chapter is organized by the four research objectives presented in Chapter 1. First, the study explored the generational makeup of the current OSU Extension organization; then the Denison Organizational Culture Model was used to create cultural profiles for three of the four generations present in the workforce. Finally, further analysis was completed to examine the relationship of the perceptions of the generations on the Denison Organizational Culture Model's four organizational traits and twelve management practices.

Objective 1

The first objective of this study was to describe the generational makeup currently present in Ohio's Extension workforce. In the demographic section of the instrument, respondents were asked to select their year of birth from a list of years ranging from 1934 to 1996. Those who responded with a year of birth before 1945 were categorized as Traditionalists and responses between 1946 and 1964 as Baby Boomers. Generation X was categorized as respondents who identified a birth year between 1965 and 1980. Finally responses between 1981 and 1996 were put in the category of Millennials. Of the

311 and responses to the survey only 259 provided their year of birth, as it was not a
mandatory question for completion. Table 4.1 shows the generational breakdown of the
respondents to this study.

Table 4:1 Generational Makeup of OSU Extension Respondents

Generation	N	% of Respondents
Traditionalist(1936-1945)	3	.01
Baby Boomers (1946-1964)	151	58
Generation X (1965-1980)	71	27
Millennial (1981-1996)	36	14

Note. Percentages (%) calculated using the 259 respondents

The largest percentage (58%) of respondents were Baby Boomers followed by
Generation X (27%), Millennials (14%), and a very small percentage of Traditionalists
(.01%). Due to the extremely small amount of Traditionalist in the data set, use of their
responses could comprise the respondent's confidentiality. Those responses were not
used for further analysis in the study.

Objective 2

The second objective of this study was to describe the culture profiles for the four
generations in Ohio's Extension workforce using Denison's Organizational Culture
Model that includes four organizational culture traits and twelve management practices.
Analysis for this objective was completed by Denison Consulting. The circumplex
models and the lists of high and low scoring items include percentile scores. Those

percentiles are generated by comparing the responses given in this survey to the thousands of organizations from multiple industries and sectors in Denison Consulting's globally normed database. In the circumplex reports a higher percentile is more favorable, meaning the responses of OSUE were equal to or higher than, for example, 75 percent of those in Denison's database. Again, because of the low number of Traditionalists in the data set their responses were not able to be used by Denison for this analysis.
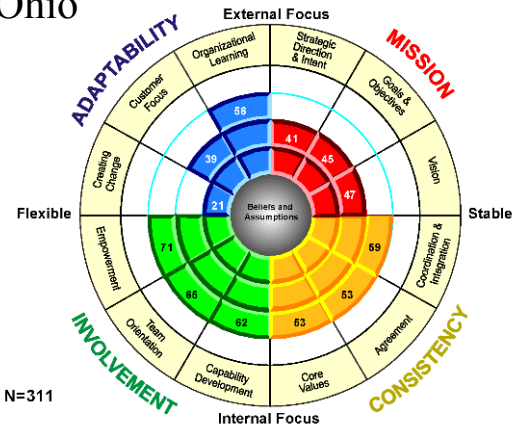
As a part of the larger North Central Region Organizational Assessment, overall circumplex reports were generated for each state. The circumplex report generated for Ohio State Extension as a whole, shown for reference, as well as those for the individual generations are shown in figure 4.1 (also in Appendix E). The five highest scoring items out of the 60 total survey items for the OSU Extension and the three individual generations are shown in figure 4.2. The five lowest scoring items out of the 60 total survey items for the OSU Extension and the three individual generations are shown in figure 4.3.

The circumplex reports generated by Denison show percentile scores for the four organizational traits as well as the 12 management practices from the Denison Organizational Culture Survey. The four organizational traits are also categorized as having either an internal or external focus. Denison's describes an internal focus as a "focus on alignment of internal systems, processes and people of the organization" (Denison Consulting, 2009). The bottom half of the circumplex report contains the internally focused organizational traits Involvement and Consistency. An external focus

is described as having "an eye towards the market and are able to adapt and change in response to what they see" (Denison Consulting, 2009). On the top half of the circumplex are the externally focused organizational traits Adaptability and Mission.

There were a few trends that were apparent across OSUE as a whole and the three generations. One of those trends was the strength of the internal focus over the external. Percentile scores in the internal traits were consistently higher for all four circumplex reports than those traits with the external focus. Another trend was the consistency of Involvement as the highest percentile organizational trait for the organization and the generations. The organizational trait, Consistency, was the second highest percentile for all four circumplex reports. The management practices showed similarities across the reports as well. Creating change continually scored the lowest percentiles in the organization and all of the generations. Empowerment was the highest scoring management practice for the organization as a whole and for all generations except for Millennials.
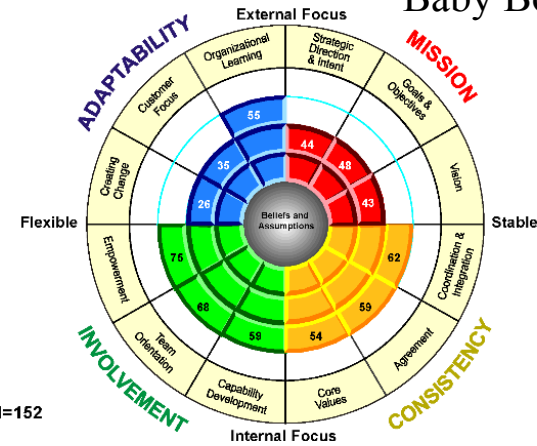
Figure 4.1 Circumplex Reports for Ohio State University Extension Overall and the Three Individual Generations

Ohio

78	Everyone believes that he or she can have a positive impact.
76	We encourage direct contact with clientele by our people.
76	Most employees are highly involved in their work.
73	Authority is delegated so that people can act on their own.
71	Learning is an important objective in our day-to-day work.

Baby Boomers

81	Everyone believes that he or she can have a positive impact.
78	Information is widely shared so that everyone can get the information he or she needs when it's needed.
77	Most employees are highly involved in their work.
77	Authority is delegated so that people can act on their own.
74	There is a "strong" culture.

Generation X

88	We encourage direct contact with clientele by our people.
88	There is an ethical code that guides our behavior and tells us right from wrong.
84	Most employees are highly involved in their work.
83	Learning is an important objective in our day-to-day work.
83	Cooperation across different parts of the organization is actively encouraged.

Millennials

93	It is easy to coordinate projects across different parts of the organization.
91	Teamwork is used to get work done, rather than hierarchy.
90	The "bench strength" (capability of people) is constantly improving.
89	Everyone believes that he or she can have a positive impact.
89	People from different parts of the organization share a common perspective.

Figure 4.2 High Scoring Items for Ohio State University Extension Overall and the Three Individual Generations

47

Ohio

7	We respond well to competitors and other changes in the external environment.
14	The interests of the clientele often get ignored in our decisions.*
21	Our strategy leads other organizations to change the way they operate.
28	Clientele comments and recommendations often lead to changes.
29	The way things are done is very flexible and easy to change.

Baby Boomers

8	We respond well to competitors and other changes in the external environment.
11	The interests of the clientele often get ignored in our decisions.*
25	Problems often arise because we do not have the skills necessary to do the job.*
28	Our strategy leads other organizations to change the way they operate.
30	The way things are done is very flexible and easy to change.

Generation X

8	We respond well to competitors and other changes in the external environment.
25	The interests of the clientele often get ignored in our decisions.*
29	Clientele input directly influences our decisions.
30	Clientele comments and recommendations often lead to changes.
31	Our strategic direction is unclear to me.*

Millennials

16	Attempts to create change usually meet with resistance.*
21	There is a characteristic management style and a distinct set of management practices.
24	We respond well to competitors and other changes in the external environment.
29	Our strategy leads other organizations to change the way they operate.
30	People understand what needs to be done for us to succeed in the long run.

