TRAINING IN CHANGE READINESS IN APPROACHING CAPACITY BUILDING

AND ITS EFFECT ON NONPROFITS' CHANGE READINESS

by

Sylvia Ann Ritzel

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Approved:

Ralph Melaragno, Ph.D., Mentor

Abdiweli Ali, Ph.D., Committee Member

Tracy Appling-Biel, Ph.D., Committee Member

Accepted and Signed: _____ February 4, 2010
Ralph Melaragno   Date

Accepted and Signed: _____ February 4, 2010
Abdiweli Ali   Date

Accepted and Signed _____ February 4, 2010
Tracy Appling-Biel   Date

_____ February 27, 2010
Jeremy Moreland, Ph.D.   Date
Dean, School of Advanced Studies
University of Phoenix

ABSTRACT

Readiness for change is a potential criterion for organizational effectiveness. This true quantitative experiment examined training in change readiness and its effect on nonprofits' staff members' change readiness, using a pre-test and a post-test before and after an intervention, using an experimental and control group. Out of 1,479 randomly selected nonprofit organizations, a sample of 102 subjects allowed for generalizing the data to St. Louis Metropolitan area nonprofits. Data collection procedures were based on a Likert-type survey that yielded interval-level data. Analysis procedures included mean and variance of pre-test and post-test responses for both conditions, the variance between the two mean differences for each treatment, and ANOVA determined the degree of difference in the mean values for both intervention groups for six subscales and overall score for readiness for change. Findings determined training has no effect when staff demonstrates a high state of readiness.

DEDICATION

I would like to dedicate this work to my Lord and Savior, Jesus Christ, who loved me enough to die for me, and rose again that I may have life and forgiveness of my sins. Second, I dedicate this work to my husband, Tim Ritzel, who gave up five and a half years of his life to support my dream of attaining a doctorate. I owe him more than words can say. 'I love you' very much!

I would also like to dedicate this work to my three girls (Annie, Heather and Amy); my four grandchildren (Cailey, Caiden, Kylee Ann, and Easton); and my two son-in-laws (Jesse and Chris); to include my mom and dad (Bridgett and Harold Harris); my four brothers and sisters (Aubrey, Walter, Meldia, and Crystal), and my best friend (Cynthia Sieve). I want them all to know, I love you all, I cherish all of you, and I want to spend more time with each of you. Thank you for allowing me time to achieve my dream.

Last, but not least, I dedicate this work to my cohort and my doctoral committee (the late Dr. David Hall, Dr. Ralph Melaragno, Dr. Abdiweli Ali, and Dr. Tracy Appling-Biel). I will always remember each one of you. I thank you for your individual contributions, which made me who I am today. You understood the journey!

My deepest of thanks and gratitude go out to my mentor, Dr. Ralph Melaragno (pronounced Mela-ronyo). I am successful because of him. He instilled in me what it meant to be at a doctorate level and helped me to rise to the demonstration thereof. His gift for mentorship and his gift of being a statistician were my reasons for picking him to be on my committee. His teaching style drives me to learn--he challenges me and I want to meet every challenge...for all of this, "Thank you."

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CHAPTER 1: INTRODUCTION

Capacity building is a priority in nonprofit organizations, and is a significant approach for developing *civil society* in neighboring vicinities (McPhee & Bare, 2001). Capacity building is the capability of nonprofits to execute their work in a successful way. Newborn (2008) said that capacity building is about bringing about transformation and evaluating the success of that transformation. The failure of nonprofit organizations to have capacity building is a significant problem. Capacity building requires finances and other essential resources (McPhee & Bare, 2001).

In chapter 1, the outlined methodology was a quantitative true experimental research study. The study was an examination of the following two elements specifically related to the task of capacity building for nonprofit organizations: (a) training and (b) readiness for change. The independent variable for the study was nonprofit members' participation at a training workshop titled, "Readiness for Change in Approaching Capacity Building" (RCACB) (The Service Corps of Retired Executives [SCORE] Foundation, 2008]. Readiness for change was the dependent variable, and assessed using the Organizational Change Recipients' Beliefs Scale (OCRBS) (Armenakis, Bernerth, Pitts, & Walker, 2007).

Chapter 1 includes a background of the problem, which includes a definition of nonprofit organization, environmental context of nonprofits, and a brief overview of training as an intervention to capacity building, training in readiness for change and the assessment of readiness for change. Discussed in chapter 1 is an introduction to the research problem, the problem and purpose statements, and the theoretical framework.

Lastly, a brief discussion follows on the significance and nature of the study, the research question and hypotheses, assumptions, scope, limitations, and delimitations.

Background of the Problem

An important part of this study was the dynamic and complex factors of environmental contexts that affect nonprofit groups. In the St. Louis Metropolitan area, there are more than 5,000 nonprofit organizations (GuideStar.Org, 2008). Nonprofits have to work in multifaceted environments (Balser & McClusky, 2005); and building the capacity of nonprofit organizations is a complex task (Sowa, Selden, & Sandfort, 2004).

Fieldstone Alliance & Grantmakers for Effective Organizations (GEO) (2005) reported that nonprofit organizations have to compete in fast changing environments that include new technology and changing markets. Nonprofit groups need stronger leadership so they can maintain a positive impact on communities. There exists a substantial opportunity for improvement in the area of organizational effectiveness (OE) in the nonprofit sector (Wirtenberg et al., 2007). The OE is a societal issue; and a review of relevant and current literature demonstrated that OE is a theoretical issue (Cairns, Harris, Hutchison, & Tricker, 2005). The failure of nonprofit organizations to have capacity building is a problem and was a major focus of the study.

Current literature supported the need for organizations to be in a constant state of readiness for change (Madsen, Miller, & John, 2005). Capacity building is a priority for nonprofit groups (Blumenthal, 2003; The SCORE Foundation, n.d.; Walinga, 2008; Wing, 2004) and research literature highlighted information related to organizational behavior and change resistance (Weeks, Roberts, Chonko, & Jones, 2004). Additionally, literature supported assessing organizational readiness for change (Alas, 2007; Backer,

2001; Desplaces, 2005; Elving & Bennebroek Gravenhorst, 2005; Jones, Jimmieson, & Griffiths, 2005; Krause, 2008; Maurer, 2004; Narayan, Steele-Johnson, Delgado, & Cole, 2007; Pellettiere, 2006; Rock, 2007; Weber, 2005).

The following paragraphs provide a definition of nonprofit organization, outline the environmental context of nonprofit organizations, and a brief overview of the need for nonprofits to have capacity building. The background of the problem also includes a brief overview of training as a capacity building intervention and training and readiness for change as a capacity building component. Also discussed is the assessment of readiness for change.

Nonprofit Organization Defined

According to Ott (2001), nonprofit organizations are providers of direct community-based services. Typically, nonprofit organizations are composed of people who provide special services (Ott, 2001). According to McPhee and Bare (2001), nonprofits assist with building and sustaining civil society and supply the foundation and communications for shaping shared associations that maintain well-built societies.

Environmental Context of Nonprofits

Nonprofit groups are under intense pressure for greater accountability (Berman & Davidson, 2003; Brooks, 2006; Iyer & Watkins, 2008; Smith, 2008). "[I]n the absence of a clearly defined objective function, it is difficult to determine whether charities use their funds wisely. It is not clear what donors are investing in, let alone how to evaluate the return" (Brooks, 2006, ¶ 1). Eliminating waste is an issue for nonprofit groups.

Daniels, Turner, and Beeler (2006) said that increasingly businesses are holding back benevolent gifts when the bookkeeping, control, and authority of a nonprofit are

uncertain. Experts in public service are calling for capacity building measures as a way to sustain and dramatically improve the effectiveness of the nonprofit sector (Watkins, 2004). Along with decreased funding (Ramos, 2004), research supports that pressures exist for nonprofits to improve.

Pressures to improve include a need for setting standards and implementing codes of conduct (Gandossy & Sonnenfeld, 2004; Hartman, 2005; Reardon, 2004; Spurlock & Ehlen, 2008). Nonprofit organizations need to eliminate the misuse of resources (Berman & Davidson, 2003) and be operationally accountable and transparent to answer to donors and the public (Heffes, 2005; Sherman, 2008). Nonprofit groups need to focus on reorganization and strategic corporate and community alliances to help in the diversification of funding (Martinez, 2003). Nonprofit groups face pressures for improvement in performance-based measures (Bradach, Tierney, & Stone, 2008; Seddon, 2008) even though assessing nonprofit performance and effectiveness do not have a recognized collection of actions to observe (Brooks, 2006).

Zimmermann and Stevens (2006) asserted that performance measurement aided in decision-making and that measures had to be congruent with the organization's mission, purpose, and objectives. Many nonprofit organizations try to manage such challenges as few staff and stretched finances, and many struggle for the attention of donors and limited resources (Blonski, 2008; Dolnicar & Randle, 2007; Larry, 2005; Perry, 2008). Nonprofit groups have a deficiency in skilled staff and skilled volunteer guidance caused by an increase in the number of nonprofit organizations (Zimmermann, Stevens, Thames, Sieverdes, & Powell, 2003). Nonprofits also have to contend with a competitive grant process; for example, the Grants.Gov (n.d.) grant process requires

clearly defined objectives, financial planning or budgeting, collaborations, measured outcomes, and demonstration of long-term sustainability.

The issues raised are valid challenges and concerns for nonprofit groups that have no standardization in their processes to help determine the best strategies to address the concerns. The issue of what leads to increased performance still needs to be settled (Cairns et al., 2005). This research study focused on examining training in readiness for change in approaching capacity building and the effect of the training on the groups' readiness for change. The participants were current staff members of nonprofit organizations.

Need for Capacity Building

McPhee and Bare (2001) defined capacity building as the capability of nonprofits to execute their work in a successful way. Nonprofit organizations play an important role in terms of community service, and McPhee and Bare drew a parallel to the importance of capacity building for nonprofit organizations. Griggs (2003) highlighted nonprofits that offer concern and support, somewhere to stay, and guidance such as training for people with disabilities, the elderly, and folks who do not have a job. According to Griggs, the type of nonprofits highlighted are working in situations where funding from the government is tougher to obtain and, in the process of trying to obtain funding, nonprofits are dealing with tougher responsibility and performance standards.

Lenaghan (2006) maintained that one of the challenges facing nonprofits today is in the area of finances. Cash flow is one example of "determiners of short-run financial vulnerability" (¶ 1). Lenaghan stressed the importance of resource management and

added how supervisors of nonprofits are struggling because they are working with less financial support from the government.

Pietroburgo and Wernet (2004) reported on the decline of benevolent and charitable financial assistance and believed that civic financial support was not dependable. Abraham (2006) maintained that nonprofit organizations tended to react when adapting to new circumstances, so systems or processes have developed not from initiatives but from impulsive responses to circumstances. The environments of nonprofit organizations have been hasty and not proactive, negatively affecting their financial situation (Abraham, 2006).

Training

Nonprofits are experiencing environments that are ever changing and nonprofits need to be agile and groundbreaking (Borris, 2001). Borris said events that boost ability or capacity could be many, including such things as mentoring, consultation or classroom training. Current literature indicates that nonprofit organizations have a deficit of resources (Fieldstone Alliance & GEO, 2005) and require new skills and strategies to be sustained in the environmental context in which they operate (Fieldstone Alliance & GEO, 2005; Mccann, 2004).

Backer (2001) said that capacity building usually entails one of three kinds of interventions: *management consultation, training,* and or *technical assistance*. Training is an essential ingredient in today's job environments (Smith, Oczkowski, Noble, & Macklin, 2004). Schneider, Altpeter, and Whitelaw (2007) highlighted training as an innovative way to increase the capacity of health promotion programs, when using

volunteers and trying to retain volunteers; and Boonstra (2004) made a positive relationship between learning and organizational change.

Conversely, if training is performed during difficult work environments, performance such as resistance to change can occur (Smith et al., 2004). Wing (2004) said that capacity building initiatives such as training must be both individually accepted and institutionalized or it will fade away. Training was the intervention used in the study. Backer's (2001) findings demonstrated eight foundational areas of capacity building that included assessment of readiness.

In the study, some nonprofit staff members participated in the RCACB (The SCORE Foundation, n.d.) workshop, which had to do with readiness for change in approaching capacity building. In addition, some nonprofit staff participated in the Presentation Skills (PS) (American Red Cross St. Louis Chapter-Volunteer Services, n.d.) workshop. The RCACB (The SCORE Foundation, n.d.) helped provide information required for a readiness change agenda, such things as knowledge about what makes a successful change program, capacity building strategies as well as included information about assessing readiness for change.

Training in Readiness for Change in Approaching Capacity Building

Readiness for change is a foundational component of capacity building (Backer, 2001) and was a major component of the study. Madsen et al. (2005) believed that organizational readiness for change was important when economic conditions vary rapidly and often and organizations must struggle through financial declines, shortages of staff and wide-ranging volatility. Educating staff and getting them prepared for change would help nonprofits conquer fighting change (Wirtenberg et al., 2007). Kumar, Kant,

and Amburgey (2007) drew a parallel between in-service training and the reduction of organizational level resistance when adopting change. The training workshop used in the study, the RCACB (The SCORE Foundation, n.d.), demonstrated no significant effect on the degree of buy-in or readiness for change by nonprofit change recipients already in a state of high readiness for change.

Measuring Readiness for Change

Training initiatives can invite change. Armenakis et al. (2007) said the change process includes the introduction of the organizational context such as situations employees face at work. The change process in an organization can include the point where employees are allowed to contribute, the introduction of the change context, and organizational context such as environmental context or situations where employees have to work. Additionally, the change context includes employee traits such as some employees like change and some employees do not (Holt, Armenakis, Feild, & Harris, 2007). Within the change process, an assessment of readiness for change is appropriate (Armenakis et al., 2007).

Madsen et al. (2005) asserted that organizations must embrace organizational change because constant change is a requirement for business achievement in the early part of the 21st century. Employee training is essential (Narayan et al., 2007); and getting staff motivated is crucial as current literature correlates staff motivation and organizational performance (Keller, 2008). Towers Perrin (as cited in Keller, 2008) reported, "21 percent of the global workforce is [motivated], 38 percent is disengaged" (¶ 6). Smith (2005) said organizational and individual staff assessment for readiness for

change is necessary because if not assessed, leaders will spend a great amount of effort managing change resistance.

Organizations need measures or tests to help know whether they are building sufficient capacity (Fieldstone Alliance & GEO, 2005). Fieldstone Alliance & GEO asserted that assessment was a practical tool intended to lead to transformation. Assessment is an encouraging, practical step in the direction of strength and superior performance for every business. Evaluation permits businesses, wherever they are at in their advancement, to identify one's strong assets and identify barriers, and identify options for success in the future (Lukas, Jacobsen, & Fieldstone Alliance, as cited in Fieldstone Alliance & GEO, 2005).

Armenakis et al. (2007) reported the connection of the OCRBS to worker performance and OE. The value-added benefit of using the OCRBS was that any organization could use the survey at the different phases of organizational change, which include the readiness phase, implementation phase, and when an organization makes a change part of an every day work process (institutionalization) (Armenakis et al., 2007). For the study, the initial OCRBS was renamed to be the Full Six-Subscale OCRBS. A copy of the Full Six-Subscale OCRBS is located in Appendix A.

Research Problem Identified and No Existing Study Exists

According to Borris (2001), more research on capacity building is essential, including empirical research on effectiveness. De Vita, Fleming, and Twombly (2001) asserted that one of the areas that help strengthen nonprofit organizations is identifying strategies that help increase capacity building such as organizational readiness and

assessments that help identify improvements. Backer (2001) identified training as one of three interventions to help improve capacity building.

The problem that needed research attention was that failure to have capacity building for nonprofits is a problem and that nonprofits need capacity building resources that help prepare staff to be ready for change. Literature supported a study that provided training and the assessment of readiness. One qualitative study existed related to preparation and behavior and related to readiness for change (Walinga, 2008). No other studies existed examining training and performance related to readiness for change (Walinga, 2008). Literature supported a study that provided training and the assessment of readiness to help with nonprofit capacity building.

Mccann (2004) stated the hunt is on for innovative ideas and models to facilitate and clarify what is occurring in the environments of organizations, and how organizations can accomplish greater results. Hetrick (2004) maintained, "Little can be found in professional journals of public administration, public policy, or even nonprofit organization-oriented publications specifically, on the importance of performance and productivity and ways for nonprofits to measure and improve" (p. 2). This quantitative, true experimental research study might contribute to the capacity building of nonprofit organizations in the areas of training in readiness for change in approaching capacity building and in the area of assessment of readiness for change.

<div align="center">Statement of the Problem</div>

Approximately 70% of businesses that attempt a change initiative are not successful (Pellettiere, 2006). Pellettiere reported that organizations are failing to assess their organization systematically for change readiness and the risk involved in making the

change. The problem is nonprofit organizations do not have capacity building resources that motivate change readiness in nonprofit employees in the St. Louis, Metropolitan area. Madsen et al. (2005) said many businesses with significant change plans many times deliberately decrease recognition, participation, and trustworthiness by diminishing communication, order results, increasing ambiguity, and diminishing apparent worker importance.

Madsen et al. (2005) reported that when businesses have to transform or change, staff are repeatedly opposed to change. Having leaders get ready to get staff prepared for change is vital to a change initiative (Walinga, 2008). The purpose of this quantitative, true experimental study was to examine a training workshop, the RCACB (The SCORE Foundation, n.d.), and the effect of the training on the readiness for change of nonprofit staff members.

The results of the study assist nonprofit executives in their efforts to improve readiness for change by approaching capacity building in their organizations. Nonprofit leaders make decisions during situations of change (De Jong, Elving, & Van Den Bosch, 2006). Nonprofit organizations must have capacity building to handle the specific problems they experience. Capacity building requires funding and other essential resources so nonprofit groups can accomplish their missions (McPhee & Bare, 2001). According to Madsen et al. (2005), organizations must embrace organizational change because constant change is a requirement for business achievement in the early part of the 21st century.

Purpose of the Study

The purpose of this quantitative, true experimental research study was to examine training in readiness for change in approaching capacity building and its effect on nonprofits' readiness for change. Participants included a sample of 102 nonprofit staff members, in the St. Louis Metropolitan area. The independent variable was attendance at the RCACB (The SCORE Foundation, n.d.) workshop, which consisted of two-levels: attendance and non attendance. The dependent variable was readiness for change as measured with a pre-test and post-test, using the Full Six-Subscale OCRBS (Armenakis et al., 2007). Participants participated both in the training and in the assessment of readiness for change.

The Full Six-Subscale OCRBS (Armenakis et al., 2007) measured organizational readiness for change in the following areas:

1. *Discrepancy.* Discrepancy means that the staff believes that a need for a change exists, and there is a differentiation involving existing and preferred performance.

2. *Appropriateness.* Appropriateness refers to an organization's current condition that matches recommended improvements.

3. *Efficacy.* Efficacy is the belief in one's capabilities to implement the skills needed for change.

4. *Principal support.* Principal support is needed support from top leaders and supervisors.

5. *Valence.* Valence means that the change addresses the personal needs of those affected by the change (Armenakis et al., 2007).

Based on recorded gaps in research related to the OCRBS, Armenakis et al. (2007) stated that future research should divide the subscale of principal support into two subscales: change principal support to "change agent support [(CAS)] and respected peer (i.e., opinion leader) support [(RPS)]" (¶ 52). For this study, change agent support (leader and management support) and respected peer support (valued peer support) replaced principal support, totaling six subscales measuring readiness for change.

<div align="center">Significance of the Problem</div>

The results of the study might assist nonprofit executives in their efforts to improve readiness for change by approaching capacity building in their organizations. According to Blumenthal (2003), increasing the capacity of nonprofit organizations involves the acknowledgment of essential problems such as lack of resources and organizational readiness. Leaders and employees must understand the change process, assess client readiness, and understand the importance of involving leaders in the change process (Blumenthal, 2003). The study results might contribute to these aspects of capacity building for nonprofit groups; however, the training in readiness had no significant effect on readiness for change in nonprofit staff who already demonstrates a high readiness state.

Latham and Vinyard (2005) believed that, in order to influence OE, some type of organizational change must take place. Organizational change involves leaders wanting to improve processes and behaviors in order to seek performance excellence (Latham & Vinyard, 2005). The achievement of performance excellence is when leaders focus on the exclusive agenda of the organization (Latham & Vinyard, 2005).

The action of seeking performance improvement in leadership is a major part of increasing the capacity building of nonprofits (Blumenthal, 2003). Sowa et al. (2004) maintained that OE "is as importantly a function of its management structures, how well they operate, and their impact on the most crucial organizational resource, its employees" (¶ 13). The results of the study might assist nonprofit executives in their efforts to improve capacity building in their organizations. Capacity building relates to readiness for change, which relates to OE.

<div align="center">Nature of the Study</div>

The study purpose was to determine the effect that training in readiness for change in approaching capacity building, using the RCACB (The SCORE Foundation, n.d.) workshop, has on readiness for change among staff members of existing nonprofit organizations. Comparing critical measures of readiness for change, obtained by the staff members of nonprofit organizations who attended the RCACB, with measures of readiness for change, obtained by nonprofit staff members who did not attend the RCACB, did not provide evidence of the effectiveness of the RCACB. The RCACB did not significantly increase or improve readiness for change in nonprofit staff members. The data collected in the study did provide organizational leaders with information on the application of the Full Six-Subscale OCRBS (Armenakis et al., 2007), in order to measure readiness for change in nonprofit groups.

The research design for the study was a quantitative, true experiment. According to Powell (2006), the advantage of using a quantitative method is that evaluators can achieve a level of confidence related to determining a cause and effect relationship. In the study, there was an objective level of confidence regarding no significant increase in

readiness for change in approaching capacity building. According to Blumenthal (2003), a benefit of conducting a quantitative study is that a quantitative study can replicate measurements prior to and following an intervention and spot causes that influence organizational change.

Abrami and Bernard (2006) discussed differences between qualitative studies with interviews or document reviews with quantitative studies with comparison groups. Abrami and Bernard asserted that without a comparison group, it is impossible to determine effectiveness and any underlying rationalizations are only exploratory. Reviewing the advantages of experimental research helped demonstrate the appropriateness of this design compared to other similar types of research designs such as quasi-experiments, correlation, and pre-experimental designs.

Abrami and Bernard (2006) said, "The true diamond standard . . . of experimental research is to have high degrees of both internal and external validity so that research results are both truthful and widely usable" (¶ 9). When comparing a true experiment to a quasi-experiment, the "effects of selection have been removed as a threat to internal validity" (Abrami & Bernard, 2006, ¶ 21). With a true experimental design, it is rational to presume that the disparity involving groups is a role of the treatment. For this study, one can conclude that the similarity between the control and experimental groups, with respect to readiness for change, was not a result of the interventions.

Abrami and Bernard (2006) further communicated information about experimental design and external validity. External validity concerns the ability to generalize the outcomes of a study to a greater population. According to Abrami and Bernard, external validity is impossible to attain; however, studies differ in

generalizability starting with low to high strength. Salkind (2003) maintained that, when randomly selecting a sample from a population, the sample is a representation of the population and the results from the study can be generalized to the population. The outcome of this true experimental study was the results were generalizable to nonprofits in the St. Louis Metropolitan area and other nonprofit locations.

Boynton and Dougall (2006) commented on the benefits of experimental design when compared to a quasi experiment or a pre-experimental by citing other authors. Broom and Dozier (as cited in Boynton & Dougall, 2006) said when conducting a quasi experiment, it may be difficult to determine if the difference between two study groups was within the study's limitations or if an outside control was the cause for the difference. An example of this is participants being open to influences in their ordinary location. Schmidt said "the experimental design gives us greater control over the factors and a clearer picture of the effect image response strategies have on people than does a single case study- it provides stronger evidence for drawing causal inferences" (as cited in Boynton & Dougall, 2006, ¶ 8). The design chosen was appropriate for answering the research question central to this study.

<div align="center">Research Question</div>

One research question guided the study. The primary research question was, How does training using the Readiness for Change in Approaching Capacity Building (The SCORE Foundation, n.d.) workshop affect nonprofit' staff members' readiness for change?

Hypotheses

Seven hypotheses tests were formulated to answer the research question of the study.

Null Hypothesis (H_O1): There is no difference in discrepancy scores between nonprofit staff who receive the training, Readiness for Change in Approaching Capacity Building workshop, and nonprofit staff who receive the Presentation Skills workshop.

Alternative Hypothesis (H_A1): Nonprofit staff who receive the training, Readiness for Change in Approaching Capacity Building workshop, will demonstrate a greater discrepancy score than nonprofit staff who receive the Presentation Skills workshop.

H_O2: There is no difference in appropriateness scores between nonprofit staff who receive the training, Readiness for Change in Approaching Capacity Building workshop, and nonprofit staff who receive the Presentation Skills workshop.

H_A2: Nonprofit staff who receive the training, Readiness for Change in Approaching Capacity Building workshop, will demonstrate a greater appropriateness score than nonprofit staff who receive the Presentation Skills workshop.

H_O3: There is no difference in efficacy scores between nonprofit staff who receive the training, Readiness for Change in Approaching Capacity Building workshop, and nonprofit staff who receive the Presentation Skills workshop.

H_A3: Nonprofit staff who receive the training, Readiness for Change in Approaching Capacity Building workshop, will demonstrate a greater efficacy score than nonprofit staff who receive the Presentation Skills workshop.

H_O4: There is no difference in change agent support scores between nonprofit staff who receive the training, Readiness for Change in Approaching Capacity Building workshop, and nonprofit staff who receive the Presentation Skills workshop.

H_A4: Nonprofit staff who receives the training, Readiness for Change in Approaching Capacity Building workshop, will demonstrate a greater change agent support score than nonprofit staff who receive the Presentation Skills workshop.

H_O5: There is no difference in respected peer support scores between nonprofit staff who receive the training, Readiness for Change in Approaching Capacity Building workshop, and nonprofit staff who receive the Presentation Skills workshop.

H_A5: Nonprofit staff who receive the training, Readiness for Change in Approaching Capacity Building workshop, will demonstrate a greater respected peer support score than nonprofit staff who receive the Presentation Skills workshop.

H_O6: There is no difference in valence scores between nonprofit staff who receive the training, Readiness for Change in Approaching Capacity Building workshop, and nonprofit staff who receive the Presentation Skills workshop.

H_A6: Nonprofit staff who receive the training, Readiness for Change in Approaching Capacity Building workshop, will demonstrate a greater valence score than nonprofit staff who receive the Presentation Skills workshop.

H_O7: There is no difference in readiness for change between nonprofit staff who receive the training, Readiness for Change in Approaching Capacity Building workshop, and nonprofit staff who receive the Presentation Skills workshop.

H_A7: Nonprofit staff who receive the training, Readiness for Change in Approaching Capacity Building workshop, will demonstrate a greater readiness for change than nonprofit staff who receive the Presentation Skills workshop.

Conceptual Framework

The conceptual framework for the study centered on five perspectives. The five perspectives included 1) OE, which is the overarching theme of this study, 2) creative recombination (Abrahamson, 2004), 3) readiness for change, 4) strategy, and 5) organizational behavior (e.g., rational, natural, and open systems). A discussion of each conceptual perspective follows.

Organizational Effectiveness

The first conceptual perspective and overarching theme of this study, and one that reinforced the overall purpose of the study, was OE. The OE is simply a measure of an organization's success (Powell, 2006). According to Cronbach and Meehl (as cited in Peterson & Zimmerman, 2004), OE includes consideration of internal and external contexts of each organization and the stage of organizational development. In the study, nonprofit groups' readiness for change was assessed by how well the groups solved their essential problems.

According to current literature findings, OE is a social issue. Nonprofit leaders work in dynamic and changing environments where they must make management decisions (De Jong et al., 2006). Griggs (2003) asserted that much of the attention given to nonprofit organizations and performance measurement was due to monetary demands, competition from other organizations, and a need to take on new skills because of threats to organizations from the environment. Organizational performance is a theoretical issue (Cairns et al., 2005). Cairns et al. stated that the mystery of how to improve the performance of nonprofit organizations was a recurring topic among academia and practitioners.

The focus of organizational theory has been the internal and external factors that affect organizations. Sowa et al. (2004) stated there were as many OE models as there were research studies. According to De Vita et al. (2001), "There is no magic formula that guarantees success, and little agreement exists on where to begin or what to do" (¶ 4).

Sowa et al. (2004) maintained that OE was a construct "that constitutes a model or theory of what [OE] is" (¶ 9). Sowa et al. further believed the purpose of the OE model or theory was to identify different variables to measure, and to identify how the variables are connected or must be connected. The differences that exist in organizations might help identify what criteria lead to OE (Sowa et al., 2004).

Some organizations have unclear goals that might need evaluating with features like financial strength or the ability to draw and sustain funds. Other organizations have measurable goals and might require an assessment using the rational goal model. The

rational goal model centers on whether an organization is able to achieve its goals (Sowa et al., 2004).

Henri (2004) believed that organizations should bring together the benefits of the OE models and of the performance measurement models. The OE models have a construct viewpoint such as the goals model, systems model, and competing values model (Henri, 2004). The performance measurement models have a process perspective such as decision making, motivating and evaluating employees, or signaling, which is sending cues to staff from managers related to the manager's values and or preferences (Henri, 2004).

Cameron (as cited in Henri, 2004), stated that regardless of a little compromise, present is the noteworthy need of conformity on the meaning and operation of this idea called OE. Measuring nonprofit capacity or performance is complex and difficult to develop, as nonprofits have to deal with complex environments (Cheverton, 2007; Mueller, 2007). Current literature demonstrates a continuous effort to identify criteria of OE (Fieldstone Alliance & GEO, 2005; Sowa et al., 2004). The research was an examination of training in readiness for change in approaching capacity building and the effect of the training on nonprofit groups' readiness for change, a potential criterion of OE.

Creative Recombination

The second conceptual perspective of this study was *creative recombination* (Abrahamson, 2004). First, Mitchell and Coles (2004) defined "business model innovation" (¶ 6) as industry replica substitutes that offer merchandise or service assistance to consumers who were not formerly existing. Abrahamson said in order to

bring about innovative ideas, it is not necessary to implement change that eliminates the old product, paradigm, or model to bring in the new (i.e., creative destruction). Model innovation involves a subtle approach called creative recombination (Abrahamson, 2004).

Creative recombination means that organizations already have the people and processes needed to bring about creative and innovative change (Abrahamson, 2004). Creative recombination means taking the assets an organization has, and redistributing and bringing them together to create change. The study reflected the idea of creative recombination since the components of the study are not new. The components of the study included an existing assessment, the Full Six-Subscale OCRBS (Armenakis et al., 2007), and a training workshop.

Readiness for Change

The third conceptual perspective of this study was readiness for change. Lewin and Lawrence (as cited in Jansen, 2000) are authors who separately contributed to the importance of organizations' readiness for change with research on organizational resistance. Organizational resistance for a long time now has been an obstacle to organizational change efforts (Jansen, 2000). Jansen stated that ever since opposition to change was identified, the concept of readiness for change has been rising.

According to Jansen (2000), leaders who consider readiness for change must consider the organizational environment. Readiness of an organization for change lies in leaders' ability to recognize the need for change and capacity to make change happen. Leaders' discernment for readiness for change can be expressed with opposition or support for change (Armenakis, Harris, & Mossholder, 1993). One major component of

the study was a readiness for change assessment tool, the Full Six-Subscale OCRBS
(Armenakis et al., 2007).

Strategy

Strategy was a part of the conceptual foundation of this study, in which the
assessment of readiness for change happened before and after participation in a
workshop. In Drucker's (1986) book, *Managing for Results*, Drucker added to the
importance of organizational strategy, organizational performance, and business success.
Drucker was a germinal contributor of strategy.

Drucker (1986) focused on organizational performance and provided strategic
steps a manager could follow to develop an effective business. Drucker's *Managing for
Results* was "the first book to address itself to what is now called 'business strategy'" (p.
vii). The management system that Drucker provided was an organizational strategic
analysis for leaders on "what to do" (p. xi) in helping a business move ahead. The system
includes (a) Part I: Understanding the Business, (b) Part II: Focus on Opportunity, and (c)
Part III: Program for Performance.

Understanding the business means that leaders must understand organizational
life, know what to regard as important, focus on results areas in the external environment,
and focus on how to diagnose and direct the business (Drucker, 1986). Focus on
opportunity concerns leaders in organizations focusing on opportunities rather than
problem areas. Program for performance involves having leaders make note of key
decisions, business strategies and building economic performance into a business
(Drucker, 1986).

Drucker (1986) stated the importance of studying the environment, how to position a business in the environment with an organizational strategy, and use of an organizational assessment. This study highlighted the environmental status of nonprofits and included a readiness for change assessment and training in readiness for change in approaching capacity building. The components of the study were strategic ways to understand the business, focus on opportunity, and create a program for performance.

Organizational Behavior

The fifth conceptual foundation of the study included organizational behavior. Three theories help define organizational behavior: rational, natural, and open systems (Scott, 2003). The behavioral theory known as rational systems model is a theory that means a sequence of events are planned that points to prearranged objectives with the greatest effectiveness (Scott, 2003). Scott believed there were two main facets of the rational paradigm that are goal specificity and formalization.

Goal specificity refers to focusing on the organizational objectives (Scott, 2003). Without clear objectives, rational appraisal and selection are not possible. The second facet of rational formalization concerns an organization's formation, such as structure and standardized and regulated organizational behavior (Scott, 2003).

Formalization involves the division of labor, chain of command, complex environments, corporate boards, and information processing. The rational system is a set way of running an organization with rules that guide the organizational direction. The rational theory focuses on structure rather than employees; therefore, rational systems are businesses devoid of people (Scott, 2003).

The natural system theory is different from the rational system as it is not as strict and focuses on the behaviors of employees and the factors that motivate employees to accomplish short and long-term goals (Scott, 2003). The rational system is about structure, and the natural system is about behavioral structure. The natural system paradigm is comprised of belief systems, social reality, social thought, and the legitimacy of the power of managers. The natural system is a paradigm viewed as an association of people without the institution (Scott, 2003).

The natural and rational systems are similar in that both paradigms depict organizations as *collectivities* (Scott, 2003). In collectivities, all the parts of an organization work together to accomplish the goals of the organization. Both theories include the formal structure within the organization.

In the natural system, the formal structure is not the focus. In the natural system, the needs of the employees and their individual goals as well as the overall organizational goal are the focus. The natural and rational theories are closed systems (Scott, 2003). The third organizational behavior theory is open systems.

The open systems model is different from the rational and natural system models. The closed rational and natural systems focus on the internal organization. The open system focuses on the external environment (Scott, 2003). In an open system, there is a mobilization of resources as they pertain to groups, associations, and participant contributions.

According to Scott (2003), open systems must work closely with their environment in order for organizations to survive. Wren (1994) stated, "Organization-environment interactions [are] crucial to understanding organizational design" (p. 389).

Rational and natural systems tend to perceive the environment as unfamiliar or intimidating. Open systems are the basis of organizing.

Hierarchies exist in open systems recognize and refer to clustering, which means there are multiple subsystems in large environmental subsystems. The hierarchy found in rational systems is about status or power. According to Scott (2003), the three theories that make up the open system paradigm include systems design, contingency theory, and Weick's model of organizing.

Systems design is a very practical model focused on the decision makers or managers and how they would like to advance the organization (Scott, 2003). Systems design focuses on the environment without explanations and understanding of the organization. Contingency theory, in which organizational leaders adapt to the changes of the environment and make decisions, is for the most part extensively employed in systems design (Scott, 2003). The environment is important in the systems theory and the contingency theory.

In Weick's model, the organization is perceived from the psychological level (Scott, 2003). All three organizational behavior theories (rational, natural, and open) are important to understanding organizational environments, and how organizational leaders attain their objectives and interact with employees. Not all organizations are the same, and not all organizational leaders use all three theories to become effective, but differences exist in all three paradigms and all have applicability in organizations. Each theory contributes to the study of organizational leadership, to organizational structure and design, and to OE (Scott, 2003).

Definition of Terms

Five components of the study required definitions. The terms are as follows:

Capacity Building. Capacity building is obtaining the resources that one's nonprofit requires to accomplish extra of its operational undertaking, which is a nonprofit's mission (The SCORE Foundation, n.d.).

Full Six-Subscale OCRBS. According to Armenakis et al. (2007), the Full Six-Subscale OCRBS is an assessment tool that assesses the scale of readiness for change and six subscales of readiness for change, which are discrepancy, appropriateness, efficacy, change agent support, respected peer support, and valence. The Full Six-Subscale OCRBS complies with the psychometric standards set forth by the American Psychological Association (APA) and is practical in following the development of change from organizational hard work. With slight restatements, the Full Six-Subscale OCRBS is useful to evaluate readiness for change (Armenakis et al., 2007).