Figure 4.3 Low Scoring Items for Ohio State University Extension Overall and the Three Individual Generations

The Baby Boomer Generation. There were also five specific items set apart as scoring either on the high or low end of the 60 total items in the instrument, as shown in

48

figures 4.2 and 4.3. The four highest scoring items (shown in Figure 4.2) were those in support of the Involvement organizational trait. The highest percentile item was "Everyone believes that he or she can have a positive impact". The only item in the high scoring category not from the Involvement trait, "There is a 'strong' culture," was from the second highest percentile trait, Consistency. The lowest scoring items were mostly in the Adaptability and Mission traits. There was one low scoring item from the Involvement trait, "Problems often arise because we do not have the skills necessary to do the job."

Generation X. Generation X showed percentiles higher than Baby Boomers in all categories, with the biggest difference in the Mission trait. There were again items that stood out on the high and low end of the percentiles, shown in figures 4.2 and 4.3. The five highest scoring items for Generation X included a more diverse group of traits than the highest scoring items for Baby Boomers. Of the two highest scoring items (88) one, "We encourage direct contact with clientele by our people" was from the lowest scoring trait overall, Adaptability. Of the five lowest scoring items all but one were from the Adaptability trait, the lowest (8) being "We respond well to competitors and other changes in the external environment."

The Millennial Generation. The Millennial generation had generally higher scores than the older generations in the Involvement and Consistency traits. The highest percentile management practice for the Millennials was Team Orientation (87). Capability Development was the second highest (83) and Empowerment third (78). Creating Change was once again the lowest percentile (32). The highest scoring items

for Millennials were similar to Baby Boomers in that they all came from the Involvement and Consistency traits, though some of the items themselves differ. "It is easy to coordinate projects across different parts of the organization" was the highest score (93), which is also the highest percentile of any of the generations' responses. All but one of the five lowest scores came from the lower scoring traits Adaptability and Mission. The one other low scoring item "There is a characteristic management style and a distinct set of management practices' came from the Consistency trait. The lowest percentile item (16) for Millennials was "Attempts to create change usually meet with resistance."

Objective 3

The third objective of the study was to describe the relationship between the four generations' perceptions of Denison Organizational Culture Model's four organizational traits. For this objective, ANOVA analysis was completed in JMP statistical software. The twelve management practices were categorized by the organizational trait they support. The three management practices that represented each organizational trait were averaged together to create a mean response for that trait for each respondent. The means generated will fall between 1 and 5 corresponding to the Likert-type scale of the instrument. Means and p-values for the analysis of each organizational trait by generation are reported in Table 4.2.

50

Table 4:2 Results of ANOVA Analysis on Denison's 4 Organizational Traits by Generation

Organizational Trait	Generation	Mean	Standard Deviation	p-Value
Involvement	Baby Boomer	3.607	0.5447	
	Generation X	3.676	0.5893	0.2893
	Millennial	3.766	0.6327	
Consistency	Baby Boomer	3.657	0.4713	
	Generation X	3.650	0.5399	0.9189
	Millennial	3.619	0.5625	
Mission	Baby Boomer	3.310	0.6278	
	Generation X	3.431	0.6013	0.3030
	Millennial	3.431	0.5965	
Adaptability	Baby Boomer	3.222	0.5376	
	Generation X	3.337	0.5957	0.1850
	Millennial	3.371	0.4871	

Note. 1=Strongly Disagree, 5=Strongly Agree

Involvement. The first trait analyzed by generation was Involvement as shown in table 4.3. The mean response for the Baby Boomer generation was 3.607, for Generation X 3.676 and Millennials 3.766. There were no statistically significant differences in the mean responses by generation to the Involvement organizational trait.

Consistency. Consistency was the next trait analyzed by the three generations. Again the mean responses for the three generations were similar. With Baby Boomers and Generation X both at 3.65 and Millennials only slightly lower at 3.61.There were no statistically significant differences in the mean responses by generation to the Consistency organizational trait.

.

Mission. The third organizational trait to be analyzed by ANOVA was Mission. For this trait the mean responses of Generation X and Millennials were most similar at 3.4311 and 3.4315 respectively. Baby Boomer's had a slightly lower mean response at 3.310.There were no statistically significant differences in the mean responses by generation to the Mission organizational trait.

Adaptability. Finally, the fourth organizational trait, Adaptability, was analyzed. Responses, once again, varied little between the three generations. Baby Boomers had the lowest mean responses (3.222) followed by Generation X (3.337) and the highest mean response of the Millennials (3.371).There were no statistically significant differences in the mean responses by generation to the Adaptability organizational trait.

Objective 4

The final objective of this study was to describe the relationship between the four generations' perceptions of the Denison Organizational Culture Model's twelve management practices. For each of the twelve management practices there are five supporting items on Denison's Organizational Culture Survey. The mean response of those five items were calculated across respondents in each generation to create a mean value for each of the management practices. Standard error for each calculation was derived as well as p-values to determine significance of any differences in the mean responses.

Table 4:3 Results of ANOVA on Denison's 12 Management Practices by Generation

Management Practice	Generations	Mean	Standard Deviation	p-Value
Empowerment	Baby Boomer	3.646	0.6077	
	Generation X	3.664	0.6845	0.9639
	Millennial	3.674	0.6443	
Team Orientation	Baby Boomer	3.667	0.6674	
	Generation X	3.744	0.6600	0.2026
	Millennial	3.886	0.7341	
Capability Development	Baby Boomer	3.509	0.5833	
	Generation X	3.621	0.6305	0.1007
	Millennial	3.739	0.7311	
Core Values	Baby Boomer	3.615	0.5690	
	Generation X	3.777	0.6022	0.1524
	Millennial	3.626	0.6550	
Agreement	Baby Boomer	3.342	0.5867	
	Generation X	3.300	0.7044	0.3487
	Millennial	3.485	0.6550	
Coordination & Integration	Baby Boomer	3.226	0.6768	
	Generation X	3.225	0.6867	0.4037
	Millennial	3.339	0.7181	
Creating Change	Baby Boomer	2.989	0.6626	
	Generation X	3.059	0.6865	0.7422
	Millennial	3.039	0.6138	
Customer Focus	Baby Boomer	3.414	0.6241	
	Generation X	3.540	0.6114	0.1111
	Millennial	3.628	0.6069	
Organizational Learning	Baby Boomer	3.266	0.5903	
	Generation X	3.411	0.6771	0.1381
	Millennial	3.441	0.5912	
Strategic Direction & Intent	Baby Boomer	3.375	0.7514	
	Generation X	3.448	0.7274	0.7247
	Millennial	3.451	0.6405	
Goals & Objectives	Baby Boomer	3.455	0.6195	
	Generation X	3.562	0.5663	0.4597
	Millennial	3.460	0.6596	
Vision	Baby Boomer	3.101	0.6475	
	Generation X	3.278	0.6743	0.0308*
	Millennial	3.383	0.6569	

Note. 1=Strongly Disagree, 5=Strongly Agree

*p<.05

Table 4.3 shows the overall the mean responses by all three generations were around 3 (Neutral), for all the management practices. There were a few responses on the higher end of 3, the Team Orientation practice mean response for the millennial generation was 3.814. The Creating Change management practice had the lowest mean responses with one response below 3 (Baby Boomers, 2.989). All other mean responses fell in the 3.0-3.6 range. Due to the very similar mean responses to the items making up each of the twelve management practices, higher p-values were recorded for all but one practice. All practices had a p-value higher than 0.1 except Vision where a p-value of 0.0348 was reported.

Due to the significant p-value reported in the ANOVA analysis of the Vision management practice, a post hoc t-test was performed. The t-test determined between which pair of generation the significant difference occurred. Results of the t-test are shown in table 4.4. There was no significant difference between the mean responses of Generation X and Baby Boomers (p-value=0.0623) or between the Millennial generation and Generation X (p-value= 0.4406). The significant difference occurred between the mean responses of the Millennial generation with a mean score of 3.383 and the responses of the Baby Boomer generation with a mean score of 3.101. The difference between the means of the Millennial and Baby Boomer generation was 0.2815, resulting in a p-value of 0.0230.

Table 4:4 Post Hoc t-Test of Vision Management Practice

Generations Compared	Difference	p-Value
Millennial x Baby Boomer	0.2815	0.0230*
Baby Boomer x Generation X	0.1768	0.0623
Millennial x Generation X	0.1047	0.4406

Note. *=significant p-Value (p<0.05)

Chapter 5 : Summary and Discussion

As previously stated, this study aimed to explore the organizational culture of Ohio State University Extension as well as the perceptions of that culture by the four generations making up its workforce. The final chapter of the thesis restates the research problem and the major research methods used in the study. The majority of the chapter summarizes the results stated in chapter four and discusses their implications.

Problem Statement

The Ohio State University Extension organization has undergone various culture assessments and climate surveys in recent years to help inform change and strategic direction of the organization. This study was a part of the most recent study completed in Ohio along with eleven other states in the North Central Region. The aim of this study was to add to the previously completed research by exploring the perceptions of the organizational culture by the four generations making up Ohio's Extension workforce. There is a lack of research in the area of how the generation one belongs to affects perceptions organizational culture. The generation in which a person belongs can help to shape their assumptions, values, beliefs and norms, which all come together to help form the culture of an organization (Schein, 2010). Knowledge of the organizational culture of Ohio State University's Extension system and how the generations' perceive that culture can be an important tool for leaders in moving the organization into the future.

56

Purpose and Research Objectives

The purpose of this study was to identify similarities and differences in the perception of

Organizational Culture by the four generations currently working in Ohio State

University Extension. The specific research objectives were:

1. Describe the generational makeup currently present in Ohio's Extension
    workforce.

2. Describe the relationship between the culture profiles for the four generations in
    Ohio's Extension workforce using Denison's Organizational Culture Model that
    includes four organizational culture traits and twelve management practices.

3. Describe the relationship between the four generations' perceptions of Denison
    Organizational Culture Model's four organizational traits.

4. Describe the relationship between the four generations' perceptions of Denison
    Organizational Culture Model's twelve management practices.

Review of Methods

As explained in Chapter 2, the research conducted was descriptive survey

research, quantitative in nature, and examined perceptions of the Denison Organizational

Culture Survey's four organizational traits and twelve practices. The population for the

study were Ohio State University Extension's 779 qualifying employees that had a 0.25

FTE or greater Extension appointment or equivalent responsibilities.

Instrument and Data Collection. The Denison Organizational Culture Survey,

created and owned by Denison Consulting, was used for data collection. The four

organizational traits that make up the survey (Mission, Adaptability, Consistency, and Involvement), each consists of three management practices. The 12 practices have five supporting survey items, creating 60 total items. "In Ohio's Extension..." is the preface for 60 statements. All items are on the following 5 point Likert-type scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly Agree. For this study wording of seven of the 60 items in the DOCS were modified to better apply to the Extension system. Administrators from the Extension system consulted on the modification of the items.

An open link to an online survey was used for data collection. Dillman, Smyth and Christian's (2009) recommendations for survey administration were followed to the greatest extent possible, including advance notice and multiple reminders while the survey was open. The questionnaire was open from a little over one month (June 25-August 6, 2014).

Addressing Non-Response. Measures such as the web hosted survey being designed to be user friendly and reminder emails were taken to help control non-response error during the creation and implementation of the survey. The final response rate was 33%. Non-response error was further addressed by looking at the means of the twelve management practices and four organizational traits comparing early and late respondents. The means of the twelve management practices and four organizational traits differed no more than a tenth of a point so, it was determined that the groups of early and late responders were similar. Based on this information, findings from this

study are representative of the entire population of OSU Extension personnel and may not be generalized to any other population.

Data Analysis. Data was analyzed by both Denison Consulting and the researcher for this study. To satisfy the four research objectives set on in Chapter 1 the following analysis was performed:

1. Denison consulting used the year of birth demographic question to generate a culture profile for three of the four generations currently working in OSU Extension which included the percentile measures of the 60 items, twelve management practices, and four organizational traits. The resulting profiles by generation report benchmark percentiles by item, practice and trait of perceptions of OSU employees compared to other organizations in Denison Consulting's normed database.

2. Further analysis of descriptive statistics was completed on the raw data provided by Denison Consulting. Data was aggregated by management practice. The means of the five items that compose each of the 12 management practices were averaged together to create one mean for each respondent. The three management practices that compose each of the four management traits were averaged together to create a mean for each respondent for each trait. JMP software was used to complete analysis of variance (ANOVA) with post hoc comparison of the mean responses by the different generations to the 12 management practices.

Summary of Findings

This section is organized by the previously stated research objectives and summarizes the findings reported in Chapter 4.

Objective 1. The first objective of this study was to describe the generational makeup currently present in Ohio's Extension workforce. In the demographic section of the instrument respondents were asked to select their year of birth from a list of years ranging from 1934 to 1996. Those who responded with a year of birth before 1945 were categorized as Traditionalists and responses between 1946 and 1964 as Baby Boomers. Generation X was categorized as respondents who identified a birth year between 1965 and 1980. Finally, responses between 1981 and 1996 were put in the category of Millennials. The largest percentage (58%) of respondents were Baby Boomers followed by Generation X (27%), Millennials (14%), and a very small percentage of Traditionalists (.01%). Due to the extremely small amount of Traditionalist in the data set, their responses could not be used for further analysis in the study (See table 4.1).

Objective 2. The second objective of this study was to describe the culture profiles for the four generations in Ohio's Extension workforce using Denison's Organizational Culture Model Analysis for this objective was completed by Denison Consulting. There were a few trends that were apparent across OSUE as a whole and the three generations included in analysis. One of those trends was percentile scores in the internal traits were consistently higher for all four circumplex reports than those traits with the external focus. Another trend was the consistency of Involvement as the highest percentile organizational trait for the organization and the generations. The organizational

trait Consistency was the second highest percentile for all four circumplex reports. The management practices showed similarities across the reports as well. Creating change continually scored the lowest percentiles in the organization and all of the generations. Empowerment was the highest scoring management practice for the organization as a whole and for all generations except for Millennials.

For the Baby Boomer Generation. The four highest scoring items (shown in Figure 4.2) were those in support of the Involvement organizational trait. The highest percentile item was "Everyone believes that he or she can have a positive impact". Generation X showed percentiles higher than Baby Boomers in all categories, with the biggest difference in the Mission trait. Of the two highest scoring items (88) one, "We encourage direct contact with clientele by our people" was from the lowest scoring trait overall, Adaptability. Of the five lowest scoring items all but one were from the Adaptability trait, the lowest (8) being "We respond well to competitors and other changes in the external environment." The Millennial generation had generally higher scores than the older generations in the Involvement and Consistency traits. The highest percentile management practice for the Millennials was Team Orientation (87). All but one of the five lowest scores came from the lower scoring traits Adaptability and Mission. The lowest percentile item (16) for Millennials was "Attempts to create change usually meet with resistance."