Readiness. Readiness is the degree to which persons or collective groups are thinking and psychologically leaning to believe, hold close, and implement an exacting plan to change the current situation or status (Holt et al., 2007).

Readiness for Change. Readiness for change is defined as beliefs and approaches of individuals when they believe there exists a distinction between present and preferred organizational performance and that a need for change exists (Armenakis et al., 2007). The individuals believe the organization's current condition matches the recommended change for improvements. The individuals believe in their own capabilities to implement the skills needed for change.

The individuals believe that they are receiving the needed support from supervisors and top leaders related to the change. The individuals believe they are receiving needed support from coworkers who are valued, related to the change. Lastly, the individuals believe the change addresses their personal needs affected by the change (Armenakis et al., 2007). The Full Six-Subscale OCRBS measured readiness for change.

Training. Combining information from Defining Capacity Building (n.d.), the definition of training was as follows: Training is the method of supplying persons with the understanding, ability and right to use information, comprehension and guidance that allows persons to execute their work successfully, using a readiness for change in approaching capacity building workshop and a readiness assessment. Training served to help improve buy-in of the change agent recipients.

Assumptions

The study included several assumptions in the design. The first assumption was the sample represented the population. The analysis of all statistical data helped measure causal relationships. Power analysis helped in identifying the correct sample size for the study.

Second, an assumption was that the respondents answered the survey truthfully. This assumption was important and a consideration with regard to limitations of the study. Dörnyei (2003) posited that the degree of originality of a questionnaire could encourage participants to provide fairly honest and considerate responses. Dörnyei added that including statements that indicate the person administrating the survey cares, explaining the importance of the study, reiterating the confidentiality of the survey, and

giving participants enough notice are strategies that help respondents provide truthful responses.

<div align="center">Limitations</div>

The limitations of the study are typical of all research. Studies have limitations with respect to the selection process and biasness. Corrections to the threats to validity related to nonprofit selection include the need to include other nonprofits in different states (Carman, 2005) and different individuals (Brown & Iverson, 2004), which could generate different results. Random assignment lessens the introduction of bias (Carman, 2005).

A limitation of a study by Katsioloudes and Tymon (2003) was using organizations from one location, such as the Greater Philadelphia area. For the study, the potential participants were from nonprofit staff from diverse nonprofit organizations and nonprofits in Illinois and Missouri, known as the St. Louis Metropolitan area. A limitation of the study was using participants from the St. Louis Metropolitan area exclusively.

Limitations to a study can involve bias. Brown (2005) identified bias toward nonprofit groups. Placing too much focus on small nonprofit groups can be a threat to validity. There might have been bias toward small nonprofits in the study of Crittenden, Crittenden, Stone, and Robertson (2004). The participating staff of this study were from nonprofit organizations that were diverse in size and helped limit threats to validity.

Having the correct sample size is important when generalizing the data to a population. Documented limitations with respect to sample size include organizations not being stratified for size and age (Crittenden et al., 2004) and samples that are too small

(Katsiloudes & Tymon, 2003). Identifying a correct sample size lessens threats to the validity of results. Power analysis was the method used to identify the correct sample size of this study, in order to generalize the findings to a larger population.

Choosing the correct research design is important. Brown (2005) identified that cross-sectional studies did not provide the confidence needed in the data with respect to consistency, longevity, and effects on performance. The greatest threats to validity for the study were (a) organizations were not stratified for size and age, and (b) participants came from nonprofits in the St. Louis Metropolitan area only.

<div align="center">Delimitations</div>

Delimitations are threats to external validity. The research-controlled threats in the study included random selection of participants in a true experimental design, with pseudo-random assignment into the respective treatment groups and equating study groups. Additionally, the study used 102 participants from different levels of leadership and different organizations, at different times and locations. The use of a valid and reliable survey added to the study's generalizability and replicability. Any organization can use the Full Six-Subscale OCRBS (Armenakis et al., 2007) during any of the stages of change in an organization, which include the stage of willingness, the stage of implementation, and the stage an organization makes a change part of their every day work.

The sample population was $n \sim 102$ nonprofit staff members. Delimitations also included the exclusion of for-profit staff members in for-profit organizations from this study. The study covered the environmental context of nonprofit organizations and the need of nonprofit leaders to have capacity building, in the area of readiness for change in

approaching capacity building. Participants were surveyed who were current nonprofit staff members only.

Summary

The purpose of chapter 1 was to introduce the research topic and the research problem. The study was a quantitative, true experimental exploration of training in readiness for change in approaching capacity building and the effect of the training on nonprofit groups' readiness for change. Chapter 1 consisted of a brief introduction of the topic, background, problem statement, and purpose of the study. The problem statement identified the central issue. To date, the factors in increased organizational performance have not been identified (Cairns et al., 2005); and there is much divergence with reference to what makes an organization successful (Golensky, 2008).

Capacity building is a priority in nonprofit organizations and can be "viewed as an important strategy for building civil society in local areas" (McPhee & Bare, 2001, p. 2). The failure of nonprofit organizations to have capacity building is a significant problem, and funding and other essential resources are necessary for nonprofit organizations to accomplish their missions effectively (McPhee & Bare, 2001). Research supports the need for organizations to be ready for change.

Madsen et al. (2005) stated organizational readiness for change was important. Economic conditions vary rapidly and often and organizations must struggle during financial slumps, employee deficiencies and unsteadiness (Madsen et al., 2005). This experimental research study was an examination of training, using the RCACB (The SCORE Foundation, n.d.) workshop, and the effect of the training on nonprofit groups'

readiness for change, having used 102 nonprofit staff members in the St. Louis Metropolitan area.

Five categories made up the conceptual framework of the study. The five categories were OE, creative recombination, readiness for change, strategy, and organizational behavior, with OE being the overarching theoretical theme of the study. Included in chapter 1 was a discussion on the significance and nature of the study, statements of the research question and seven hypotheses, and a description of the assumptions, scope, limitations, and delimitations of the study.

Chapter 2 includes findings from a review of the literature related to the study's research themes, which includes readiness for change and capacity building. Discussed are the historical, germinal, current findings, journal articles, and peer-reviewed research literature as well as identified gaps in the literature. The review includes limitations found in previous studies and alternative views of OE.

CHAPTER 2: REVIEW OF THE LITERATURE

Current research indicates that nonprofit organizations have a deficit of resources (Fieldstone Alliance & GEO, 2005) and require new skills and strategies to be sustained in the environmental context in which they operate (Fieldstone Alliance & GEO, 2005; Mccann, 2004). Fieldstone Alliance & GEO (2005) asserted countless nonprofits have little resources, and are not performing to the level they should be. A foundation for capacity building for nonprofits and readiness for change is OE.

The OE included several topics such as measuring mission success (Drucker, 1990), nonprofit accountability (Bahr, Benson, Farnsworth, Lewis, & Shaha, 2003), and nonprofit effectiveness (Hansberry, 2005). Other topics included readiness for change (Armenakis et al., 2007) and nonprofit capacity building approaches (Blumenthal, 2003). There are studies on different areas of OE, but no studies found that examine training in readiness for change in approaching capacity building and its effect on nonprofit staff members' readiness for change.

The study was a quantitative, true experimental design. The following is a brief overview of the title and key word searches, and key contributors of OE such as germinal, historical, current writers and findings, and current research articles. Discussed are the gaps in the research, limitations of previous research, alternative viewpoints, and a conclusion derived from the analysis of the literature review.

Documentation

Title and Key Word Searches

The title searches for the study began by entering OE as a key word search. Title searches generated articles, research, book publications, and current findings on OE.

Databases and search engines used in the study included ProQuest, EBSCOhost, Questia, Sage Publications, Academic Search Complete, Business Source Complete, Communications and Mass Media Complete, MasterFILE Premier, and Goliath databases, Google, and various books, dissertations, websites, and research articles obtained outside of the main databases.

Aside from OE, several other key word searches helped identify topics related to OE. Key words included organizational behavior, readiness for change, assessment and evaluation, agility, performance excellence, capacity building, models of OE, and models of capacity building. Based on these key title searches, germinal contributors and historical writers, current findings, and current research literature generated.

The topics listed in the previous section contributed to the literature review themes and highlighted the importance of researching training in readiness for change in approaching capacity building and its effect on nonprofits' readiness for change. There exists an abundance of current literature and research articles on OE but there was very little research found in the areas of capacity building for nonprofits and readiness for change, which were the central components of the study. The sections that follow will add insight into the position of nonprofit groups and OE, starting with the germinal contributions related to OE.

<div align="center">Literature Review</div>

Germinal Contributions Related to Organizational Effectiveness

The construct of OE dates back to the 1950s, with the introduction of organizational behavior as a specific area for study (Miner, 2002). The findings of the following researchers are considered relevant to the study of OE: Harrington Emerson

(1912), Chester Barnard, Henri Fayol, Kurt Lewin, Max Weber, and Frederick Taylor (Miner, 2002). One of the earlier contributors to OE was Harrington Emerson.

Emerson lead the way in sharing "the gospel of efficiency" (Wren, 1994, p. 153). In his book titled *Twelve Principles of Efficiency*, Emerson (1912) stressed the importance of *defined ideals* or objectives and recommended standard operations in order to improve and accomplish efficiency. A second germinal contributor was Max Weber who contributed to the topic of organizational behavior as it relates to OE (Wren, 1994).

Max Weber contributed the elements of bureaucracy, which included division of labor and chain of command (Wren, 1994). Wren posited that the elements of bureaucracy were Weber's idea to create a model for efficiency in organizations. Another contributor to organizational behavior, as it relates to OE, was Argyris (1964), whose contribution focused on organizational wellbeing.

Other contributors to the field of organizational behavior included Henri Fayol, Chester Barnard, and Frederick Taylor (Miner, 2002). According to Wren (1994), Fayol introduced his 14 principles of management that represented his views on principles that helped demonstrate the approach to theory. Fayol's views on *unity of command* were in disagreement to Fredrick Taylor's *functional foreman* and Fayol strived for teamwork and collaboration in formal organizations. Barnard contributed the *acceptance theory of authority*, who posited that one should not question authority (Wren, 1994).

Frederick Taylor contributed to the conventional way of running an organization. Taylor, best known for the scientific management theory (Wren, 1994), found a practical way of developing better work methods for completing tasks. Taylor's contribution to

organizational behavior and performance belonged to the rational paradigm or top down management view, similar to the view of Fayol and Weber (Wren, 1994).

Peter Drucker was another germinal contributor to the field of OE. Drucker (1989) outlined what business can learn from nonprofit organizations, and discussed the difficulty of measuring mission success (Drucker, 1990). Drucker (1999) also outlined five questions in a self-assessment tool for nonprofit organizations to assess their effectiveness.

Kurt Lewin was a germinal contributor to organizational change and OE, and developed a theory of change (Miner, 2002). The theory of force field analysis, created by Lewin, described how before change occurs, a balance exists between the driving forces of change and the restraining forces that hinder change. For change to take place, "equilibrium must be disturbed, either by adding forces favoring the desired change or by diminishing opposing forces" (¶ 4). Unfreezing refers to putting a halt to the status; moving refers to changing the status to a higher level of change; and refreezing refers to stopping the change from going too far (Miner, 2002). The following sections outline the historical contributions related to OE.

Historical Contributions Related to Organizational Effectiveness

Topics related to the study's historical contributions related to OE included readiness for change (Armenakis et al., 1993) and building capacity for nonprofit groups (Backer, 2001; Borris, 2001). Other topics included models of OE (De Vita et al., 2001) and assessment (Zimmermann et al., 2003). The following paragraphs provide an overview of the historical contributors and topics related to OE.

One of the historical contributions related to OE was an article on readiness for change by Armenakis et al. (1993). The article "Creating Readiness for Organizational Change" introduced the need for organizations to be ready for change in active situations and to introduce change into organizational strategy. The purpose of the article was to make clear the readiness thought and observe how leaders and managers (change agents) can affect staff members' change readiness. Readiness is a cognitive sign of opposition or support for change (Armenakis et al., 1993). The article was focused on the theoretical foundation of readiness, dating from 1948 to 1987, and the introduction of a readiness model.

Armenakis et al. (1993) identified several key components of organizational change. An organization must understand the message of change. The message is the most important means for producing a readiness for change. The message includes the two key components of discrepancy, which is part of the message for change that explains the need for change, and efficacy, which is the belief that an individual or an organization has the capabilities to overcome any inconsistency (i.e., discrepancy) and accomplish change. The model for change introduced the interpersonal and social dynamics of change, which consisted of the individual belief about change as opposed to the group's belief (Armenakis et al., 1993).

Armenakis et al. (1993) introduced influence strategies for change. Influence strategies include (a) oral and or paper persuasive communication and (b) active participation (Bandura; Fishbein & Azjen, as cited in Armenakis et al., 1993). Examples of active participation include involving others in the change process and formal strategic planning, and the management of external information such as a report on the change by

an outside professional (Armenakis et al., 1993). Armenakis et al. stated that change agents were most effective to help with readiness for change when staff perceived change agents as credible, trustworthy, sincere, and experts in the change efforts. Kramer, Dougherty, and Pierce (2004) contributed to the positive notion of communication and the reduction of uncertainty.

Armenakis et al. (1993) recommended a readiness assessment to help identify readiness and recommended an organization place high importance on the reliability and validity of the survey used. Creating a program for readiness includes considering the organizations conditions (low or high readiness for change and urgency of the change), program classification (aggressive, crisis, maintenance, or quick response to change) and characteristics such as the type of communication needed for the change (active or persuasive and the type of participation) (Armenakis et al., 1993). Several points within the article stressed how leaders need to understand the importance of creating readiness in the environmental context the business is facing and employees' readiness for change, and how the urgency for the change should guide the change efforts.

On the topic of capacity building as it related to OE, Backer (2001) suggested several steps to achieve capacity building. Backer's information was based on an environmental scan, which involved expert leaders and technical experts in capacity building, information from printed and Internet literature, and information regarding "the capacity building activities of nonprofit organizations, consultants, and other service providers, intermediaries, and academic institutions" (p. 31). Baker's findings demonstrated eight foundational areas of capacity building that are *wide-ranging, tailored, competence-based, appropriate and timely, peer-connected, assessment,*

assessment of readiness, and contextualized such as able to use resources from the community.

Backer (2001) presented other findings such as foundations demonstrating capacity building activities, the capacity building field identified as foundations, nonprofits and service providers, intermediaries, and associations, organizations doing research on capacity building, and recommendations such as *field building* for increasing support to constituents. Backer identified challenges related to capacity building effectiveness, which included little quality in assessments, incomplete evaluations, and the need for nonprofit groups and the community to connect and work together toward defining the agenda for capacity building.

Another topic identified in the area of historical contributions of OE was models of OE. De Vita et al. (2001) provided information on how to strengthen nonprofit organizations. Presented were theoretical frameworks such as sustainable development that can help bring an understanding of capacity building. De Vita et al. contributed a model for nonprofit capacity building that pointed out five components affecting every nonprofit organization, especially when evaluating effectiveness in building nonprofit capacity: (a) vision and mission, (b) leadership, (c) resources, (d) outreach, and (e) products and services.

Other historical contributors identified assessment as a way to determine organizational OE. Zimmermann et al. (2003) concentrated on assessment and created a resource assessment model that helped guide organizations all the way through improving their essential mission. Assessment helped evaluate and readjust main

concerns, recognize and inspire employees, volunteers and clients, and determine possible resources.

Historical Research Findings

The historical research article identified for the study's literature review was from Katsioloudes and Tymon (2003). Katsioloudes and Tymon believed that assessing the effectiveness of nonprofit organizations is important because of the crucial role of these organizations. The purpose of the quantitative study was to investigate the relationship between desired strategic planning processes (SPP) and actual practices of executive directors. The six assessed factors of SPP included contribution, arranging methods, contributions and examination, everyday jobs for developing processes, substantive essentials in the consequential preparation, and basics in disseminating the plan.

Using a mailed survey focused on the six factors of SPP, 53 of the 150 randomly selected nonprofit organizations in the Greater Philadelphia area, returned useable surveys (Katsioloudes & Tymon, 2003). Katsioloudes and Tymon reported five useable surveys were from churches, 25 from museums, and 22 from human services. The museums and human service organizations' surveys were of value, and the return from the churches was too small. Katsioloudes and Tymon discovered in their findings that out of the six factors of SPP, there was a significant difference between actual and desired SPP ($p < .01$). With respect to museums and human services (using a comparison of the six factors), contribution "approached statistical significance ($p = .05$), with human services organizations having a higher mean value" (¶ 21).

Gaps in the Historical Research Contributions Related to Organizational Effectiveness

Gaps in the historical research contributions surfaced. Armenakis et al. (1993) reported a need for additional improvement in the designed transformation or change development. Armenakis et al. elaborated further and highlighted the importance of not overlooking the importance of readiness, in order to avoid the failure of organizational change efforts. Assessment of readiness for change is necessary in organizational environments.

Backer (2001) centered on field building and emphasized the need for more research on capacity building. Backer explained how field building needed to involve more research studies in the areas of good capacity building activities, meta-analysis of programs, and case studies of programs. Additionally, there is a need for more empirical research on effectiveness and interventions, pilot testing of an online program, and the sharing of information.

Borris (2001) emphasized the need for more studies on capacity building and emphasized the importance of understanding research. Borris believed a need existed to have focused and easy to understand research information because good studies can be important resources for progressing capacity building initiatives. De Vita et al. (2001) called attention to gaps in the area of increasing capacity building, and highlighted the means to increase capacity building, such as organizational readiness and assessments that help identify improvements. Additionally, there is a need to have more research in the area of training and its effects on performance (Katsioloudes & Tymon, 2003).

Limitations in the Historical Contributions Related to Organizational Effectiveness

Limitations identified in the historical contributions were few. Katsioloudes and Tymon (2003) noted too small a sample size and the use of a single location where the study took place. Katsioloudes and Tymon conducted their study in the Greater Philadelphia area, and noted the one location as a research limitation. The following sections outline the current findings related to OE.

Current Findings Related to Organizational Effectiveness

Key writers from current findings and focused on OE helped contribute to the literature theme. Although not all inclusive of the current findings on OE, the literature adds insight into the current position of nonprofit organizations and OE in the current literature. The following paragraphs provide an overview of the current literature related to OE.

Key word searches contributed the current findings in the literature review related to the study theme of OE. Key words included OE, performance measurement and assessment, models of OE and performance excellence. The first topic in the current contributions related to OE was agility and resiliency.

Mccann (2004) contributed an article on OE in changing environments, and evaluated how organizational leaders accomplished their missions using foundational approaches. Mccann gave attention to how OE had always been a feature of successful organizations. Organizations continuously deal with turbulent environments, and what has worked in the past to promote organizational success is not necessarily the answer for future success. Mccann defined turbulence as a bumpy familiarity that relies on the

relative adjustment ability of every business and identified a breach connecting existing practice and rising requirements.

Mccann (2004) provided information of the evolution of OE, from scientific management to systems thinking, organizational development, organizational learning, and knowledge management. Noted was a dominant focus on environmental changes and technology and the disruptive change they cause for organizations. Mccann expressed the view that organizational flexibility is turning into the focal point of studies pertaining to OE in the early part of the 21st century. Mccann reflected his view when he wrote agile organizations could deal with rapid change by assessing their environments, understanding their situation, mobilizing, and redeploying resources and staff in order to manage any situation that arises.

Additionally, Mccann (2004) stated resiliency was being flexible during a time of disrupting change. During disrupting change, organizational leaders must manage surprises, bounce back from failures or delays in success, identify alternative actions resourcefully, and access a wide resource base, internally and externally (Mccann, 2004). Mccann presented a description of what it meant to be resilient, and said that resilient means to accomplish altering transformation by reconsidering its individuality and function once crucial.

The topics of performance measurement and assessment are part of the current literature contributions for the study. Cunningham and Ricks (2004) gave attention to the following question: "But what if donors don't care [about metrics]" (¶ 1)? Instead of trying to answer the question, Cunningham and Ricks asked donors to explain their ideal performance measurement model. The research study included interviews with 22

individual donors of $50,000 per year. It was assumed that the donors would be instrumental in promoting performance measurement (Cunningham & Ricks, 2004).

Cunningham and Ricks (2004) called attention to the fact that only four of their 22 interviewees wanted to achieve better performance data and the remaining 18 uttered doubt or complete dissatisfaction of the idea. The reported reasons for the uncertainty and dissatisfaction were that donors have no need, no time, and no confidence in performance measurement. Cunningham and Ricks identified another issue that was, donors do not want to spend time on performance measurement and seek out foundations or institutional funders to do performance measurement for them.

Pertaining to performance measurement, Fieldstone Alliance & GEO (2005) reported positive views on assessment, and said assessment was a way to assess the health of an organization and a way for organizations to improve performance. Assessments can amplify businesses' abilities, increase impact, strengthen undeveloped boards, and stimulate organizations in innovative paths. Fieldstone Alliance & GEO pointed out four grantee assessment tools available for public use in the early part of the 21st century. The assessment tools included open or fee-based access: The McKinsey Capacity Assessment Grid, The LISC Capacity-Building Model-CapMap ®, The Unity Foundation's C. Q. ®, and The Babcock Foundation's Assessment for Grassroots Organizations (Fieldstone Alliance & GEO, 2005).

Taliento and Silverman (2005) asserted that evaluating performance in nonprofits is disreputably complex. Taliento and Silverman stressed the importance of moving nonprofit organizations to a place of not being '"measurement-resistant"' (¶ 17).

Nonprofit groups need to find resourceful ways to conquer opposition to measuring performance and develop significant metrics, however unsatisfactory.

Identified in the current literature were models of OE. Sowa et al. (2004) discovered in their studies that OE had received some of the greatest attention, with respect to nonprofit studies and performance within the last few years. There is an enormous challenge that exists when trying to assess OE, and as a result, Sowa et al. promoted a model of effectiveness. Their model was multidimensional, with the two primary dimensions of management and programs, and the two secondary dimensions of capacity and outcomes. Sowa et al. posited that a model should move away from linear assessments of effectiveness and address the multilevel, multi-dimensions, and integrated aspects of OE.

Henri (2004) believed performance and effectiveness were similar and emphasized the need to bridge the gap between performance measurement models and OE models. Henri highlighted the similarities and differences between the two types of models, stressing that OE and organizational performance were identical in meaning. Henri gave a description of several OE models:

1. *Goal Model*: Keeping the end in mind, such as objectives and goals (Goodman & Pennings & Associates, as cited in Henri, 2004);

2. *System Model*: Focus on inputs that help achieve the ends (Yuchtman & Seashore, as cited in Henri, 2004);

3. *Strategic-Constituencies Model*: Consideration of the various constituencies and goal achievement (Connolly, Colon, & Deutch, as cited in Henri, 2004);

4. *Competing-Values Model*: Combines the models mentioned above to outline diverse meanings of effectiveness (Quinn & Rohrbaugh, as cited in Henri, 2004); and

5. *Ineffectiveness Model*: The focus is on the factors that inhibit success (Cameron, as cited in Henri, 2004).

Henri drew a parallel between the OE models by listing some of the performance measurement models: decision making, control, signaling, education and learning, and external communication (Simons, as cited in Henri, 2004).

The next topics identified in the current literature were performance excellence and output results. Latham and Vinyard (2005) clarified the point that performance excellence refers to "an integrated approach to organizational performance management" (p. 390), and that performance excellence resulted in bringing worth to the client and contributed to marketplace achievement, the enhancement of OE, and continuous learning for the individual and the organization. Latham and Vinyard arrived at the conclusion that diagnosis is important and involves the identification of an organization's present condition and preferred position.

Gaps in the Research of the Current Findings

The gaps in current findings were few but significant to the topic of OE. Literature supported there are challenges with respect to assessment. Cunningham and Ricks (2004) reported findings related to donors and the donors' views on performance measurement. Cunningham and Ricks advanced the notion that there existed a less than favorable attitude toward organizational assessment such as uncertainty and dissatisfaction.

Cunningham and Ricks (2004) gave attention to donors' attitudes on assessment and identified that donors have no need, no time, and no confidence in performance measurement. Donors do not want to spend their time on performance measurement and seek out foundations or institutional funders to do performance measurement for them. It was important for Cunningham and Ricks to communicate their findings, in order to bring awareness of the attitudes in some of the nonprofit sector and to motivate institutions developing assessment systems to help change the negative attitudes.

Alternative Viewpoints in the Current Findings Related to Organizational Effectiveness

Alternative viewpoints surfaced in the area of models of OE and the main contributors were Sowa et al. (2004) and Henri (2004). Sowa et al. identified and reported the enormous challenge of assessing OE and promoted their model of effectiveness. The model was multidimensional, with the two primary dimensions of management and programs and the two secondary dimensions of capacity and outcomes. Henri believed that performance and effectiveness were similar, and emphasized the need to bridge the gap between performance measurement models and models of OE. Conversely, Henri stressed that OE and organizational performance were identical in meaning; however, models by Sowa et al. and Henri helped assess OE in programs or products and services.

Current Peer-Reviewed Research Articles Related to Organizational Effectiveness

Current peer-reviewed research articles related to OE added to the study's literature theme. Topics from the research articles were studies published within the last 5 years. Each research contribution demonstrated the need for further study with respect to OE.

Readiness for change is the first topic related to OE found in current research studies. Holt et al. (2007) published research on making one's own readiness for change assessment, and published the results of their first attempt to measure the reliability and validity of their assessment for change. Holt et al. presented their future model that creates a readiness for change and recommended using a measurement of readiness that is qualitative, quantitative, or both. Holt et al.'s assessment of readiness is a quantitative questionnaire.

Holt et al. (2007) called attention to the change process, which included the point in the change process where employees contribute, the introduction of the change context, organizational context (i.e., environmental context or situations where employees have to work in) and employee traits (i.e., some employees like those that change and other employees do not). Holt et al. indicated within the change process, an assessment of change is appropriate; and they defined readiness as the degree to which persons or collective groups are thinking and psychologically leaning to believe, hold close, and agree to an exacting plan to change the status of a situation. Holt et al. elaborated further and said that for the participants who took the readiness assessment, "Participants reported higher readiness than nonparticipants, as expected" (¶ 46).

Holt et al. (2007) elaborated further and gave attention to their steps to measure reliability and validity of their assessment for change. Statistical methods used in the study included 1) item development of the content used on the assessment, 2) questionnaire administration (assessment), 3) initial item reduction, and 4) scale evaluation. Other statistical methods included replication (confirmatory factor analysis and internal consistency) to "further analyze the factor structure and provide additional

evidence of the construct validity of the readiness scale" (Holt et al., 2007, ¶ 36) along with convergent validity assessment. Holt et al. reported positive results for the readiness assessment, and said it gauges readiness at the individual level related to appropriateness, management support, change efficacy, and personal benefit.

Another research article related to OE and presenting a readiness for change assessment was the article titled, "Organizational Change Recipients' Beliefs Scale" (OCRBS) (Armenakis et al., 2007). Armenakis et al. presented information pertaining to the development of a reliable and valid quantitative survey, the OCRBS, used to assess a person's beliefs about a change process. Armenakis et al. reflected their views when they said beliefs were an essential sign to performance. Additionally, a belief is someone's view or confidence about whether something is true or not, when that something is not obvious or needs substantiation (Armenakis et al., 2007). Presented was a discussion on the importance of beliefs to organizational change and how beliefs help identify resistance to or welcoming of a change or an innovation.

Armenakis et al. (2007) presented classic and organizational science research on beliefs. Classic research identified the five most important beliefs in being able to determine change, which included discrepancy, appropriateness, efficacy, principal support, and valence (Armenakis et al., 2007). Additionally, presented was a clear evaluation of organizational science research, which helped identify the origins of the beliefs (Armenakis et al., 2007).

Armenakis et al. (2007) researched beliefs in detail and reported appropriateness is the belief that change will eliminate any discrepancy between the current state and the desired state. Efficacy is the belief that if others believe they can accomplish change, one

can believe it for oneself. Principal support is the persuasion of the top leaders and mangers and the respected peers. An example of valence is the "what's in it for me" (¶ 8) question, from those affected by the change (Armenakis et al., 2007).

Armenakis et al. (2007) provided information on the validation studies of the scale, the OCRBS. Presented was information on the validation process, which consisted of content validity, interitem analysis, exploratory factor analysis, confirmatory factor analysis, internal consistency reliability, convergent validity, discriminant validity, and criterion-related validity. Armenakis et al. elaborated further on the three value-added benefits of using the OCRBS.

The benefits of using the OCRBS (Armenakis et al., 2007) is that one can assess beliefs in individuals in the five areas of appropriateness, management support, discrepancy, principal support, and valence. The OCRBS can be combined with other surveys created to evaluate organizational conditions. Thirdly, the OCRBS is appropriate to use when assessing organizational change at the willingness (readiness) stage, implementation stage (adopt) and institutionalization stage of a change situation (Armenakis et al., 2007).

The OCRBS (Armenakis et al., 2007) was a main component of the study. The OCRBS measured nonprofit organizations' readiness for change in approaching capacity building before and after an intervention. For this study, the OCRBS was renamed to be the Full Six-Subscale OCRBS. The next section is a discussion of perceptions and performance measurement as they relate to OE.

Hetrick (2004) reported information concerning his qualitative study and explored the perceptions of how well executive directors of nonprofit organizations were

measuring performance. Seven of United Way's human services nonprofit regions ($N =$ 230) received a survey and the average response rate was 71%. Hetrick identified several problems: differences in perceptions of actual performance measurement among staff members, there was very little assistance received in the measuring process, and technology and instruction handbooks were not helpful or were not available.

Herman and Renz (2004) conducted a quantitative, correlation panel study to investigate OE in two areas of the nonprofit sector. They attempted to determine whether constituencies perceived OE the same way and whether the effectiveness of the boards of organizations and the overall OE was due to practices considered the *right way* to manage. Herman and Renz elaborated further and reported that the board and organizational members would have had to make changes to manage the right way. The authors made assertions that what is a best practice for the nonprofit sector (boards and organizations) should be assessed, but extra seriously.

Additionally, Herman and Renz (2004) provided some insights into theoretical perspectives related to OE such as goal model and system resource approach, and examined board practices and board effectiveness. Findings supported a relationship between board and OE. Based on their examination of management practices and nonprofit OE, Herman and Renz reported a positive relationship between OE and the perceptions of various constituencies.

Herman and Renz (2004) elaborated further on the two populations they studied, which consisted of 47 nonprofit groups in the first study, conducted in 1993 and 1994; and approximately 35 nonprofit groups in the second study, conducted in 1999 and 2000. Questionnaires were administered and interviews were conducted with participants from

nonprofit organizations only. Herman and Renz relied upon and examined IRS 990
Forms and they used three independent variables in their study: board practices
considered "correct practices" (¶ 19), practitioner-defined management correct practices,
and judgments of board members on OE. The variables of age and strategies were
included.

Herman and Renz (2004) presented a clear evaluation of the tools used to assess
judgments on effectiveness. Tools included the Self-Assessment for Nonprofit Governing
Boards to assess board effectiveness (Slesinger, as cited in Herman & Renz, 2004), focus
groups with various constituents to assess management practices, and anything that was
important to the constituents to measure judgments on OE. Herman and Renz arrived at
the conclusion that judgments on OE by constituencies are not the same, Boards and OE
are connected, and no connection exists between changes in management practices and
changes in judgments of effectiveness.

In the area of performance, Carman (2005) conducted a qualitative study in New
York to explore the differences or similarities among nonprofit organizations and the
extent to which each nonprofit conducted performance evaluations, why they conducted
evaluations, and whether they used results toward performance. Carman randomly
selected 31 nonprofits in the three areas of community development, developmental
disabilities, and social services. Findings helped discover that nonprofit groups struggled
to conduct performance evaluations and wanted an assessment tool customized to their
needs (Carman, 2005).

Carman's (2005) findings illustrated problems related to evaluation and
nonprofits. The reasons given for not conducting evaluations was lack of time (75%),

lack of staff (36%), need of funding resources (56%), and the need of technical assistance to develop technology to conduct evaluations (49%). Carman furthered the notion that the problem with assessment is *evaluation capacity*, which included not enough staff with time and expertise to carry out and manage an assessment tool.

Gaps in the Current Peer-Reviewed Research

Several of the authors mentioned in the previous sections noted gaps in the research, which supported the significance of conducting the study. Hetrick (2004) reported how "little can be found in professional journals of public administration, public policy, or even nonprofit organization-oriented publications specifically, on the importance of performance and productivity and ways for nonprofits to measure and improve" (p. 2). Performance measures should focus on relative (i.e., comparative) information (Hetrick, 2004).

Keehley (as cited in Herman & Renz, 2004), mentioned how research on best practices was lacking. Noted were the seven criteria of best practices that were developed: doing well over time, demonstrating irrefutable increase, being groundbreaking, documenting affirmative outcomes, being replicable, having relevance to the organization using the practice, and being applicable to any organization. Herman and Renz identified and reported the gaps in research related to best practices, which included research that supported a claim of best practices, research that supported the seven criteria of best practices, and research that helped find different explanations for and understandings of the purpose of best practices.

Five gaps in research existed related to nonprofit organizations, evaluation capacity, and environmental forces (Carman, 2005). Gaps exist in research in the areas of

social service nonprofits and evaluation capacity, research of nonprofits in other states and in different areas of focus, and the variability and relationships to environmental forces. Additionally, gaps in Carman's research included the need for more research in the replication of Carman's study, using different nonprofits or the same nonprofits and evaluate the change overtime; and case studies dealing with the factors of evaluation use and practice.

Other gaps in research concerned the topic of readiness for change, which was a major component of the study. Armenakis et al. (2007) recorded gaps in research in five areas related to the Full Six-Subscale OCRBS. Armenakis et al. suggested that future research should separate the scale of principal support into two subscales, changing principal support to *change agent support* and *respected peer support.* The change would add significance to a scale whose purpose was to evaluate beliefs of the change recipients (Armenakis et al., 2007).

Armenakis et al. (2007) and Holt et al. (2007) reported their gaps in research related to readiness for change. Armenakis et al. suggested a study that would (1) evaluate extrinsic and intrinsic valence, (2) test the Full Six-Subscale OCRBS across several administrations, and (3) conduct a test-retest reliability to validate the instrument. Armenakis et al. identified and reported two other gaps in research which included future research to test the comparative significance of each belief and a future test to replicate the findings recorded. Holt et al. elaborated further and identified a need to replicate their study using their assessment for change instrument, to help further validate the scales identified.

Limitations in the Current Research Related to Organizational Effectiveness

There were few limitations in the current research articles reviewed. Limitations in Carman's (2005) research related to theoretical frameworks and the use of only one state. Studies may have included other theories and other nonprofit groups in different states. A limitation in Holt et al.'s (2007) study, concerning the readiness for change assessment, was in the inability to generalize the data to a large population. Holt et al. asserted that they took into account using participants of varying education levels, different functional backgrounds such as human resource and engineering, and different types of businesses, but people respond differently to different kinds of change. Variety in the types of participants helped generalize the data to *some level* (Holt et al., 2007).

Alternative Viewpoints in the Current Peer-Reviewed Research

Alternative viewpoints in the peer-reviewed research were not located. Each study reviewed focused on different aspects of nonprofit organizations and effectiveness. A consensus found that no set formula for defining effectiveness exists. The literature supported the significance of pursuing a research study focused on nonprofit capacity building, using nonprofit groups, and examining the assessment or readiness for change.

Conclusion Derived from the Analysis of the Literature Review

Having reviewed the germinal and historical contributions to the literature, the current findings, and the current research studies related to OE, which included the gaps in research as well as the limitations of OE, the need for studying an aspect of capacity building was evident. An area of capacity building that was evident was readiness for change in approaching capacity building for nonprofits. With the help of constituencies in the nonprofit arena, a research plan was developed. Borris (2001) presented the next steps

for building capacity building and reported the need to sort through the increasing knowledge on capacity building to discover the lasting education, make the connection to theory, and distribute the knowledge by making it available and practical to practitioners and funders.

Borris (2001) added, "[T]here is little research that actually documents which technique work for what types of organizations or activities and under what circumstances" (p. 89) when it comes to capacity building. The research study was a practical research approach for determining the effect of training in readiness for change in approaching capacity building in the nonprofit sector. Rohrbach, Grana, Sussman, and Valente (2006) said organizations should research different strategies to come up with an innovative way to promote organizational change because right now, no exact strategy exists. The research study adds to the body of knowledge on best practices, in environments that require continuous change.