Objective 3. The third objective was to describe the relationship between the four generations' perceptions of Denison Organizational Culture Model's four organizational traits. See Table 4.1 for the means and p-values of each organizational trait by generation. The mean response by generation for the four organizational traits (i.e., Involvement, Consistency, Adaptability and Mission) were all calculated. For the Involvement organizational trait, the mean response for the Baby Boomer generation was 3.607, for Generation X 3.676 and Millennials 3.766. Again the mean responses for the Consistency trait for the three generations were similar, with Baby Boomers and Generation X both at 3.65 and Millennials only slightly lower at 3.61. For the Mission organizational trait the mean responses of Generation X and Millennials were most similar at 3.4311 and 3.4315 respectively. Baby Boomer's had a slightly lower mean response at 3.310. For the Adaptability trait the Baby Boomers had the lowest mean responses (3.222) followed by Generation X (3.337) and the highest mean response of the Millennials (3.371). With very little variance in the mean responses the p-values were fairly high for all four organizational traits analysis. There were no statistically significant differences in the mean responses by generation to the four organizational traits.

Objective 4. The final objective of this study was to describe the relationship between the four generations' perceptions of the Denison Organizational Culture Model's twelve management practices. Overall the mean responses by all three generations were around 3 (Neutral) for all the management practices (See table 4.6). The Creating Change management practice had the lowest mean responses with one response below 3 (Baby

Boomers, 2.989). Due to the very similar mean responses to the items making up each of the twelve management practices, all practices had a p-value higher than 0.05 except Vision where a p-value of 0.0348 was reported. A post hoc t-test was performed and determined the significant difference occurred between the mean responses of the Millennial generation and the responses of the Baby Boomer generation.

Discussion

This study was a part of a larger study that set out to provide an overall cultural framework for the North Central Region Extension Organizations, as well as cultural frameworks for the individual states. Analysis for this study was completed using the raw data for Ohio's Extension system by both the researcher and Denison Consulting Services. The purpose was to determine how the generation to which one belongs affects their perceptions of organizational culture. In examining demographics, The Ohio State University Extension organization is behind the trends of generations in the workforce in the United States. While in the United States workforce the Millennial generation has taken over as the largest generation, in OSUE the Baby Boomer generation remains the largest. Due to population shifts the generational make up of OSUE will shift in the coming years making understanding variations in the generation's perception of organizational culture and important topic for leaders to understand. Across all the data presented, there was less variation in the responses by generation to the instrument items than expected. This could be due to the generations being asked to assess the current culture of the organization not what they desire the culture to be. In examining patterns in the data, there are several key points to explore further.

63

Relationship across generational reports and overall OSU Extension report.

The overall circumplex report for Ohio's Extension (figure 4-1) system appears to be a fairly good representation of the perceptions of each of the three generations in the workforce. The current workforce in OSU Extension differs from that of most organizations in the U.S. in that the largest percentage is in the Baby Boomer generation. Therefore the circumplex representing the Baby Boomer generation (figure 4-1) and that of the Extension system overall, are the most similar. The circumplex reports analysis compared results from this study to thousands of other organizations in Denison's normed database, therefore it showed some differences between the perceptions of the organizational culture between the generations. Further analysis using ANOVA and post hoc comparison did not show as much significant difference possibly due to the small number of responses analyzed.

There were several instances of similarity and a few instances of variations among the reports. Empowerment was the highest management practice overall as well as for Baby Boomers and Generation X. For Baby Boomers this could be due to the high value they place on work in their lives. For Boomers work often "defines personal fulfillment and self-worth" (Weingarten, pp. 28, 2009). Generation X is known to be very independent so Empowerment is not as crucial of an aspect to them (Weingarten, 2009). The generation that depends the most on empowerment, Millennials, was the generation that scored the lowest (Weingarten, 2009; Zemke et al, 2013). Millennials as a generation, generally have a need for continual support and encouragement (Zemke et al,

2013). This helps them feel empowered and that they are doing their job well. While the differences in percentiles was small between the generations, empowerment is an important aspect of the job for Millennials.

Core Values was another management practice where one generation had a noticeable difference in percentiles. Percentiles for Ohio's Extension overall, Baby Boomers and Millennials ranged from 53-55, while Generation X scored in the 76th percentile, again compared to Denison Consulting's normed database, on this practice (Figures 4-1). One of the highest scoring items for Generation X came from this practice "There is an ethical code that guides our behavior and tells us right from wrong." This supports the fact that Generation X is described as "fair, competent, and straightforward leaders" (Zemke et al., 2013). As Generation X moves into leadership positions that the Baby Boomer generation will eventually retire from they bring their strong attention to core values, a definite strength for the organization.

Another important finding to note is the similar responses between the Baby Boomers and Millennials on the Core Values management practice, the two generations who often are on opposite ends of the spectrum. The difference in this management practice could be due to many Generation X members now in management positions. Both of these generations scored very low on items in this practice concerning management styles and practices as well as the existence of a governing set of values that guide OSU Extension. This could be due to the fact that Baby Boomers are not very receptive to younger personnel in leadership positions as they feel they have not "paid their dues." Or Millennials' tendency to not respect, to challenge and question authority

(Weingarten, 2009). This discrepancy could cause tension between the generations and is something leaders should be aware of.

There were a few traits and practices that scored similar percentiles for the generations and organization as a whole. One trait that stood out with the highest percentiles for all generations as well as the organization as a whole was the Involvement organizational trait. This is a positive result for Ohio's Extension system. The management practices within the Involvement trait include: Empowerment, Team Orientation and Capability Development. The high percentiles in these practices show that respondents feel that Ohio's Extension system is proficient in these areas. Most respondents feel that they are empowered in their positions, have good teams to work with and that the organization is investing in developing the skills of the organization and its people. These attributes are what most organizations strive for in creating an ideal, high- performing workplace (Denison et. al., 2014). All of these are attributes keep an organization running smoothly and make it attractive to potential employees.

The significant difference between the Millennial generation and the Baby Boomer generation on the Vision management practice. The Vision management practice stood out for Millennials. For this practice, Millennials had a considerably higher percentile score than the other generations and the organization as a whole. When further ANOVA post hoc analysis was performed, support was found that there was a significant difference between the mean response to the items in the vision management practice with a mean response for Millennials of 3.383 and the mean response for the Baby Boomer generation of 3.101. Further support for this difference was found when looking

at the high and low scoring items chart from the Denison analysis. Percentiles for the five items within the Vision management practice were at least 18 points higher for Millennials than Baby Boomers.

The Vision management practice is a part of the Mission organizational trait. Denison Consulting Services defines Mission as; "Defining a meaningful long-term direction for the organization." Some specific items in the management practice are: "We have a shared vision of what the organization will be like in the future," and "Our vision creates excitement and motivation for our employees." Many of the items supporting this practice also have a focus on long term goals and vision for the future of the organization. This could help to explain the significant difference between the perceptions of the two generations, especially in the implementation of organizational change, or vision changes for the organization. This knowledge can also help leaders determine whether to reinforce views of one generation while attempting to modify the views of another during times of change.

Baby Boomers have been in the workforce for many years and many are approaching retirement while Millennials have just recently joined the workforce and are often times just settling into careers. These generations are at the opposite ends of the career life cycle and their views of themselves in the future of the organization can be very different. This can create a different mindset about being in the workforce and the organization itself for the two generations. While Baby Boomers are planning for retirement and not necessarily about the long term plans for the organization, Millennials are planning their career and moving forward in the workforce. The future and long term

vision of the organization can look different for these two generations because of their stage of life and position in the workforce. The organization can contribute to this mindset as well by passing over Baby Boomers based on their age. This discrepancy could also be due to the many changes happening in the workplace. Technology is now a large part of the everyday work place. For Millennials who are "computer native" and have had access to technology their whole lives, increased technology in the workplace is not an issue (Weingarten, 2009). However for Baby Boomers who are "computer immigrants" and have had to adapt to technology later in life, this can make the workplace uncomfortable for them (Weingarten, 2009). The level of comfort they feel in the organization can have an effect on how they see the future of the organization as well as their future within that organization.

Millennials and Baby Boomers, like all generations, are shaped by their upbringing and the seminal events that occurred during their lifetime. Those events and differing upbringings have caused the way the generations approach the workforce to be different also. Millennials in the workplace are very driven and willing and most times expect to work more than a 40-hour workweek to get where they want to be (Zemke et al., 2013). Baby Boomers, while still driven, are more concerned with a working environment that promotes learning and leaves room for relationship building (Snook, 2006). These differing opinions on the environment of the workplace can have an effect on the generations' perceptions of many of the aspects of organizational culture, including vision. The generations may envision two different futures for the organization.

The differing opinions and perceptions of the generations must be taken into consideration and reconciled into one joint vision.

Weakness of "Creating Change" Management Practice. The management practice Creating Change scored the lowest percentiles by all generations and the organization as a whole. One specific item in the Creating Change management practice, "We respond well to competitors and other changes in the external environment," scored only in the 8th percentile for both Baby Boomers and Generation X. Another item, "Attempts to create change usually meet with resistance," also scored quite low across all generations and the Ohio's Extension as a whole. Creating Change was the only management practice to have a mean response of less than three (See Table 4.3).

The Extension system is rooted very deep in its history, mission and vision. While this rich history has kept the organization stable and relevant for over 100 years, it can sometimes make change efforts within the organization difficult. This was supported as respondents reporting feeling that attempts to make change were usually met with resistance and that new and improved ways of doing things were not continually adopted. The commitment to the mission and history of the organization and the resistance to change has created an internal focus for Ohio's Extension organization. Overall the internally focused organizational traits and management practices had higher percentiles than the externally focused traits and practices. This is a positive attribute for employee satisfaction and holding true to the values and mission of the organization. The negatives of an internal focus is the external environment around Ohio's Extension organization is rapidly changing and attention to that external environment is crucial.

69

Further support is found in previous studies, including one that found OSU Extension has a "clan" type organizational culture (Berrio, 2003). In this culture, leaders are mentors and carry on the loyalty and tradition that binds the organization together. Clan cultures are also described as having "shared values and goals, cohesion, participative-ness, and a sense of 'we-ness.' (Cameron & Quinn, 2011, p.46). This culture is a very strong culture type that is characterized as having an internal focus.

The strength of the clan culture is both affected by and can affect those in the workforce of the organization. This strength may help to explain the respondents' feelings about change in the organization. The culture of the organization creates a "sense of identity to employees" and "provides unwritten and often unspoken guidelines for how to get along in the organization" (Cameron & Quinn, pp. 19, 2011). When a strong clan culture is present that culture can infiltrate into the identity of those employees and have an effect on their perceptions of the organization. In OSU Extension, the clan culture could be strong enough to overcome some of the generational differences. The clan culture could also influence some employees to feel there is no opportunity for change or that the culture is not receptive to change. While this strong culture can be positive for the organization by creating an inviting, family friendly workplace, it is important to still acknowledge that change is "central and intrinsic" to the condition of the organization and its environment (Ahn, Adamson, & Dornbusch, 2004, p. 113). For the organization to continue to stay relevant in the current ever changing external environment it will need to work on creating a culture that is more adept to creating change and responsive to change

70

in its external environment (Franz, Peterson, & Dailey, 2002; Schmitt & Bartholomay, 2009; Smith & Torppa, 2010).

Recommendations. Through the course of this study it became apparent that there are many aspects of organizational culture and that further understanding how generations perceive culture could be useful in application for OSU Extension. Based on the review of literature and study funding, the following are recommendations for practical application within OSU Extension:

1. The vision management practice showed differing perceptions between the Baby Boomer and Millennial generations in OSU Extension. There are various strategies leaders can use to help reinforce the vision in the Baby Boomer generation. One of those strategies is, using the vision in performance reviews by asking employees how they are contributing to the organization fulfilling that vision. Another strategy is implementation of a vision creation process which can utilize the high sense of empowerment in Baby Boomers by soliciting questions and feedback during vision creation.

2. Another area that stood out in this study was the consistent low scores on the creating change management practice. Change is vital to the performance and effectiveness of the organization. Some strategies to help improve the OSUE's capability and response to change include: communicating with employees why the change is important, giving employees a chance to discuss potential changes with leadership, engage employees help and input in change process and reinforce

and support efforts and actions that are in line with creating change or certain change initiatives.

3. Increased generational awareness can be very useful to an organization. Leaders understanding the generational profile of their organization can help them to establish more effective management practices with that profile in mind. Generational sensitivity can be increased by leaders educating personnel of generations and their differing perceptions present in the workforce during orientations, staff meetings or in a separate workshop (Eggensperger, 2014).

Recommendations for future research that may provide a further understanding of organizational culture for OSU Extension include:

1. In order to have an even richer understanding of the personnel of OSU Extensions' perceptions of the organizational culture as well as to further explore generational differences, a qualitative follow-up study could be conducted. Researchers could spend time talking with personnel about why they perceive certain aspects of organizational culture the way they do.

2. This study reported very little significant difference between the perceptions of organizational culture by the different generations when using ANOVA testing. One possible explanation for this is the strong clan culture of OSU Extension. Further research could be done to see what extent the clan culture can affect the perceptions of those in the workforce. Research could be done to see if the effect of the culture could be strong enough to override some of the differing personal perceptions of those in different generations.

72

3. A duplication of this study in the future, as the generations in the workforce shift, would provide practical application for the organization as well as the ability to analyze how the organizational culture shifts with the shift in personnel of the organization.

Summary. OSU Extension has and is still doing a good job of regularly assessing its organizational culture. This is an important tool for the organization to keep on hand when facing struggles or changes in its internal or external environment. More work can be done to further understand the results of those organizational assessments. The further understanding of the organizational culture, by generation or many other factors, can help to break down those results into actionable recommendations for the organization. Taking the extra step of further research to continue expanding understanding of the culture will help OSU Extension remain relevant, effective and a desirable workplace in the future.

References

Ahn, M.J., Adamson, J.S.A., & Dornbusch, D. (2004). From Leaders to Leadership: Managing Change. *The Journal of Leadership and Organizational Studies, 10*(4), 112-123. Retrieved from http://web.a.ebscohost.com.proxy.lib.ohio-state.edu/ehost/pdfviewer/pdfviewer?sid=ec1f17f9-f068-46e3-bd8a-e69ddc75aa7a%40sessionmgr4002&vid=1&hid=4212

Argabright, K. J., Cochran, G. R., & King, J. (2015). Organizational Values in Ohio State University Extension: Employee Perceptions of Value and Evidence in Practice. Journal Of Extension [On-Line], 53(3). Available at http://www.joe.org/joe/2015june/a7.php

Articulating Values of Professionalism. (n.d.) Retrieved from https://espnational.org/index.php/en/about-us/extension-workers-creed

Ary, D., Jacobs, L.C., Sorenson, C.K, & Walker, D.A. (2014). *Introduction to Research in Education*, *Ninth Edition.* Belmont, CA; Wadsworth.

Ashkanasy N.M., Wilderom, C.P.M., & Peterson, M. F. (2011). *The Handbook of Organizational Culture and Climate*. Thousand Oaks, CA: Sage Publications.

Berrio, A. A, (2003). An Organizational Culture Assessment Using the Competing Values Framework: A Profile of Ohio State University Extension. Journal Of Extension [On-Line], 41(2). Available at http://www.joe.org/joe/2003april/a3.php

Cameron, K.S., & Quinn, R.E. (2011). *Diagnosing and Changing Organizational Culture.* San Francisco, CA: Josey-Bass.