<div align="center">Conclusion</div>

The analysis of literature relevant to the study supported the need to answer the research question: *How does training using the Readiness for Change in Approaching Capacity Building workshop affect the readiness for change of nonprofit organizations* (The SCORE Foundation, n.d.)? The germinal and historical contributions, current findings, gaps, limitations, and alternative views of OE helped contribute to justifying the purpose of the study and the choice of study methodology. Previous research highlighted the current turbulent environments nonprofit organizations operate within, the need for research on capacity building, and the assessment of readiness of nonprofit staff.

Environmental Context of Nonprofits

The study was appropriate and timely because of the environmental context of nonprofit groups today. Armenakis et al. (1993) stated that organizations have active situations and must always introduce change in their strategy. Abraham (2006) reported that nonprofits were reactive to situations, creating processes out of reacting to situations rather than acting on nonprofit initiatives based on long-term strategic goals.

Katsioloudes and Tymon (2003) believed that the important role of nonprofit organizations in society justified assessing their effectiveness. Mccann (2004) posited that the evaluation of how successful organizations accomplished their missions using foundational approaches always pointed to OE as the mark of success. Organizations are continuously dealing with turbulent environments and what has worked in the past to help organizations seek success will not necessarily be the answer for future success (Mccann, 2004).

Mccann (2004) discussed the disrupting stage of change organizations experience because of environmental changes and technology. Organizational nimbleness and flexibility are the focus of OE research. Agility has to do with organizations being able to deal with rapid change by assessing their environments, understanding their situation, mobilizing, and redeploying such things as resources and staff in order to manage any situation that arises (Mccann, 2004). A focus of the research study was the environmental context of nonprofit organizations.

Research in Capacity Building

Previous literature supports the need for more research on capacity building (Backer, 2001; Borris, 2001). According to Borris, more research on capacity building is

essential, including empirical research on effectiveness. Backer identified eight introductory areas of capacity building for nonprofit groups, which included assessment of readiness. De Vita et al. (2001) asserted that one of the areas that help strengthen nonprofit organizations is identifying strategies that help increase capacity building such as organizational readiness and assessments that help identify improvements.

The literature review supported the choice of a quantitative approach for the research study, using nonprofit groups and random selection. Previous research conducted highlighted nonprofit organizations or staff as participants. Several studies listed in the literature review used random selection as a method for sample selection.

Assessment

Fieldstone Alliance & GEO (2005) identified assessment as a capacity building strategy, and stated how assessment is a way to assess the health of an organization for improving performance. Assessments can enlarge businesses' effectiveness, increase impact, strengthen inactive boards, and encourage organizations in innovative paths. Taliento and Silverman (2005) stressed the importance of moving nonprofits to a place of not being '"measurement-resistant"' (¶ 17). De Vita et al. (2001) contributed ways to increase nonprofit capacity building and suggested assessments that help identify areas of need for improvements. Improving nonprofit staff in the area of buy-in for change for change recipients was a major focus of the study.

Latham and Vinyard (2005) maintained that performance excellence was "an integrated approach to organizational performance management" (p. 390). Performance excellence results in bringing worth to the client, contributes to marketplace achievement, and enhances OE and continuous learning for the individual and the organization.

According to Latham and Vinyard, diagnosis is important and involves the identification of an organization's present condition and preferred position.

Readiness for Change

Gaps in the historical research helped identify the importance of being ready for change and using assessments to determine readiness for change. Holt et al. (2007) published their research on assessing one's own readiness for change. Holt et al. recommended using a quantitative readiness for change assessment.

Armenakis et al. (1993) reported a need for additional improvement in the deliberate transformation methods and stressed that organizational change efforts might not be successful if organizational leaders overlook the importance of readiness. A change process can include allowing employees to contribute and introducing the change context that includes the organizational context (situations employees face at work), and employee traits (some employees like change over other employees do not) (Holt et al., 2007). The change process in the study was during the readiness stage and the introduction of the change context, which was before and after the intervention of a training workshop.

Armenakis et al. (2007) developed a reliable and valid quantitative readiness assessment, the Full Six-Subscale OCRBS, which was used in the study to assess beliefs about a change process. The value-added benefit of using the Full Six-Subscale OCRBS was that the instrument could assess beliefs in organizational individuals in the following six areas: appropriateness, discrepancy, efficacy, change agent support, respected peer support, and valence of an organizational change effort (Armenakis et al., 2007). Additionally, the Full Six-Subscale OCRBS is related to worker performance and OE,

and the Full Six-Subscale OCRBS can be used during the phase of organizational change readiness (Armenakis et al., 2007).

The study helped address needs in research related to the Full Six-Subscale OCRBS (Armenakis et al., 2007). Armenakis et al. acknowledged the need for further research to test the Full Six-Subscale OCRBS across several administrations, which would further validate the sensibleness of the 24-item survey. The goal of the study was to contribute to this area of research by using the Full Six-Subscale OCRBS to measure readiness for change, with pre-tests and post-tests.

Training

Research in the literature review supported training as a way to help nonprofit groups improve their effectiveness. De Vita et al. (2001) stated, "One way to use resources wisely is to . . . train staff, volunteers, and board members" (¶ 59). Training can help improve skills in a fast changing environment and can teach staff how to use resources in innovative and effectual ways (De Vita et al., 2001). During the study, nonprofit participants received training in readiness for change in approaching capacity building, using the workshop RCACB (The SCORE Foundation, n.d.).

Summary

The purpose of chapter 2 was to present the literature findings related to OE to demonstrate the need for examining training in readiness for change in approaching capacity building and its effect on nonprofits' staff members' readiness for change. Listed were the key words that helped find relevant title searches. Title searches helped uncover the issues and perspectives of key contributors to previous research related to OE.

The germinal and historical contributors focused on topics such as organizational behavior, which consisted of such topics as assessment (Drucker, 1999), efficiency (Emerson, 1912; Wren, 1994), and organizational wellbeing (Argyris, 1964). Other topics included building capacity for nonprofits (Backer, 2001) and models of OE (De Vita et al., 2001). Current findings focused on different aspects of OE, which included such topics as models of OE (Henri, 2004; Sowa et al., 2004), OE (Mccann, 2004), performance measurement and assessment (Cunningham & Ricks, 2004; Fieldstone Alliance & GEO, 2005), and performance excellence (Latham & Vinyard, 2005). The peer-reviewed research focused on organizational performance, which included topics such as OE (Herman & Renz, 2004), evaluation capacity (Carman, 2005) and readiness for change (Armenakis et al., 2007; Holt et al., 2007). Additionally, current peer-reviewed research studies examined and explored assessment and a belief scale (Armenakis et al., 2007).

The germinal and historical contributors and current research findings helped demonstrate the theoretical importance of OE to society and organizational theory. The literature review pointed to alternate viewpoints on OE, types of research approaches, gaps, limitations, and alternative views in research related to OE. The gaps and challenges of OE helped contribute to the final analysis of the literature review.

Chapter 3 is a discussion of the research methodology of the study. Included in the chapter are details on the research design and its appropriateness, the research question, and the study population. Brief discussions follow concerning such topics of informed consent, sampling frame, geographic location, confidentiality, instrumentation, data collection, data analysis, and validity and reliability.

CHAPTER 3: METHOD

The study was a quantitative, true experimental design, purpose of which was to examine training in readiness for change in approaching capacity building and its effect on nonprofit organizations' readiness for change. A randomly selected sample of 102 nonprofit staff members from the St. Louis Metropolitan area participated. The independent variable was training in readiness for change in approaching capacity building, using the training RCACB (The SCORE Foundation, n.d.) workshop. The dependent variable was readiness for change as measured by the Full Six-Subscale OCRBS (Armenakis et al., 2007).

Chapter 3 includes information on the research design and its appropriateness, the research question, the population, the sampling frame and geographic location. Other topics addressed included issues of informed consent, confidentiality, and instrumentation. Discussed are validity and reliability, data collection, and data analysis.

Research Design

Quantitative True Experimental Exploration

A quantitative, two-group, pre and post-test experimental design was used to explore the effect of the participants' attendance at a training workshop in readiness for change in approaching capacity building, using the RCACB (The SCORE Foundation, n.d.) workshop. The Full Six-Subscale OCRBS (Armenakis et al., 2007), a readiness assessment for change, was used to establish the participants' readiness for change. Participant selection included two groups, an experimental group and a control group, of approximately 50 participants.

Independent Variable

The independent variable was nonprofits' attendance at a workshop, with two levels: attendance and nonattendance. The workshop was designed to increase readiness for change for nonprofit workers who were engaged in capacity building processes. The workshop titled, Readiness for Change in Approaching Capacity Building (RCACB) (The SCORE Foundation, n.d.), was attended by study participants assigned to the experimental group.

The control group attended a workshop of similar length and complexity, on a topic proposed to be unrelated to readiness for change. The control group attended the PS (American Red Cross St. Louis Chapter-Volunteer Services, n.d.) workshop. The outcome measure determined if exposure to the RCACB workshop had an affect on the participants' scores on the Full Six-Subscale OCRBS (Armenakis et al., 2007).

Dependent Variable

The Full Six-Subscale OCRBS (Armenakis et al., 2007) was a readiness for change assessment survey. The Full Six-Subscale OCRBS scores serve as the study dependent variable. The survey assessed beliefs about the process of change. Armenakis et al. stated that beliefs were a fundamental sign to performance. A belief is someone's view or confidence about whether something is true or not, when that something is not obvious and or needs substantiation (Armenakis et al., 2007).

Solicitation of Participants

A solicitation letter went to over 200 nonprofit staff via the United States Postal Service, representing over 200 nonprofit organizations located in the St. Louis Metropolitan area. Each participant received a solicitation letter, which contained a brief

overview of the study and its overall purpose. Additionally, each participant received an informed consent form, and a preaddressed stamped return envelope. A copy of the Solicitation Letter is in Appendix B.

Solicitation letters with a copy of the informed consent form went to 1,479 nonprofit organizations in the St. Louis Metropolitan area until the sample population of 102 nonprofit staff agreed to participate in the study. The nonprofit staff members who did not respond to the solicitation letters within two weeks received a follow-up letter. The selection criterion of participants was that each participant was a current nonprofit staff member and each voluntarily signed an informed consent form to take part in this study.

Pre-Test

The pre-test was the 24-item survey titled, the Full Six-Subscale OCRBS (Armenakis et al., 2007), which was mailed after receipt of the signed informed consent. Nonprofit participants were asked to complete the pre-test before attending an intervention. All pre-tests had to be completed and returned via mail and or electronic mail days before the intervention. The Full Six-Subscale OCRBS provided the measures for readiness for change. Initial mean scores for the overall readiness for change and the individual subscales for each participant and between the two groups, came from the pre-test scores.

Pseudo-Random Group Assignment

According to Thompson, Diamond, McWilliam, Snyder, and Snyder (2005), "Definitive causal conclusions in quantitative research can only be reached on the basis of true randomized trials" (¶ 5). For this study, experimental and control group

participants were designated based on pseudo-random assignment. According to Changingminds.org (2008), random assignment is ideal; however, in practice pseudo-random assignment is acceptable in order to make groups equivalent before experimentation.

Participant group assignment was based on mean scores from the Four-Item Valence Subscale of the OCRBS (Armenakis et al., 2007), taken from the Full Six-Subscale OCRBS. The Four-Item Valence Subscale of the OCRBS consisted of four questions from the Full Six-Subscale OCRBS, and was a six-response Likert-type assessment. The Four-Item Valence Subscale of the OCRBS measured participants' beliefs of their own personal needs, rewards and benefits, which might be affected by change (Armenakis et al., 2007). The valence subscale was chosen as the best measure of participants' pre-experimentation belief about the value of change. A copy of the Four-Item Valence Subscale of the OCRBS is located in Appendix C.

Participants were sorted using lowest to highest valence scores and then alternately participants were assigned to their respective treatment groups. The participant with the lowest valence mean score was assigned to the control group, the participant with the second lowest valence mean score was assigned to the experimental group, and the participant with the third lowest valence mean score was assigned again to the control group, and continued until all participants were assigned. The experimental group was composed of 51 nonprofit staff from nonprofit organizations. The control group was composed of 51 nonprofit staff from nonprofit organizations.

Participants were assigned to the control and experimental groups in order to ensure approximately the same mean on the Four-Item Valence Subscale of the OCRBS

(Armenakis et al., 2007). The experimental group participated in the RCACB (The SCORE Foundation, n.d.) workshop. The control group participated in the PS (American Red Cross St. Louis Chapter-Volunteer Services, n.d.) workshop.

Orientation

A part of the study was the orientation process. There was a separate orientation session for both the experimental and control group participants. The orientation sessions helped introduce the study and bring the participants together to learn about their participation in the research study, the training intervention and post-test.

The orientation took place in a classroom setting and took place before the intervention. The same training facilitator was the orientation facilitator for both study group orientations. The participants received a personal welcome and face-to-face thank you for taking part in the study. Each treatment group received an overview of the workshop.

The orientation did not exceed more than one half hour. The orientation took place at several locations, using local conference rooms. The approximate date and time of the orientation was determined based on a consensus of the participating staff members, the majority preference for availability, the facilitator and the closest conference facility based on a central location.

Workshops

The intervention of the study process was the training workshops. The workshops followed the orientation. The experimental group attended the RCACB (The SCORE Foundation, n.d.) workshop, the instrument that defined the independent variable of the study. The RCACB aided in providing nonprofit staff with training in readiness for

change in approaching capacity building. The control group attended the PS (American Red Cross St. Louis Chapter-Volunteer Services, n.d.) workshop, which served as placebo training and provided training in oral presentation skills.

The RCACB (The SCORE Foundation, n.d.) workshop consisted of a PowerPoint presentation and lasted approximately 2 hours. The workshop took place in a classroom setting. The RCACB workshop included 18 topics related to capacity building strategies and readiness for change. A list of 18 topics covered in the RCACB workshop is in Appendix D.

The PS (American Red Cross St. Louis Chapter-Volunteer Services, n.d.) workshop was a PowerPoint presentation and lasted approximately 2 hours. The PS workshop took place in a classroom setting. The PS workshop included 16 topics related to public speaking tips. A list of 16 topics covered in the PS workshop is in Appendix E.

Training Facilitator

The Training Facilitator facilitated both training workshops in the study. The facilitator was a volunteer with the national SCORE Association (2008), assigned to the St. Louis Metropolitan area (Peters, personal communication, May 30, 2007). He was also a volunteer with the ARC St. Louis Chapter-Volunteer Services (Peters, personal communication, March 6, 2008).

Aside from facilitating the two workshops, the Training Facilitator did not assist with the post-test of the study. The Training Facilitator was asked to read and sign a Letter of Confidentiality. The Letter of Confidentiality was obtained from the Training Facilitator by email, signed, returned by email, and a copy is located in Appendix F.

Post-Test

After the training workshops, all participants from both study groups completed a second readiness for change assessment. The second Full Six-Subscale OCRBS (Armenakis et al., 2007) served as the post-test in the study. The second Full Six-Subscale OCRBS helped measure the readiness for change and the individual subscales of readiness for change, of the participants and the two groups, who attended the RCACB (The SCORE Foundation, n.d.) workshop and the PS (American Red Cross St. Louis Chapter-Volunteer Services, n.d.) workshop.

The post-test scores were the mean scores for the readiness for change and the individual subscales between the two study groups. The Full Six-Subscale OCRBS (Armenakis et al., 2007) scores from the post-test assessments determined each participant's readiness for change after the workshop intervention. The difference between the Full Six-Subscale OCRBS (Armenakis et al., 2007) pre-test and the post-test, if any, was the unit of analysis for each participant and as a whole, in order to determine if nonprofit staff members demonstrated an increased readiness for change, having attended the RCACB (The SCORE Foundation, n.d.) workshop.

Appropriateness of Method and Design

The research method chosen for the study was quantitative. The study design was a true experiment carried out to explore a causal relationship, using an intervention and a defined outcome. According to Trochim (2006a), "To really show that there is a causal relationship, [one has] to simultaneously address the two propositions: If X, then Y and If not X, then not Y" (¶ 1). The experiment involved a control group, an experimental group, a pre-test, and a post-test.

According to Grinnell (2005), both qualitative and quantitative methods are acceptable methods for research. What separates the two, one method over the other or if one wants to use both methods is the type of knowledge that one wants to learn from the research study results. The knowledge one wants to know helps decide the appropriateness of the type of research method chosen.

For this study, the true experimental design was able to determine whether changes took place in the nonprofit staff participants as the change relates to readiness for change in approaching capacity building strategies. Grinnell (2005) said that exploratory studies "cannot be used to determine whether changes took place in the study's research participants" (¶ 6). Grinnell elaborated further and discussed the different study designs such a true experiment (explanatory experiment) over exploratory designs such as quasi-experiments and non-experimental, which further adds to the reasons for conducting this type of study.

A true experimental design was appropriate for this study over other experimental designs such as quasi-experimental, correlational, and descriptive designs, as research supports a true experimental design as the perfect type of experiment (Grinnell, 2005). Sowa et al. (2004) suggested conducting a quasi-experimental study but identified random sampling in a true experiment preferable. Exploratory designs such as quasi-experimental mimic a true experimental design, however, are descriptive only and this type of experiment does not utilize random assignment of participants (Grinnell, 2005). For this study, a true experimental design allowed for pseudo-random assignment of participants; and the data from a true experimental design are numerical data that explain or confirm a cause and effect relationship, between the independent variable and the

dependent variable. True experimental designs help a study have a higher strength of external validity.

Unlike true experimental designs, nonexperimental designs do not generate irrefutable outcomes (Grinnell, 2005). Descriptive designs are utilized in order to identify or describe the quantitative status of an identified phenomenon. Correlational designs are utilized to determine the nature or relationship between variables (Creswell, 2005). For this study, a true experimental design was appropriate for the study because the research question asked about cause and effect relationships.

<div align="center">Research Question</div>

The goal of the study was to answer the following research question:

How does training using the Readiness for Change in Approaching Capacity Building (The SCORE Foundation, n.d.) workshop affect nonprofit' staff members' readiness for change?

<div align="center">Population</div>

The results of the study were generalized to people who were staff members in nonprofit organizations, in the St. Louis Metropolitan area. In a report by the Missouri Economic Research and Information Center (MERIC) (2002), the number of nonprofit employees in the Missouri counties of the St. Louis Metropolitan area totaled 103,173. In a report by Dewees and Salamon (2001), there were 17,273 nonprofit staff employed in the Illinois section of the St. Louis Metropolitan statistical area. Based on the two reports, the data were generalized to 120,466 people, who were staff members in nonprofit organizations in the St. Louis Metropolitan area.

According to GuideStar.Org (2008), there are over 5,000 nonprofits in the St. Louis Metropolitan area. GuideStar.Org also reported over 1.7 million nonprofits nationally. McPhee and Bare (2001) said the drive to connect "indicators of capacity" (¶ 1) to the performance of nonprofits is significant to growing and or the strength of the nonprofit sector.

<div align="center">Sampling Frame</div>

Power analysis is an important means to determine an appropriate sample size (Cohen, 1989). Power analysis determined the appropriate sample size for this study. Using the G*Power software (Faul, Erdfelder, Lang, & Buchner, 2007), the following information was used to determine sample size: (a) Test type: ANOVA, (b) significance or *alpha* = .05, and (c) *effect size* = .08 (moderate). According to Zint (2007), an 80% power level is standard in many studies. According to the power analysis, for an 80% power level or an 80% probability of detecting deviations from the null hypotheses, the sample for the study needed to be at least 102 nonprofit staff participants.

Individuals, who participated in this study, were solicited from a mailing list obtained from an undisclosed, large St. Louis Metropolitan area nonprofit organization. The nonprofit organization who supplied the nonprofit list agreed to be renamed 'Company X' for the purpose of this study. Company X was inserted wherever the nonprofit's name should appear on any study documentation and any related documents. The primary criterion for choosing the participants was that they were current staff members of a nonprofit organization and they signed an informed consent form to participate. Sample stratification of the nonprofit participants occurred based on their willingness to participate in the study and included a diversified group made up of

different levels of staff leadership.

Geographic Location

The geographic location chosen for the study was St. Louis Metropolitan area, and chosen for three reasons. First, the Training Facilitator was a volunteer with the national SCORE Association (2008), and assigned to the St. Louis Metropolitan area. Second, the Training Facilitator was a volunteer with the American Red Cross St. Louis Chapter Volunteer Services. Lastly, Company X's nonprofit mailing list consisted of nonprofits in the St. Louis Metropolitan area, which made up a few of the nonprofit staff members in this study. The St. Louis Metropolitan area was the geographic location for the study.

Informed Consent

Three organizations provided permission to use materials from their organizations: the American Red Cross St. Louis Chapter (2007), The SCORE Foundation (n.d.), and Company X. A Letter of Collaboration Among Institutions form was obtained from the American Red Cross St. Louis Chapter via email. The American Red Cross St. Louis Chapter participated in a dialogue concerning the study procedures and purpose, the rationale for the study strategies, and the confidentiality safeguards of the study. The Letter of Collaboration Among Institutions form was signed, returned by email, and a copy is located in Appendix G.

A Letter of Collaboration Among Institutions form was obtained from The SCORE Foundation (n.d.) via email. The SCORE Foundation participated in a dialogue concerning the study procedures and purpose, the rationale for the study strategies, and

the confidentiality safeguards of the study. The Letter of Collaboration Among Institutions form was signed, returned by email, and a copy is located in Appendix H.

Company X granted written permission to use their nonprofit mailing list, to solicit current nonprofit staff members to participate in the study. Company X participated in a dialogue concerning the study procedures and purpose, the rationale for the study strategies, and the confidentiality safeguards of the study. The Permission to Use Premises, Names and or Subjects form was obtained from Company X via email. The form was signed and personally delivered to the study author, and a copy is located in Appendix I.

All nonprofit staff who participated in this study ink signed an Informed Consent: 18 Years of Age or Older form prior to participating in the study. Each participant received an informed consent form, which accompanied the solicitation letter via the United States Postal Service. The nonprofit staff members, who signed and returned the informed consent form, returned the form via a preaddressed stamped return envelope and some by personally handing the form to the research author. The informed consent form described the purpose of the study and outlined what participation in the study entailed.

The informed consent form included study benefit information, explained the data results could be shared with the nonprofit member's organization in non-aggregated form, participants could drop out of the study at any time without penalty or loss of benefit to themselves, and that participant's identities will be kept confidential. In addition, the informed consent form confirmed that the participant understands the parameters of the study and that all of the participants' questions were answered. The informed consent

form further stated that all sensitive data will be destroyed via a shredding machine three years following the completion of the study. A copy of the Informed Consent: 18 Years of Age or Older is located in Appendix J.

<div align="center">Confidentiality</div>

In order to protect the identity of study participants, names of any nonprofit agency remain secret and no names of any nonprofit staff member were used or disclosed. Each nonprofit staff participant was assigned a unique identification name and number such as 'A1'. Distinguishing between nonprofit staff was important, as the coding helped with pseudo-random assignment of participants for each study group and with making the study groups equivalent. The control group and experimental group were equivalent before experimentation began.

Actual names were not required, except for the participants' signatures on their informed consent forms, and only the researcher had access to the coded identification of the participants. A unique identification name and number helped identify and track the participants and helped with confidentiality of all nonprofit participants and organizational names. An assigned code name and number was assigned to each informed consent form that was signed and received, and each code was written on each participant's Full Six-Subscale OCRBS (Armenakis et al., 2007) surveys, pre and post-test.

The confidentiality of all data sets was strictly respected. Unauthorized persons never had access to the data sets. The Training Facilitator never had access to the Full Six-Subscale OCRBS (Armenakis et al., 2007) post-test data sets. The Training

Facilitator read and signed a Letter of Confidentiality agreement and listed in Appendix F.

The original hardcopies of all assessment responses to the Full Six-Subscale OCRBS (Armenakis et al., 2007) pre and post-test were electronically scanned, uploaded, stored on a private computer system, and are accessible by the researcher only. All the original hardcopies of the completed assessments were stored in a safe file cabinet. The destruction of all sensitive research study records via shredding will take place three years following the completion of the study.

<center>Instrumentation</center>

The Full Six-Subscale OCRBS (Armenakis et al., 2007) was an appropriate measurement instrument for the study. The Full Six-Subscale OCRBS was used to appraise organizational change beneficiaries' beliefs of a change process (Armenakis et al., 2007). The Full Six-Subscale OCRBS measured the dependent variable, which is readiness for change, in the following six areas:

1. *Discrepancy*. Discrepancy is a distinction between present and preferred performance exists, and staff members believe that a need for change exists.
2. *Appropriateness*. Appropriateness is the organization's current condition that matches the recommended change for improvements.
3. *Efficacy*. Efficacy is the belief in one's capabilities to implement the skills needed for change.
4. *Change Agent Support*. Change agent support is the needed support from supervisors and top leaders.

5. *Respected Peer Support*. Respected Peer Support is the needed support from coworkers who are valued.

6. *Valence*. Valence is change that addresses the personal needs of those affected by the change (Armenakis et al., 2007).

All nonprofit staff participants replied to the Full Six-Subscale OCRBS (Armenakis et al., 2007) on paper, at two different times during the study. All participants responded to the Full Six-Subscale OCRBS months, weeks and or days before the training intervention and following the completion of the training intervention. The pre-tests and post-tests generated data that measured whether there was an increase in readiness for change for the overall scale and the six subscales because of the workshops. With permission of the author, there were a few non-substantial changes made to some of the items in the Full Six-Subscale OCRBS, in order to ensure the correct tense.

On the Full Six-Subscale OCRBS (Armenakis et al., 2007), Item Number 1 stated, "We needed to change" (¶ 23). Item Number 1 was in the past tense. For the study, an inquiry in the present tense did match the study context. Item Number 1 consequently read, *We need to change*. Using the same logic, modifications for other items of the Full Six-Subscale OCRBS were in order.

Permission to use and modify the Full Six-Subscale OCRBS before experimentation was granted. Changes ensured the correct wording for the organizational context of change, during the pre-test and post-test assessment, and helped match the research design accordingly. A copy of the signed form, Permission to Use an Existing Survey, and a copy of electronic mail permission to alter the Full Six-Subscale OCRBS are located in Appendix K.

Instrument Validity and Reliability

Validity of the OCRBS

The validity and reliability of the study focused on the readiness assessment, the Full Six-Subscale OCRBS (Armenakis et al., 2007). To measure validity, the APA (2001) called for a quantitative assessment instrument to qualify in the standards they put forth related to content validity, internal consistency, and criterion-related validity. Armenakis et al. confirmed that the Full Six-Subscale OCRBS had achieved construct validity. The Full Six-Subscale OCRBS qualified with the psychometric standards of the APA and was practical in following the development of efforts having to do with organizational change (Armenakis et al., 2007).

Four experimental research studies made up the validation process of the Full Six-Subscale OCRBS (Armenakis et al., 2007). The studies included content validity, item variance and interitem correlations, exploratory factor analysis, and confirmatory factor analysis. Summaries of the four studies and explanations of validity and reliability of the Full Six-Subscale OCRBS follow.

The first study conducted to validate the Full Six-Subscale OCRBS (Armenakis et al., 2007) was content validity. The survey developed for the content validity study was The Content Adequacy Questionnaire (Armenakis et al., 2007). Nineteen (19) students, who were also executives from a southeastern university, were surveyed using preliminary items that made up the initial Full Six-Subscale OCRBS, in order to evaluate the initial five belief scales: discrepancy, appropriateness, efficacy, principal support, and valence. An example of a survey item under the subscale valence is "This change will benefit me" (¶ 23). Cohen's estimate of effect size κ was .86 ($p < .05$) (Armenakis et al.,

2007) and was considered an important value statistically. Armenakis et al. said the initial 26 items were content valid.

The second study to validate the Full Six-Subscale OCRBS (Armenakis et al., 2007) was Interitem Analysis. The first part of the Interitem Analysis was to evaluate the difference of each of the 26 items. One hundred and seventeen (117) employees of a nonprofit organization responded to the OCRBS. Armenakis et al. reported, "[A]ll 26 items had standard deviations exceeding 1.0 with a range from 1.01 to 1.68. Thus, no items were removed for lack of variability" (¶ 25).

The second part of the Interitem Analysis was to examine the items and subscales of the Full Six-Subscale OCRBS (Armenakis et al., 2007). Item 5, one of the personal valence items on the initial OCRBS, had an unacceptable correlation score and as a result was removed from the survey. Armenakis et al. said all remaining items were correlated in their particular subscales over the .40 standard.

The third empirical study conducted to validate the Full Six-Subscale OCRBS (Armenakis et al., 2007) was exploratory (i.e., principle axis) factor analysis. One hundred and seventeen (117) employees out of 125 at a manufacturing company were surveyed using the initial OCRBS. During the survey process, the employees experienced a planned organizational change.

Based on the 25 items of the OCRBS, the results of the exploratory factor analysis indicated a five-factor solution was fitting. A second factor analysis using a five-factor solution resulted in 24 items, with a variance of 64.45% (Armenakis et al., 2007). The 24-item survey was the current Full Six-Subscale OCRBS.

The fourth study conducted to validate the Full Six-Subscale OCRBS (Armenakis et al., 2007) was confirmatory factor analysis. Using the 24-item survey and reactions to the Public Safety Organization's (PSO) merger, 247 employees surveyed. The statistical software package AMOS facilitated with the confirmatory factor analysis.

The results were as follows (Armenakis et al., 2007): (a) Chi-square was significant. (b) Goodness-of-Fit was .90 (equal to the established level of .90). (c) Comparative Fit Index was .95 (higher than the .95 usual levels). (d) Root mean square error of approximation was .05 (lower than .08, the suggested level). Armenakis et al. noted that the authors correlated error terms within factors, not between factors. (e) Standardized root mean square residual was .05, which was less than .10 residual and measured as favorable. (f) OCRBS (higher order five-factor model) compared to other models produced the following results (Armenakis et al., 2007): (a) Compared to a null model, the OCRBS five-factor model was superior; (b) Compared to a single-factor model (where items could signify a single factor such as *belief*), the higher-order five-factor model was superior; and (c) Compared to a three-factor model, the five-factor model was a better fit for the data. Aside from the four studies, the Full Six-Subscale OCRBS achieved internal validity, using content validity, criterion-related validity, and construct validity.

Content validity for the Full Six-Subscale OCRBS was .86 ($p < .05$) (Armenakis et al., 2007). A value that is equal or is more than .70 for content validity is usually satisfactory (Armenakis et al., 2007). The second test to validate internal validity of the Full Six-Subscale OCRBS was criterion-related validity. Armenakis et al. appraised the

usefulness or success with which the Full Six-Subscale OCRBS expected diverse effects unswerving with hypothesis and research.

To test criterion-related validity, Armenakis et al. (2007) used a scale that assessed feelings of the respondents to *procedural and distributive justice, affective change commitment, normative change commitment* and *organizational cynicism*. Procedural justice means

> people . . . consider the fairness of the formal organizational procedures that result in decisions. Procedural fairness is important to employees because it offers some control over the process and outcomes of decisions, thereby reassuring [the employees] about the likely fairness of their long-term outcomes (Thibaut & Walker, 1975), or because it recognizes individuals' standing in the organization, thereby contributing to their sense of self-worth (Lind & Tyler, 1988). (Paterson, Green, & Cary, 2002, ¶ 3)

Using Daly and Geyer's (as cited in Armenakis et al., 2007) instrument, with four items to compare the items of the Full Six-Subscale OCRBS to the items that test for procedural justice, the results demonstrated a coefficient alpha value of 85.

Distributive justice refers to the supposed or perceived equality of the results of distributed decisions, pertaining to organizational decisions and change (Paterson et al., 2002). Using Elkins and Phillips' modified survey of four items (as cited in Armenakis et al., 2007), results demonstrated a coefficient alpha of .81. Using two scales, each having 6 items, with one assessing affective change commitment and the other assessing normative change commitment (Herscovitch & Meyer, as cited in Armenakis et al., 2007), results demonstrated coefficient alphas of .89 and .75.

Two other tests for convergent and discriminant validity validated the Full Six-Subscale OCRBS (Armenakis et al., 2007). Armenakis et al. stated, "Because our exploratory and confirmatory factor analyses (using separate data sets) produced a five-factor, a priori structure, there was evidence of convergent validity for our OCRBS" (¶ 38). Using the data collected from the fourth empirical study, Armenakis et al. correlated the Full Six-Subscale OCRBS with a "seven-item psychological ownership scale" (van Dyne & Pierce, as cited in Armenakis et al., 2007, ¶ 39) and demonstrated the following results:

Discrepancy ($r = .19$, $p < .01$), appropriateness ($r = .37$, $p < .01$), efficacy ($r = .43$, $p < .01$), principal support ($r = .38$, $p < .01$), valence ($r = .31$, $p < .01$), and change recipients' beliefs ($r = .44$, $p < .01$). (¶ 39)

Based on the results of a five-factor solution, using exploratory factor analysis in Study 3, combined with additional statistical support by means of confirmatory factor analysis from Study 4, results demonstrated enough evidence to conclude discriminant validity (Armenakis et al., 2007).

Reliability of the OCRBS

The statistical test that demonstrated reliability for the Full Six-Subscale OCRBS (Armenakis et al., 2007) was internal consistency reliability. Armenakis et al. stated, "Internal consistency reliabilities were acceptable for both the subscales and the overall [Full Six-Subscale] OCRBS in each of the three organizations described in Studies 2, 3, and 4" (¶ 37). Results demonstrated acceptable "coefficient alpha for discrepancy, appropriateness, efficacy, principal support, valence, and overall change recipients' beliefs" (¶ 37).

Armenakis et al. (2007) reported the following results related to internal

consistency reliability and the Full Six-Subscale OCRBS:

Internal consistency reliabilities were acceptable for both the subscales and the

overall OCRBS in each of the three organizations described [Medical Division

(MD), manufacturing plant (PM), and Public Safety Organization (PSO)] . . . .

Specifically, coefficient alpha for discrepancy, appropriateness, efficacy, principal

support, valence, and overall change recipients' beliefs for MD were .92, .95, .86,

.87, .90, and .94, respectively. Coefficient alphas for PM were .89, .89, .76, .75,

.82, and .90 respectively. Finally, coefficient alphas for PSO were .70, .92, .76,

.69, .78, and .92, respectively. (¶ 37)

Armenakis et al. suggested future researchers conduct test-retest reliability to

demonstrate the usefulness of the Full Six-Subscale OCRBS.

<center>Internal and External Validity</center>

According to Trochim (2006c), internal validity means there is support that the

study's intervention caused the study outcomes. The first reason for a high degree of

internal validity is *causal effectiveness* of the intervention (Trochim, 2006a). A second

reason and, when using two study groups, the study groups are *probabilistically*

equivalent (Trochim, 2006a).

Internal Validity

Causal effectiveness is a term used for an intervention that demonstrates support

that if the intervention is given, then the expected effect comes about and if the

intervention is not given, then the expected effect does not come about (Trochim, 2006a).

Causal effectiveness of the intervention explains why experimental designs have a high

degree of internal validity (Trochim, 2006a). For the study, an insignificant result from the Full Six-Subscale OCRBS (Armenakis et al., 2007) pre and post-test scores implied that the treatment had no effect on nonprofits' staff members' readiness for change in approaching capacity building. The purpose of the experimental study was to identify causal effectiveness of the RCACB (The SCORE Foundation, n.d.) workshop, in order to isolate the RCACB from any other probable source of the outcome of readiness for change.

Probabilistic equivalence means that one knows very well that the odds are good that one will find a differentiation among the two study groups (Trochim, 2006d). Statistically, no two groups can be truly equal. When using multiple study groups, experimental designs can have a high degree of internal validity if the researcher can achieve the similar situations or conditions such as the same participants, environment and time; hence, be *probabilistically equivalent*.

For the experimental study, efforts were made to achieve probabilistically equivalent study groups. Probabilistic equivalence was achieved by using the Four-Item Valence Subscale of the OCRBS (Armenakis et al., 2007) as a participation tool. Following probabilistic equivalence, the research author used pseudo-random assignment of the participants to their respective study groups, ranking the mean scores from lowest to highest and placing every other participant in each of the study groups. Based on the experimental design, the study was strong in internal validity.

Another important characteristic of experimental designs is a high level of external validity. External validity is the results of one's study will repeat for persons in

another place and time (Trochim, 2006b). The following paragraph is a discussion of external validity related to experimental designs and the relation to the study.