Denison Consulting. (2009). Getting started with your Denison Organizational Culture Survey results. Ann Arbor, MI,

Denison, D.R., & Mishra, A.K. (1995). Toward a Theory of Organizational Culture and Effectiveness. *Organization Science,* 6(2), 204-223. Retrieved from http://web.b.ebscohost.com.proxy.lib.ohio-state.edu/ehost/pdfviewer/pdfviewer?sid=b0274842-364f-4c33-b691-c855bf6f0518%40sessionmgr115&vid=1&hid=101

Denison, D., Nieminen, L. R. G., & Kotrba, L. (2014). Diagnosing organizational cultures: A conceptual and Empirical Review of Culture Effectiveness Surveys. *European Journal of Work and Organizational Psychology, 23, 141-161.* Doi: 10.1080/1359432X.2012.713173

Dillman, D. A., Smyth, J. D., & Christian, L. M. (2009). Internet, mail, and mixed mode surveys: The tailored design method (3rd ed.). Hoboken, NJ: John Wiley and Son

Dooley, L. M., & Lindner, J. R. (2003). The Handling of Nonresponse Error. Human Resource Development Quarterly, 14(1), 99-110

Eggensperger, B. (2014, April). The Generations in the Workplace. *Trustee 67(4).* Retrieved from http://web.b.ebscohost.com.proxy.lib.ohio-state.edu/ehost/pdfviewer/pdfviewer?sid=4eddd0b4-c770-41b0-976d-1a1d0187475d%40sessionmgr198&vid=1&hid=123

Franz, N.K., Peterson, R.S., & Dailey, A.L. (2002). Leading Organizational Change: A Comparison of County and Campus Views of Extension Engagement. Journal of Extension [On-Line], 40(3). Available at http://www.joe.org/joe/2002june/rb1.php

Fry, R. (2015, May). Millennials surpass Gen Xers as the largest generation in U.S. Labor force. *Pew Research Center.* Retrieved from http://www.pewresearch.org/fact-tank/2015/05/11/millennials-surpass-gen-xers-as-the-largest-generation-in-u-s-labor-force/

Gilley, A., McMillan, H. S., & Gilley, J.W. (2009). Organizational Change and Characteristics of Leadership Effectiveness. *Journal of Leadership & Organizational Studies, 16, 38-47.* Doi: 10.1177/1548051809334191

Hart, K. A. (2006, October). Generations in the workplace: Finding common ground. *Medical Laboratory Observer, 38(10).* Retrieved from http://web.b.ebscohost.com.proxy.lib.ohio-state.edu/ehost/pdfviewer/pdfviewer?sid=596b8b03-96ec-4393-898c-2c38656ef463%40sessionmgr114&vid=1&hid=123

Joyner, R.L., Rouse, W.A., & Glatthorn, A. A. (2013). *Writing the Winning Thesis or Dissertation.* Thousand Oaks, CA: Corwin.

Jones, J.M., & Spiegel, M.R. (2014). *Memories and Milestones of OSU Extension 1905-2013.*

Keesing, R. M., (1974). Theories of Culture. *Annual Review of Anthropology, 3, 73-97.* Doi: 10.1146/annurev.an.03.100174.000445

LaGuardia, D. (2008, March). Organizational Culture. *TD Magazine, 56-61.*

Lancaster, L.C., & Stillman, D. (2002). *When Generations Collide.* New York, NY: HarperCollins.

Latta, G. F. (2009). A Process Model of Organizational Change in Cultural Context (OCS Model); The Impact of Organizational Culture on Leading Change. *Journal of Leadership & Organizational Studies, 16, 19-37.* Doi: 10.1177/1548051809334197

Morrill, C. (2008). Culture and Organization Theory. *The ANNALS of the American Academy of Political and Social Science, 15-40.* Doi: 10.177/0002716208320241

Ostroff C, Kinicki AJ, Tamkins MM: Organizational culture and climate. In Handbook of psychology: Volume 12, Industrial and organizational psychology Volume 12. Edited by: Borman WC, Ilgen DR, Klimoski, RJ. New York, Wiley; 2003:565-587.

Pita, K. (2012, February). Five Generations in the Workplace. *Fairfield County Business Journal,* 27. Retrieved from http://web.b.ebscohost.com.proxy.lib.ohio-state.edu/ehost/pdfviewer/pdfviewer?sid=c6a48f39-b681-43bc-8dd3-b4b49eea5752%40sessionmgr114&vid=2&hid=128

Putre, L. (2013, February). Generations in the Workplace. *Trustee, 66(2).* Retrieved from http://web.a.ebscohost.com.proxy.lib.ohio-state.edu/ehost/pdfviewer/pdfviewer?sid=cfda494b-28ed-4d70-864b-808eeefc65bc%40sessionmgr4005&vid=1&hid=4101

Safrit, R. D., Conklin, N. L., & Jones, J.M. (2003). A Longitudinal Study of the Evolution of Organizational Values of Ohio State University Extension Educators. Journal of Extension [On-Line], 41(5). Available at http://www.joe.org/joe/2003october/rb1.php

Schein, E.H. (2010). *Organizational Culture and Leadership.* San Francisco, CA: Josey-Bass.

Schmitt, M.A., & Bartholomay, T. (2009). Organizational Restructuring and Its Effect on Agricultural Extension Educator Satisfaction and Effectiveness. Journal of

Extension [On-Line], 47(2). Available at
http://www.joe.org/joe/2009april/rb1.php

Smith, K.L., & Torppa, C.B. (2010). Creating the Capacity for Organizational Change:
Personnel Participation and Receptivity to Change. Journal of Extension [On-
Line], 48(4). Available at http://www.joe.org/joe/2010august/a1.php

Snook, B. M. (2006). Mixed Generations in the Workplace. *The Pennsylvania Nurse.*

The Denison Organizational Culture Model. (n.d.). Retrieved from
http://www.denisonconsulting.com/model/organizational-culture

Vincent, J. A., (2005). Understanding generations; political economy and culture in an
ageing society. *The British Journal of Sociology, 56(4), 579-599.* Doi:
10.1111/j.1468-4446.2005.00084.x

Weingarten, R.M. (2009, January). Four Generations, One Workplace: A Gen X-Y
Nurse's View of Team Building in the Emergency Department. *Journal of
Emergency Nursing, 35, 27-30.* Doi: 10.1016/j.jen.2008.02.017

Weston, M. (2001). Coaching Generations in the Workplace. *Nursing Administration
Quarterly, 25*(2), 11-21.

Zemke, R., Raines, C., & Filipczak, B. (2013). *Generations at work: managing the clash
of boomers, Gen Xers and Gen Yers in the workplace.* New York, NY:
AMACOM.

Appendix A: Denison Organizational Culture Survey

Survey Welcome Screen

Welcome to the 2014 Ohio State University Extension Organization Culture
Questionnaire

As Extension embarks on discovering its identity for the next century, assessing the
current organizational culture is a pivotal component to successful organizational change.
Your opinions, combined with other employees, will be used to establish a foundational
cultural framework for the [State] Extension organization that informs organizational
change initiatives.

This research study has been reviewed and approved by the Ohio State Institutional
Review Board for human subject participation. Your responses are anonymous as far as
technology allows and will aggregated and only accessed and used by the researchers for
this study.

Your privacy is important to us and your answers will be combined with others and not
linked to you personally. Although every effort to protect confidentiality will be made, no
guarantee of internet survey security can be given as, although unlikely, transmissions
can be intercepted and IP addresses can be identified.

Your participation in this research study is voluntary; refusal to participate or
discontinuation of participation will involve no penalty or loss of benefits to which you
are otherwise entitled. You may withdraw at any time by simply closing your browser
and not submitting your responses.

We realize your time is valuable. The survey will take 20-30 minutes to complete.