External Validity

External validity refers to the generalization of a study's findings to a greater population. Trochim (2006a) believed that experimental designs were invasive and not easy to conduct in the majority of actual world contexts. By invasive, Trochim meant that experimental designs could have problems such as people drop out in the middle of the study, having extraordinary people as participants, or the study took place at an unusual time and not easily duplicated.

Trochim (2006b) identified the following ways to improve external validity: (a) use random selection of participants; (b) guarantee respondent participation and maintain a low dropout rate; and (c) conduct one's study in several different locations, with diverse people and at different periods. The study had a high degree of external validity from the use of random selection of participants, and due to pseudo-random assignment and equating study groups, and by using 102 participants from different levels of leadership and different organizations, at different times and locations.

Data Collection

The data collection instrument for this study was the Full Six-Subscale OCRBS (Armenakis et al., 2007). The Full Six-Subscale OCRBS was administered as a pre-test and post-test, in order to measure nonprofits' readiness for change before and after the training intervention. The Full Six-Subscale OCRBS was a six-point Likert-type scale. The response choices were 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), 5 (strongly agree), and 0 (do not know/not applicable).

Participants, taken from the Company X mailing list and randomly selected nonprofits throughout the St. Louis Metropolitan area, were sent a solicitation letter, a copy of the Informed Consent: 18 Years of Age or Older form, and a preaddressed stamped return envelope. The informed consent form was obtained prior to allowing participation in the study, and each informed consent form required an ink signature. Following the receipt of each participant's signed informed consent, a mailed or emailed copy of the Full Six-Subscale OCRBS (Armenakis et al., 2007) was mailed to each participant for completion.

Each participant was asked to complete the Full Six-Subscale OCRBS and return the completed survey using a preaddressed stamped return envelope and or email the survey back to the research author. Dates, times, and locations for the orientations and workshops were scheduled and implemented when a sufficient number of informed consent forms were received, followed by receipt of the participants' completed pre-tests. Workshops were continually scheduled and implemented until a minimum of 102 participants had fully participated in the study.

Using the scores from the Four-Item Valence Subscale of the OCRBS (Armenakis et al., 2007), 102 participants were pseudo-randomly assigned to one of the two study groups. Participants were scheduled for their assigned workshops. Following the intervention, each participant was asked to complete the Full Six-Subscale OCRBS (Armenakis et al., 2007) as a post-test.

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

Using a parametric six-point Likert-type survey for data analysis is an acceptable practice in quantitative studies. K. E. Jones (2005) reported using a Likert-type scale in a

quantitative, correlational study, measuring the association among ministerial effectiveness and certain management characteristics. Guenthner (2008) said the use of a Likert-type survey "provided the quantifiable evidence necessary for analysis" (para. 18).

The overall scores and six subscale readiness for change scores, measured at the local level for each participant, was manually entered into the Statistical Package for the Social Sciences (SPSS) software. Following the intervention, participants responded to the post-test Full Six-Subscale OCRBS (Armenakis et al., 2007). The subscale scores and overall readiness for change score, measured at the local level for each participant, was manually entered in the software package SPSS. The final data analysis was the gain score or change score, the difference between the pre-test and post-test overall subscale scores and overall readiness for change scores, to see if there was a change in readiness for change in the two study groups, due to the intervention.

The gain score or change score, which was the difference between the pre-test and post-test subscale scores and overall readiness for change scores, was statistically analyzed. Data sets were comprised of nonprofit participants' responses, from a pre-test and post-test survey, using the six-response Likert-type survey. Data sets from the Full Six-Subscale OCRBS (Armenakis et al., 2007) pre-test and post-test included responses from both study groups, which contributed to the overall gain score or change score of readiness for change as well as the subscale scores.

The analysis data involved use of difference values, the difference between pre-test scores and post-test scores for the two treatment conditions. Hypothesis tests were carried out by, first, calculating the pre-test mean, post-test mean, and mean differences

for both conditions, and then calculating the variance between the two mean differences for each treatment. Calculations were carried out using an Excel Spreadsheet.

Analysis of data also included analysis of variance (ANOVA) as the parametric method. The ANOVA assessed the degree of variance between the change score from the pre-test and post-test assessments, between the two treatment groups. This included calculating means, standard deviations, value of F, and resulting probability of chance for comparisons between the two treatment groups.

To determine an answer to the research question, separate analyses were carried out for seven-study hypothesis. Statistical procedure was to determine differences in mean values for the two groups, using ANOVA. The intended outcome would be the experimental groups' scores would differ from the control groups' scores. Expectation was the readiness group would show more improvement from pre-test to post-test than would the presentation group.

The ANOVA assessed the degree of variance between the overall change score from the pre-test and post-test assessments, between the two groups. ANOVA is a viable method for analyzing the effect of treatments or factors on a response. "An ANOVA decomposes the variability in the response variable amongst the different independent factors" (Statpoint, Inc., 2006, ¶ 1), and is used to assess "how much of the variability in the response variable is attributable to each factor" (¶ 1).

<div align="center">Summary</div>

The study was a quantitative, true experimental exploration of training in readiness for change in approaching capacity building and its effect on nonprofit staffs' readiness for change. The study included the assessment of 102 nonprofit staff members,

in the St. Louis Metropolitan area. The independent variable was the RCACB (The SCORE Foundation, n.d.) workshop. The dependent variable was readiness for change, using the Full Six-Subscale OCRBS (Armenakis et al., 2007).

Chapter 3 included details about the experimental research design selected to conduct the study. The appropriateness of the design was based on random selection and pseudo-random assignment, using the Four-Item Valence Subscale of the OCRBS (Armenakis et al., 2007). Participant assignment was based on the valence mean scores to determine group equivalence before experimentation. The research question was appropriate for the study design and inquired how does training in readiness for change in approaching capacity building, using the RCACB (The SCORE Foundation, n.d.) workshop, affect nonprofits staff members' readiness for change. The control group participated in the Presentation Skills (PS) (American Red Cross St. Louis Chapter-Volunteer Services, n.d.) workshop.

Using power analysis, it was determined that an appropriate sample size for the study would be at least 102 participants. The sample of participants was people who were current nonprofit staff members, and each signed an informed consent form to participate in the study. The St. Louis Metropolitan area was the geographic location for the study.

The study was replicable and the findings were generalizable to a larger population. Random selection in soliciting participants and pseudo-random assignment for equating the study groups ensured a high degree of external validity. The 102 participants came from different levels of nonprofit leadership and they participated at different times and locations, which supported the replicability of the study.

The Full Six-Subscale OCRBS (Armenakis et al., 2007) was a valid and reliable assessment survey (Armenakis et al., 2007). The Full Six-Subscale OCRBS was the instrument used to measure readiness for change in nonprofit staff members. The Full Six-Subscale OCRBS determined if there was a change between pre-test and post-test scores in readiness for change.

The use of a valid and reliable survey added to the study's generalizability and replicability. The Full Six-Subscale OCRBS (Armenakis et al., 2007) qualified according to the psychometric standards of the APA and was practical in following the development of efforts having to do with organizational change. Any organization can use the Full Six-Subscale OCRBS during any of the stages of organizational change, which include willingness (readiness), acceptance (adoption), and when organizations incorporate a change into their regular everyday tasks (institutionalization) (Armenakis et al., 2007).

Chapter 4 is a report of the results obtained from the statistical procedures conducted. The purpose of the research study is reiterated, and details given regarding the results with a graphic presentation of the findings. The data collection process, how the interventions were developed, the interpretation of any missing data, and the data analysis procedures are discussed.

CHAPTER 4: RESULTS

The purpose of this quantitative, true experimental research study was to examine the effect of training in readiness for change in approaching capacity building on nonprofit organization staff members. This was accomplished by creating a treatment condition of training in readiness for change and a control condition of training in making presentations. Participants in both groups were tested before and after training with a readiness for change instrument to determine training effect.

Chapter 4 includes the descriptive statistical results and findings followed by a concluding summary. Results section includes descriptions of the population and sample, sampling process, data collection instrument, the data collection procedures as well as the development of the interventions and the gathering of the data. The Results section also includes information on the missing data and analytic procedures. The second part of chapter 4 contains study findings, composed of test of equivalence of the two treatment groups, tests of seven study hypotheses, and answer to study research question. Chapter 4 concludes with a summary, containing the total results of the comparisons between the two treatment groups.

Results

The first part of this section includes the study population and sample, including the sampling process. Then the section includes descriptions of the instrument used to measure readiness for change, the process of collecting study data, and a description of the two independent variable conditions. The section ends with details on outcomes of test of equivalence of the two treatment groups prior to training interventions.

Population and Sample

The population for this study was composed of 120,466 staff members of nonprofit organizations, in the St. Louis Metropolitan Area. According to the power analysis for an 80% power level or an 80% probability of detecting deviations from the null hypotheses, the sample for the study was to be at least 102 nonprofit staff members. One hundred and forty-four participants formed the sample for this study.

Six participants were eliminated due to cancellations in the training sessions. This resulted in 138 participants completing the pre-test component of the study. Of those 138 possible participants, 36 did not attend any treatment and did not complete the post-test portion of the study, resulting in 102 participants. Achievement of the minimum sample size of 102 participants allowed for valid inferences.

Sampling Process

To obtain participants, solicitations of interest went to 1,479 nonprofit organizations in the St. Louis Metropolitan Area. The mailed packet consisted of a solicitation letter, an informed consent form and a pre-addressed stamped return envelope. Received signed consent forms totaled 144, which resulted in 144 potential participants over a seven-month period.

For 144 persons, scores on the valence subscale of the Full Six-Subscale Organizational Change Recipients' Beliefs Scale (OCRBS) (Armenakis et al., 2007) were determined after pre-testing. The valence subscale was chosen because it is most indicative of a person's personal inclination to change. Valence scores were arranged from lowest to highest, and persons were assigned to the two conditions by placing

alternating ones in each group. This process was followed until 51 persons were assigned to each condition.

Data Collection Process

The first step of the data collection process involved locating candidates by obtaining a signed informed consent from every potential participant. Solicitation packets were mailed to 1,479 nonprofit organizations. Signed informed consents arrived periodically and 144 originally signed informed consents were returned via mail or hand delivered, in a seven-month period. Copies of the signed informed consents from participants in the study and cancellations, remain confidential and in private storage.

The second step of the data collection process was to assign each participant a confidential code name (e.g., A1). Assigned code names ensured privacy of each participant's name and confidentiality related to each participant's documented responses. A participant's assigned code name was recorded on each signed informed consent form, following participation approval, and on each participant's completed pre-test and post-test.

The third step of the data collection process was completion of the pre-test, the readiness for change instrument. Once approved for participation, each participant received either by mail or by email a copy of the pre-test. Completed pre-tests were returned using a pre-addressed stamped return envelope or via e-mail. Response data from the pre-tests were typed into an Excel spreadsheet and later downloaded into SPSS.

The fourth step of the data collection was to conduct training sessions. Following an orientation and a two-hour workshop, the administration of the post-test was the fifth step in the data collection process. Post-tests were completed, placed in individual

envelopes, and sealed. Post-test response data were typed into an Excel spreadsheet and later downloaded into SPSS.

Workshops occurred at four different locations, and scheduled times included morning, afternoon, and evening, to accommodate participants' personal schedules. Information pertaining to the treatment groups, sample size of treatments, assigned code name, assigned workshop, location of workshop, and month and time each participant attended the workshop are in Table M1, listed in Appendix M and titled, Treatment Groups and Workshop Information.

Treatment and Control Interventions

The experimental group participated in a "Readiness for Change in Approaching Capacity Building" (The SCORE Foundation, n.d.) workshop, while the control group participated in a "Presentations Skills" (American Red Cross St. Louis Chapter-Volunteer Services, n.d.) workshop. Both workshops were conducted in a classroom, using a PowerPoint presentation format, and each was two hours in length. Each workshop was developed previously by different organizations.

Missing Data

No missing data occurred in the study. There were potential participants who did not actually take part in the study ($n = 42$) but among the 102 study participants there were no instances in which pre-tests and post-tests were incomplete. Full information from both conditions was available for data analysis.

Equivalence of Treatment Groups

To determine equivalence of treatment groups prior to training, an independent samples t-test for the valence subscale scores, from the pre-test only, was conducted.

Group results were as follows: Readiness group: *mean* = 3.36, *standard deviation* = .80.

Presentation group: *mean* = 3.10, *standard deviation* = 1.05. Test for difference between

means: $t(100) = -1.38$, $p = .17$. The two groups were equivalent prior to intervention.

Additional information on the equivalence of treatment groups is located in Appendix N

and titled, Equivalence of Treatment Groups.

Data Collection Instrument

      The readiness for change instrument was a six-point Likert-type scale. The

response choices were 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), 5

(strongly agree), and 0 (do not know or not applicable). Information about the data

analysis procedures follows. A copy of readiness instrument is located in Appendix A

titled, Full Six-Subscale Organizational Change Recipients' Beliefs Scale.

Analytic Procedures

      Data analysis was based on a parametric six-point Likert-type survey. Using this

type of survey for data analysis is an acceptable practice in quantitative studies. K. E.

Jones (2005) reported using a Likert-type scale in a quantitative, correlational study,

measuring the association among ministerial effectiveness and certain management

characteristics. Guenthner (2008) said the use of a Likert-type survey yields interval-level

data for parametric analysis.

      The analysis data involved use of difference values, the difference between pre-

test scores and post-test scores for the two treatment conditions. Hypothesis tests were

carried out by, first, calculating the pre-test mean, post-test mean, and mean differences

for both conditions, and then calculating the variance between the two mean differences

for each treatment. Calculations were carried out using an Excel spreadsheet.

Analysis of data also included analysis of variance (ANOVA) as the parametric method. The ANOVA assessed the degree of variance between the change score from the pre-test and post-test assessments, between the two treatment groups. This included calculating means, standard deviations, value of F, and resulting probability of chance for comparisons between the two treatment groups.

To determine an answer to the research question, separate analyses were carried out for seven-study hypothesis. Statistical procedure was to determine differences in mean values for the two groups, using ANOVA. The intended outcome would be the experimental groups' scores would differ from the control groups' scores. Expectation was the readiness group would show more improvement from pre-test to post-test than would the presentation group.

Findings of the seven hypothesis tests are presented below. For additional ease of understanding, the experimental group or experimental workshop will be the readiness group or the readiness workshop as it pertains to the findings. The control group or control workshop will be the presentation group or the presentation workshop as it pertains to the findings.

<div align="center">Hypothesis Tests</div>

The dependent variables in the analysis were the subscales and overall scores from the readiness for change instrument. The independent variable was type of training. Training was at two levels: readiness workshop for treatment group and presentation workshop for control group. Hypotheses included null and alternative hypotheses for the six subscales and overall readiness for change.

The first hypothesis involved the discrepancy subscale. The null hypothesis (H_O1) and the alternative hypothesis (H_A1) for discrepancy were as follows:

(H_O1): There is no difference in discrepancy scores between nonprofit staff who receive the training, Readiness for Change in Approaching Capacity Building workshop, and nonprofit staff who receive the Presentation Skills workshop.

(H_A1): Nonprofit staff who receive the training, Readiness for Change in Approaching Capacity Building workshop, will demonstrate a greater discrepancy score than nonprofit staff who receive the Presentation Skills workshop.

To help answer Hypothesis 1, pre-test and post-test means and mean differences for both workshops were calculated, as well as the variance between the mean differences of both treatment conditions. The discrepancy subscale mean difference from pre-test to post-test for the readiness workshop was 1.10. The discrepancy subscale mean difference from pre-test to post-test for the presentation workshop was 1.25. The variance between the two workshop mean differences was 0.15. The results for the discrepancy subscale pre-test and post-test mean, mean difference scores and the variance between the mean differences of the two treatments are in Table 1.

Table 1

Results for Discrepancy Subscale

Treatment	Pre-test Mean	Post-test Mean	Difference
Readiness	16.40	17.50	1.10
Presentation	15.08	16.33	1.25
Total			0.15

Note: Maximum Possible Score = 20

Using ANOVA for presentation group, the average change in individual

discrepancy scores was .31 (SD = .74). For readiness group, the average change in

individual discrepancy scores was .27 (SD = .63). No significant difference existed

between the treatment groups when it came to the average change in discrepancy scores,

$f(1, 100)$ = .08, p = .78. The null hypothesis could not be rejected; the readiness training

had no effect on discrepancy scores. The results for the ANOVA for discrepancy are in

Table 2.

Table 2

Analysis of Variance Results for Discrepancy

	Treatments	n	M	SD	f(df1, df2)	p
Discrepancy Difference	Presentation Workshop	51	0.31	0.74		
	Readiness Workshop	51	0.27	0.63		
	Total	102	0.29	0.69	$f(1, 100)$ = .08	.78

The second hypothesis involved the appropriateness subscale. The null hypothesis

(H_O2) and the alternative hypothesis (H_A2) for appropriateness were as follows:

H_O 2: There is no difference in appropriateness scores between nonprofit staff

who receive the training, Readiness for Change in Approaching Capacity

Building workshop, and nonprofit staff who receive the Presentation Skills

workshop.

H_A 2: Nonprofit staff who receive the training, Readiness for Change in

Approaching Capacity Building workshop, will demonstrate a greater

appropriateness score than nonprofit staff who receive the Presentation Skills workshop.

To help answer Hypothesis 2, pre-test and post-test means and mean differences for both workshops were calculated, as well as the variance between the mean differences of both treatment conditions. The appropriateness subscale mean difference from pre-test to post-test for the readiness workshop was 1.12. The discrepancy subscale mean difference from pre-test to post-test for the presentation workshop was 1.09. The variance between the two workshop mean differences was 0.03. The results for the appropriateness subscale pre-test and post-test mean, mean difference scores and the variance between the mean differences of the two treatments are in Table 3.

Table 3

Results for Appropriateness Subscale

Treatment	Pre-test Mean	Post-test Mean	Difference
Readiness	20.84	21.96	1.12
Presentation	19.60	20.69	1.09
Total			0.03

Note: Maximum Possible Score = 25

Using ANOVA for the presentation group, the average change in individual appropriateness scores was .22 (SD = .61). For readiness group, the average change in individual appropriateness scores was .22 (SD = .66). No significant difference existed between the treatment groups when it came to the average change in appropriateness scores, $F(1, 100) < .01$, $p > .99$. The null hypothesis could not be rejected; the readiness

training had no effect on appropriateness scores. The results for the ANOVA for

appropriateness are in Table 4.