For questions, concerns, complaints, or if you feel you have been harmed as a result of
the study participation you may contact Graham Cochran at 614-688-4246 or
cochran.99@osu.edu or Jessica Bowen at bowen.279@osu.edu.

For questions about your rights as a research participant, or to speak with someone who is not a member of the research team, you may contact Ms. Sandra Meadows in the Office of Responsible Research Practices at 1-800-678-6251.

You are not required to answer all questions; you may skip questions or only answer them partially. You may opt out of the survey at any time by exiting your browser. Detailed instructions will be provided to guide you along as you complete the questionnaire. To begin the questionnaire, please click the next button below. By clicking on the next button to complete this questionnaire you agree to the use of your responses for research purposes.

Instruction Screen

Please read the following set of instructions and then click the **Next** button at the bottom of the screen.

This survey presents a set of 60 statements that describe different aspects of an organization's culture. To answer the items, think of your organization as a whole and the way things are usually done. Use the scale to indicate the extent to which you agree or disagree with each of the statements. Use Neutral when you neither agree nor disagree with the statement. In cases where an item is not applicable, select *N/A*.

When you have finished answering the survey items, you will have a chance to review your answers. Be sure to click **Submit** to record your answers.

If you experience difficulties, click **Help** at the top of the page to access information about some common technical issues. Please refer to these notes before contacting technical support.

Instrument

Please rate the following	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Disagree
"In Ohio Extension... "					
1. Most employees are highly involved in their work.					
2. Decisions are usually made at the level where the best information is available.					
3. Information is widely shared so that everyone can get the					

information he or she needs when it's needed.				
4. Everyone believes that he or she can have a positive impact.				
5. Business planning is ongoing and involves everyone in the process to some degree.				
6. Cooperation across different parts of the organization is actively encouraged.				
7. People work like they are part of a team.				
8. Teamwork is used to get work done, rather than hierarchy.				
9. Teams are our primary building blocks.				
10. Work is organized so that each person can see the relationship between his or her job and the goals of the organization.				
11. Authority is delegated so that people can act on their own.				
12. The "bench strength" (capability of people) is constantly improving.				
13. There is continuous investment in the skills of employees.				
14. The capabilities of people are viewed as an important source of competitive advantage.				
15. Problems often arise because we do not have the skills necessary to do the job.				
16. The leaders and managers "practice what they preach."				
17. There is a characteristic management style and a distinct set of management practices.				

18. There is a clear and consistent set of values that governs the way we do business.					
19. Ignoring core values will get you in trouble.					
20. There is an ethical code that guides our behavior and tells us right from wrong.					
21. When disagreements occur, we work hard to achieve "win-win" solutions.					
22. There is a ""strong"" culture.					
23. It is easy to reach consensus, even on difficult issues.					
24. We often have trouble reaching agreement on key issues.					
25. There is a clear agreement about the right way and the wrong way to do things.					
26. Our approach to our work is very consistent and predictable.					
27. People from different parts of the organization share a common perspective.					
28. It is easy to coordinate projects across different parts of the organization.					
29. Working with someone from another part of this organization is like working with someone from a different organization.					
30. There is good alignment of goals across levels.					
31. The way things are done is very flexible and easy to change.					

32. We respond well to competitors and other changes in the external environment.					
33. New and improved ways to do work are continually adopted.					
34. Attempts to create change usually meet with resistance.					
35. Different parts of the organization often cooperate to create change.					
36. Clientele comments and recommendations often lead to changes.					
37. Clientele input directly influences our decisions.					
38. All members have a deep understanding of clientele wants and needs.					
39. The interests of the clientele often get ignored in our decisions.					
40. We encourage direct contact with clientele by our people.					
41. We view failure as an opportunity for learning and improvement.					
42. Innovation and risk taking are encouraged and rewarded.					
43. Lots of things "fall between the cracks".					
44. Learning is an important objective in our day-to-day work.					
45. We make certain that the "right hand knows what the left hand is doing."					
46. There is a long-term purpose and direction.					
47. Our strategy leads other organizations to change the way they operate.					

48. There is a clear mission that gives meaning and direction to our work.					
49. There is a clear strategy for the future.					
50. Our strategic direction is unclear to me.					
51. There is widespread agreement about goals.					
52. Leaders set goals that are ambitious, but realistic.					
53. The leadership has "gone on record" about the objectives we are trying to meet.					
54. We continuously track our progress against our stated goals.					
55. People understand what needs to be done for us to succeed in the long run.					
56. We have a shared vision of what the organization will be like in the future.					
57. Leaders have a long-term viewpoint.					
58. Short-term thinking often compromises our long-term vision.					
59. Our vision creates excitement and motivation for our employees.					
60. We are able to meet short-term demands without compromising our long-term vision					

Demographics

1. Please choose your geographic location
   - Answers based on information provided by contact person from each state
2. Please choose your program area
   - Answers based on information provided by contact person from each state

3. Choose the job group that best fits your current position
   A. *Front-line Administrative/Organizational Support*- Office support functions, direct phone and client contact, send/edit communications, may have fiscal responsibilities
   B. *Front-line Program Personnel (Educators/Agents)*- Direct interaction with clients, develops/conducts programming
   C. *Front-line Program Support (All other program staff)*- Direct interaction with clients, may develop/conduct programs under guidance and direction
   D. *Organizational Support* - Minimal or no direct client interaction, provide support for personnel, HR functions, technology functions, research technicians
   E. *Mid-Level Manager/Supervisor* - Direct interaction with clients, may also develop/conduct programming, has supervisory responsibilities
   F. *Administration/Leadership* - Organizational development focus, central decision makers, strategy focus, public relations function
   G. *Academic Departments* - Those housed in academic departments with an extension appointment, specialists, and content experts

4. What percent are you funded by Extension (select the option closest to your appointment percentage)?
   A. 0 (Select this option if doing Extension work but funded by another entity)
   B. .25-.5
   C. .6-.75
   D. .76-100%

5. What are your total years of service in the Extension Organization?
   A. 0-1 yr.
   B. 2-3 yrs.
   C. 4-5 yrs.
   D. 6-10 yrs.
   E. 11-15 yrs.
   F. 16+ yrs.

6. What are your years of service in your current position?
   A. 0-1 yr.
   B. 2-3 yrs.
   C. 4-5 yrs.
   D. 6-10 yrs.
   E. 11-15 yrs.
   F. 16+ yrs.

7. What year were you born?
   • Drop down list of birth years 1934-1996

8. What is your ethnic background?
   A. Asian
   B. Black/African
   C. Hispanic
   D. White/Caucasian
   E. Other
   F. Prefer not to respond

9. What is your gender?
   A. Male
   B. Female
   C. Prefer not to respond

Appendix B: Advance Notice Email from Director of OSU Extension

Dear Colleague,

Greetings!

I would like to make you aware of an upcoming North Central Region Organizational Culture research study being conducted within Ohio State University Extension. The research, Organizational Culture Assessment within the North Central Region State Extension Organizations, is being led by Dr. Keith Smith and the Gist Endowed Chair Research team in Ohio State University's Extension system. Findings from this study will be catalyst for important conversations at the state level.

This study aims to establish a foundational cultural framework for the Ohio State University Extension organization that informs organizational change initiatives. As Extension embarks on discovering its identity for the next century, assessing the current organizational culture is a pivotal component to successful organizational change.

I will be sending an email within the next week asking for your participation in this Organizational Culture Assessment. Your opinions provided in this research study are critically important in guiding organizational decisions and in the continued success of achieving our goals and objectives.

Let your opinions be heard and have the opportunity to help guide discussions within Ohio State University Extension and the North Central Region. Keep your eye to your inbox. The survey will soon be coming your way!

Sincerely,

Dr. Keith Smith

Appendix C: Survey Invitation

Ohio State University Extension Culture Study ~ your opinion is important!

Greetings!

Ohio State University Extension is working with the other states in the North Central Region to take part in a culture study. Results from this study will be catalyst for important conversations at the state level.

Your opinion is important to us! Please review the information below and consider participating in this study.

We want to know what your perceptions are of the culture of Ohio State University Extension. The continued success of our organization strongly relies on our culture. Your opinions, combined with other employees, will be used to establish a foundational cultural framework for Ohio State University Extension organization that informs our organizational change initiatives. By participating you have the opportunity to help guide decisions within Ohio State University Extension.

Aggregated data from this study will be utilized for graduate research at the lead institution on the project, The Ohio State University.

We realize your time is valuable. The survey will take you approximately 20-30 minutes to complete. We ask that you complete this survey within the next three weeks. If you choose to participate, please click on the link below or copy and paste the entire URL into your web browser.

[link]

For questions, concerns, complaints, or if you feel you have been harmed as a result of the study participation you may contact Graham Cochran at 614-688-4246 or cochran.99@osu.edu or Jessica Bowen at bowen.279@osu.edu.

For questions about your rights as a research participant, or to speak with someone who is not a member of the research team, you may contact Ms. Sandra Meadows in Ohio State's Office of Responsible Research Practices at 1-800-678-6251.

Thank you for your time and willingness to assist with this research project.

Sincerely,
Dr. Keith Smith

Appendix D: Survey Reminder

SURVEY REMINDER (From Ohio State University Extension Director) *variations of this email will be used for 2nd and 3rd reminder emails

Ohio State University Extension Culture Study ~ please help by providing your opinion

Greetings,

Recently we sent you a request to complete a culture assessment questionnaire for Ohio State University Extension. We realize that this is a busy time of year and you have a lot on your plate now. This is a friendly reminder because your opinions are critically important for our research. Findings from this study will be utilized better understand our organizational culture and to guide future decisions within Ohio State University Extension as we move into our next century of service.

Please consider scheduling a time to respond to our request over the next week. If you choose to participate, please click on the link below or copy and paste the entire URL into your web browser.

[link]

For questions, concerns, complaints, or if you feel you have been harmed as a result of the study participation, please contact Graham Cochran via 614-688-4246 or cochran.99@osu.edu or Jessica Bowen at 614-832-2544 or bowen.279@osu.edu.

Thank you for playing a crucial role in Ohio State University Extension's mission.

Sincerely,
Dr. Keith Smith

For questions about your rights as a research participant, or to speak with someone who is not a member of the research team, you may contact Ms. Sandra Meadows in the Office of Responsible Research Practices at 1-800-678-6251

Appendix E: Denison Consulting Circumplex Reports

Ohio

External Focus

ADAPTABILITY

MISSION

Organizational Learning

Strategic Direction & Intent

Goals & Objectives

Customer Focus

56

41

Vision

Creating Change

39

45

47

Flexible

21

Beliefs and Assumptions

Stable

Empowerment

71

59

Coordination & Integration

Team Orientation

65

53

53

62

53

Agreement

INVOLVEMENT

Capability Development

Core Values

CONSISTENCY

N=311

Internal Focus

Ohio Baby Boomer

External Focus

ADAPTABILITY
MISSION

Organizational Learning
Strategic Direction & Intent
Goals & Objectives

Customer Focus
55
44
48

Creating Change
35
Vision

26
43

Flexible
Beliefs and Assumptions
Stable

Empowerment
75
62
Coordination & Integration

68
59

Team Orientation
59
54
Agreement

INVOLVEMENT
Capability Development
Core Values
CONSISTENCY

N=152

Internal Focus

Ohio State University   Numbers denote percentiles   SB 2013   25-Mar-15   denison

Ohio Generation X

External Focus

ADAPTABILITY
MISSION

Organizational Learning
Strategic Direction & Intent
Goals & Objectives

Customer Focus
74
52
63

Creating Change
55
Vision

34
65

Flexible
Beliefs and Assumptions
Stable

Empowerment
77
61
Coordination & Integration

76
54

Team Orientation
73
76
Agreement

INVOLVEMENT
Capability Development
Core Values
CONSISTENCY

N=71

Internal Focus

Ohio State University   Numbers denote percentiles   SB 2013   25-Mar-15   denison

91

External Focus

ADAPTABILITY

MISSION

Organizational Learning — 77

Strategic Direction & Intent

Customer Focus — 67

Goals & Objectives — 55, 52

Creating Change — 32

Vision — 77

Flexible

Beliefs and Assumptions

Stable

Empowerment — 78

Coordination & Integration — 79

Team Orientation — 87

Agreement — 77

Capability Development — 83

Core Values — 55

INVOLVEMENT

CONSISTENCY

N=36

Internal Focus
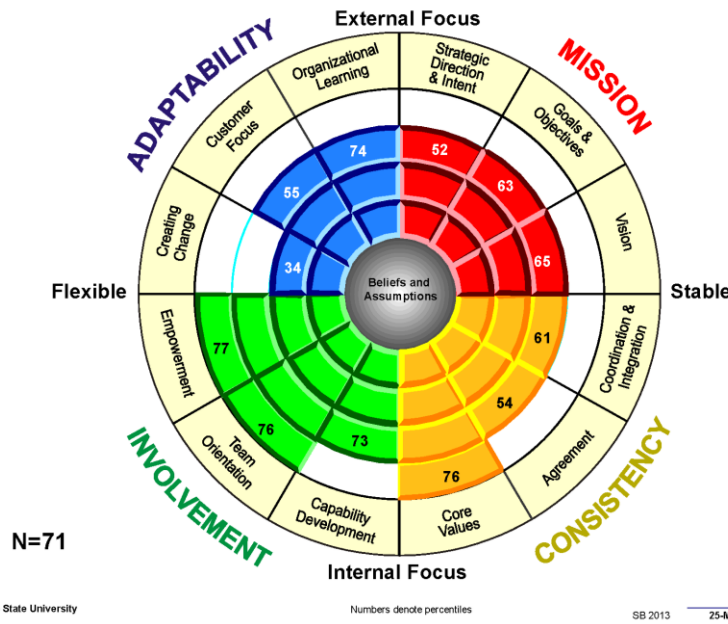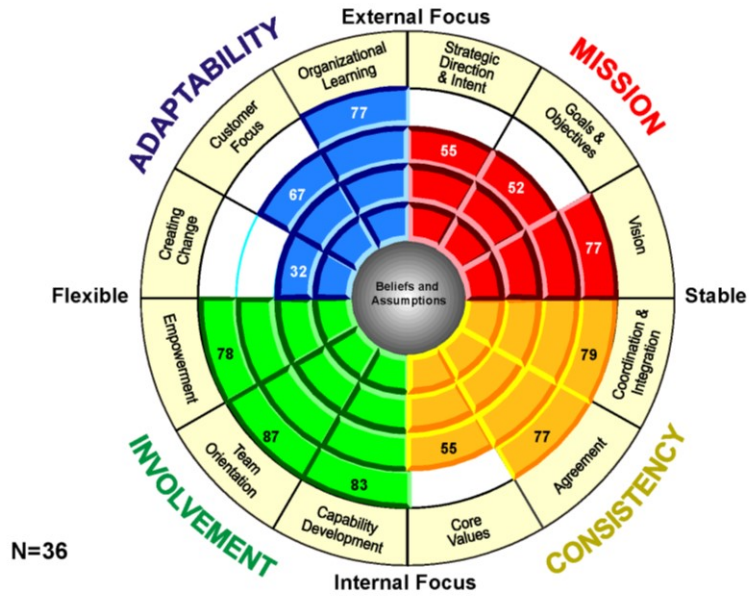
Ohio State University   Numbers denote percentiles   SB 2013   25-Mar-15   denison

92