Table 4

Analysis of Variance Results for Appropriateness

	Treatment	*n*	M	SD	*f*(df1, df2)	*p*
Appropriateness	Presentation Workshop	51	0.22	0.61		
Difference	Readiness Workshop	51	0.22	0.66		
	Total	102	0.22	0.64	*f*(1, 100) = .00	1.00

The third hypothesis involved the efficacy subscale. The null hypothesis (H$_O$3)

and the alternative hypothesis (H$_A$3) for efficacy are as follows:

H$_O$ 3: There is no difference in efficacy scores between nonprofit staff who

receive the training, Readiness for Change in Approaching Capacity Building

workshop, and nonprofit staff who receive the Presentation Skills workshop.

H$_A$3: Nonprofit staff who receive the training, Readiness for Change in

Approaching Capacity Building workshop, will demonstrate a greater efficacy

score than nonprofit staff who receive the Presentation Skills workshop.

To help answer Hypothesis 3, pre-test and post-test means and mean differences

for both workshops were calculated, as well as the variance between the mean differences

of both treatment conditions. The efficacy subscale mean difference from pre-test to post-

test for the readiness workshop was 1.48. The efficacy subscale mean difference from

pre-test to post-test for the presentation workshop was 0.79. The variance between the

two workshop mean differences was 0.69. The results for the efficacy subscale pre-test

and post-test mean, mean difference scores and the variance between the mean

differences of the two treatments are in Table 5.

Table 5

Results for Efficacy Subscale

Treatment	Pre-test Mean	Post-test Mean	Difference
Readiness	20.25	21.73	1.48
Presentation	19.84	20.63	0.79
Total			0.69

Note: Maximum Possible Score = 25

      Using ANOVA for presentation group, the average change in individual efficacy

scores was .16 (SD = .58). For readiness group, the average change in individual efficacy

scores was .29 (SD = .53). No significant difference existed between the treatment groups

when it came to the average change in efficacy scores, $F(1, 100) = 1.56$, $p = .22$. The null

hypothesis could not be rejected; the readiness training had no effect on efficacy scores.

The results for the ANOVA for efficacy are in Table 6.

Table 6

Analysis of Variance Results for Efficacy

	Treatment	n	M	SD	f(df1, df2)	p
Efficacy Difference	Presentation Workshop	51	0.16	0.58		
	Readiness Workshop	51	0.29	0.53		
	Total	102	0.23	0.56	$f(1, 100) = 1.56$	.22

The fourth hypothesis involved the CAS subscale. The null hypothesis (H$_O$4) and the alternative hypothesis (H$_A$4) for CAS were as follows:

H$_O$4: There is no difference in change agent support scores between nonprofit staff who receive the training, Readiness for Change in Approaching Capacity Building workshop, and nonprofit staff who receive the Presentation Skills workshop.

H$_A$4: Nonprofit staff who receives the training, Readiness for Change in Approaching Capacity Building workshop, will demonstrate a greater change agent support score than nonprofit staff who receive the Presentation Skills workshop.

To help answer Hypothesis 4, pre-test and post-test means and mean differences for both workshops were calculated, as well as the variance between the mean differences of both treatment conditions. The CAS subscale mean difference from pre-test to post-test for the readiness workshop was 0.88. The CAS subscale mean difference from pre-test to post-test for the presentation workshop was 0.37. The variance between the two workshop mean differences was 0.51. The results for the CAS subscale pre-test and post-test mean, mean difference scores and the variance between the mean differences of the two treatments are in Table 7.

Table 7

Results for Change Agent Support Subscale

Treatment	Pre-test Mean	Post-test Mean	Difference
Readiness	13.16	14.04	0.88
Presentation	15.08	15.45	0.37
Total			0.51

Note: Maximum Possible Score = 20

Using ANOVA for presentation group, the average change in individual CAS scores was .09 (*SD* = .62). For readiness group, the average change in individual CAS scores was .22 (*SD* = .90). No significant difference existed between the treatment groups when it came to the average change in CAS scores, $F(1, 100) = .70$, $p = .41$. The null hypothesis could not be rejected; the readiness training had no effect on CAS scores. The results for the ANOVA for CAS are in Table 8.

Table 8

Analysis of Variance Results for Change Agent Support

	Treatment	*n*	M	SD	*f*(df1, df2)	*p*
Change Agent Support	Presentation Workshop	51	0.09	0.62		
Difference	Readiness Workshop	51	0.22	0.90		
	Total	102	0.16	0.77	f(1, 100) = .70	.41

The fifth hypothesis involved the RPS subscale. The null hypothesis (H$_O$5) and the alternative hypothesis (H$_A$5) for RPS are as follows:

H_O5: There is no difference in respected peer support scores between nonprofit staff who receive the training, Readiness for Change in Approaching Capacity Building workshop, and nonprofit staff who receive the Presentation Skills workshop.

H_A5: Nonprofit staff who receive the training, Readiness for Change in Approaching Capacity Building workshop, will demonstrate a greater respected peer support score than nonprofit staff who receive the Presentation Skills workshop.

To help answer Hypothesis 5, pre-test and post-test means and mean differences for both workshops were calculated, as well as the variance between the mean differences of both treatment conditions. The RPS subscale mean difference from pre-test to post-test for the readiness workshop was 0.74. The RPS subscale mean difference from pre-test to post-test for the presentation workshop was 0.21. The variance between the two workshop mean differences was 0.53. The results for the RPS subscale pre-test and post-test mean, mean difference scores and the variance between the mean differences of the two treatments are in Table 9.

Table 9

Results for Respected Peer Support Subscale

Treatment	Pre-test Mean	Post-test Mean	Difference
Readiness	7.12	7.86	0.74
Presentation	7.55	7.76	0.21
Total			0.53

Note: Maximum Possible Score = 10

Using ANOVA for presentation group, the average change in individual RPS scores was .11 (SD = .80). For readiness group, the average change in individual RPS scores was .37 (SD = .83). No significant difference existed between the treatment groups when it came to the average change in RPS scores, $F(1, 100) = 2.70$, $p = .10$. The null hypothesis could not be rejected; the readiness training had no effect on RPS scores. The results for the ANOVA for RPS are in Table 10.

Table 10

Analysis of Variance Results for Respected Peer Support

	Treatment	n	M	SD	f(df1, df2)	p
Respected Peer Support	Presentation Workshop	51	0.11	0.80		
Difference	Readiness Workshop	51	0.37	0.83		
	Total	102	0.24	0.82	$f(1, 100) = 2.70$	.10

The sixth hypothesis involved the valence subscale. The null hypothesis (H_O6) and the alternative hypothesis (H_A6) for valence were as follows:

H_O6: There is no difference in valence scores between nonprofit staff who receive the training, Readiness for Change in Approaching Capacity Building workshop, and nonprofit staff who receive the Presentation Skills workshop.

H_A6: Nonprofit staff who receive the training, Readiness for Change in Approaching Capacity Building workshop, will demonstrate a greater valence score than nonprofit staff who receive the Presentation Skills workshop.

To help answer Hypothesis 6, pre-test and post-test means and mean differences for both workshops were calculated, as well as the variance between the mean differences

of both treatment conditions. The valence subscale mean difference from pre-test to post-test for the readiness workshop was 1.39. The valence subscale mean difference from pre-test to post-test for the presentation workshop was 0.94. The variance between the two workshop mean differences was 0.45. The results for the valence subscale pre-test and post-test mean, mean difference scores and the variance between the mean differences of the two treatments are in Table 11.

Table 11

Results for Valence Subscale

Treatment	Pre-test Mean	Post-test Mean	Difference
Readiness	13.43	14.82	1.39
Presentation	12.41	13.35	0.94
Total			0.45

Note: Maximum Possible Score = 20

Using ANOVA for presentation group, the average change in individual valence scores was .24 (*SD* = .99). For readiness group, the average change in individual valence scores was .35 (*SD* = .77). No significant difference existed between the treatment groups when it came to the average change in valence scores, $F(1, 100) = .41$, $p = .52$. The null hypothesis could not be rejected; the readiness training had no effect on valence scores. The results for the ANOVA for valence are in Table 12.

Table 12

Analysis of Variance Results for Valence

	Treatment	*n*	M	SD	*f*(df1, df2)	*p*
Valence Difference	Presentation Workshop	51	0.24	0.99		
	Readiness Workshop	51	0.35	0.77		
	Total	102	0.29	0.89	*f*(1, 100) = .41	.52

The seventh hypothesis involved the overall score for readiness for change, taking into account all six subscales. The null hypothesis (H_O7) and the alternative hypothesis (H_A7) for the overall score were as follows:

H_O7: There is no difference in readiness for change between nonprofit staff who receive the training, Readiness for Change in Approaching Capacity Building workshop, and nonprofit staff who receive the Presentation Skills workshop.

H_A7: Nonprofit staff who receive the training, Readiness for Change in Approaching Capacity Building workshop, will demonstrate a greater readiness for change than nonprofit staff who receive the Presentation Skills workshop.

To help answer Hypothesis 7, pre-test and post-test means and mean differences for both treatments were calculated, as well as the variance between the mean differences of both treatment conditions. The overall readiness for change score mean difference from pre-test to post-test for the readiness workshop was 6.71. The overall readiness for change score mean difference from pre-test to post-test for the presentation workshop was 4.69. The variance between the two workshop mean differences was 2.02. The results for the overall readiness for change score pre-test and post-test mean, mean

difference scores and the variance between the mean differences of the two treatments are in Table 13.

Table 13

Results for Overall Score

Treatment	Pre-test Mean	Post-test Mean	Difference
Readiness	91.20	97.90	6.71
Presentation	89.53	94.22	4.69
Total			2.02

Note: Maximum Possible Score = 120

Using ANOVA for presentation group, the average change in the overall scores was .20 (*SD* = .42). For readiness group, the average change in the overall scores was .28 (*SD* = .42). No significant difference existed between the treatment groups when it came to the average change in overall scores, $F(1, 100) = .98$, $p = .33$. The null hypothesis could not be rejected; the readiness training had no effect on overall scores. The results for the overall readiness for change are in Table 14.

Table 14

Analysis of Variance for Overall Readiness for Change

	Treatment	*n*	M	SD	*f*(df1, df2)	*p*
Overall Score Difference	Presentation Workshop	51	0.20	0.42		
	Readiness Workshop	51	0.28	0.42		
	Total	102	0.24	0.42	$f(1, 100) = .98$	.33

Answer to Research Question

One research question guided the research study. The research question was as follows: How does training using the Readiness for Change in Approaching Capacity Building (The SCORE Foundation, n.d.) workshop affect nonprofits' staff members' readiness for change? The answer to the research question is based on the results for the seven hypothesis tests, when comparing the two treatment groups.

When comparing the two treatment groups, the presentation and readiness group responses did not significantly differ from one another, from pre-test to post-test responses, as noted in Tables 5, 7, 9, 11, 13, 15, and 17. Any specific outcomes for the group receiving training in readiness for change can be attributed to chance. The answer to the research question is the readiness for change training had no effect on change readiness of members of nonprofit organizations.

Summary

The purpose of this quantitative, true experimental research study was to determine the effect of training in readiness for change in approaching capacity building on nonprofit organizations' staff members. Mailed packets consisting of a solicitation letter, an informed consent form and a pre-addressed stamped return envelope went to 1,479 randomly selected nonprofit organizations, in the St. Louis Metropolitan Area. One hundred and forty-four persons returned signed consent forms.

Following pre-testing, scores on the valence subscale were rank-ordered, from lowest to highest score, for the 144 candidates. Potential participants were assigned to the two conditions by placing alternating ones in each group, until 51 people were assigned

to each treatment. The valence subscale was chosen because it is most suggestive of a person's tendency to change.

The data collection process consisted of five steps: establishing candidates by obtaining signed informed consents from potential participants, assigning each participant a confidential code name, and completion of the readiness for change instrument as a pre-test, conducting orientation and two-hour training sessions, and the administration of the readiness for change instrument as a post-test. Following an orientation and a two-hour workshop, post-tests were distributed and completed. Workshops took place at four locations, at morning, afternoon, and evening periods. Pre-test and post-test response data were prepared for SPSS analysis.

Hypothesis tests were carried out for six readiness test subscales and total score. No significant differences were found between the two treatments for the seven hypothesis tests. The answer to the research question is the readiness for change training had no effect on change readiness of members of nonprofit organizations.

Based on study results presented in chapter 4, chapter 5 contains discussions of study outcomes. Chapter 5 includes conclusions, recommendations, and potential future research studies. Chapter 5 also involves a discussion of how the current study information may extend knowledge regarding readiness for change.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

The purpose of this quantitative, true experimental research study was to examine training in readiness for change in approaching capacity building, to find out its effect on nonprofits' staff members' readiness for change. Accomplishment of establishing the effect happened using an experimental workshop of training in readiness for change and a control workshop of training in making presentations. An examination of participants in both groups, using an instrument that measured readiness for change, determined the training effect before and after training.

Chapter 5 begins with a summary of the findings from chapter 4. Chapter 5 contains statistical inferences based on the one research question. Chapter 5 includes recommendations for leadership and those who would need to concentrate on the study results, suggestions for further research, researcher reflections, summary and conclusion.

Review of Research Findings

The discussion of the research findings is focused on the research question addressed in the current study. Emphasis is on the results from the seven hypothesis tests, based on the comparison of two treatment groups. Discussion includes implications based on the results, followed by commentary linking findings to the literature, as outlined in chapter 2 of this study.

The study research question inquired how training using the Readiness for Change in Approaching Capacity Building (The SCORE Foundation, n.d.) workshop affects nonprofits' staff members' readiness for change. Seven hypotheses were created to examine the effect, one for each of the six subscales and one for total score on the instrument. Findings demonstrated there was no significant difference between the two

treatments in the change scores, from pre-test to post-test for all subscales and overall score. The readiness workshop did not have its expected outcome; and whatever differences occurred between pre-test score and post-test score was due to chance and not to training.

Conclusions

Two conclusions of the research findings are the center of this discussion. Both conclusions include the lack of effect of the readiness training on nonprofits' staff members' readiness for change. The first conclusion is training in readiness has no effect on nonprofits' staff members when staff are already in a high state of readiness for change. The second conclusion is readiness training and presentation skills training have no effect on nonprofits' staff members because both training programs have common content. The conclusions contribute answers related to social and theoretical issues, in the context of capacity building for nonprofits, training, and change readiness.

During Time of High Readiness, Training has no Effect

One study conclusion was when staff members of nonprofit organizations are already in a high state of readiness for change, any training will have a marginal effect, as was the case with participants in the present study. On average, the participants demonstrated high readiness prior to training (see Table 16). That meant there was minimal room for growth in readiness as the result of any training.

Writers concur with a need for staff training (De Vita et al., 2001; Kumar et al., 2007) and educating staff in the preparation for change (Wirtenberg et al., 2007). Walinga (2008) reported results from a qualitative study of readiness for change. No

other studies existed examining training and performance related to readiness for change (Walinga, 2008).

Nonprofit capacity building is difficult to develop, as nonprofits have to deal with complex environments (Cheverton, 2007; Mueller, 2007). According to A. Smith et al. (2004), if training is performed during difficult work environments, resistance to change can occur. De Vita et al. (2001) elaborated on the effects of training, how training could help improve skills in a fast changing environment.

For this current study, no resistance to change was evident. This suggests the concept of resistance to change was not involved with the minor differences found for both treatment groups. While the concept of resistance to change has received considerable attention (Smith et al., 2004) it does not appear to be a factor in this study.

Readiness Training and Presentation Training Share Common Features

A second conclusion of this study is readiness training and presentation training may have not demonstrated different outcomes because the two training forms contain similar content. Commonality of the two interventions is evident through a close examination of the shared themes. Both interventions contain a common theme of persuasive communication, related to readiness for change.

The readiness workshop provided information required for a readiness change agenda, such as knowledge about what makes a successful change program. The presentation workshop provided information of how to communicate to one's audience. The presentation training included such things as focusing on the central idea of your speech, handling questions, and using evidence of persuasion such as personal

experience, analogy, judgment of experts, examples, and statistics or facts (American Red Cross St. Louis Chapter-Volunteer Services, n.d.).

A strong commonality of the two interventions was a focus on the benefit of the audience. The presentation training was focused on converting one's main purpose of the presentation to a benefit statement for the audience (American Red Cross St. Louis Chapter-Volunteer Services, n.d.). The presentation training emphasized the central idea is the strength of the presentation, staff does not have to guess what the main idea will be, and the central idea unmistakably reflects what's in it for me if one employs the action (American Red Cross St. Louis Chapter-Volunteer Services, n.d.). The readiness workshop referred to the sixth subscale, valence, as a change that addresses the personal needs of those affected by the change (Armenakis et al., as cited in The SCORE Foundation, n.d.). The readiness training suggested using the readiness instrument; which can gauge readiness at the individual level as it pertains to personal benefit, among other components of readiness (Holt et al., as cited in The SCORE Foundation, n.d.).

Another commonality of the two interventions was the concept of appropriateness. The presentation training was focused on the appropriate way to deliver one's message: moving away from not having eye contact, not focused on how one conveys one's message, and the lack of visual aids, to a preferred way of presenting one's message (American Red Cross St. Louis Chapter-Volunteer Services, n.d.). The presentation training was focused on the importance of the three V's of Communication, verbal, visual, and vocal. The readiness workshop identified appropriateness as a component of readiness for change (Armenakis et al. and Holt et al., as cited in The SCORE Foundation, n.d.). The readiness assessment has demonstrated positive results for

readiness, which can gauge readiness at the individual level, pertaining to one's belief about the appropriateness of the change (Holt et al., as cited in The SCORE Foundation, n.d.).

Discussion

The non-significant study findings yielded two conclusions. Beyond those conclusions, a number of factors may have contributed to the lack of effect of the readiness training. Potential explanatory factors are discussed below, based on published literature.

Environmental Systems Influence Capacity Building

An area of focus of the literature was the environmental context of nonprofits. Jansen (2000) reported that leaders who consider readiness for change must consider the organizational environment. The SCORE Foundation (n.d.) identified the environmental systems that influence capacity building involves three sectors: government, business, and nonprofits. Four influencing forces include economic and market conditions, political factors, socioeconomic and demographic factors, and values and social norms.

According to Cavanagh et al. (n.d.), nonprofits, government, and businesses are key resources to the community and the environmental context of the three sectors is the change force. For-profit entities are venturing into areas once thought to be government and nonprofits areas, and nonprofits are facing more competition from the for-profit arenas. Nonprofits are moving to new strategies, when demand for services is high and resources are low. Nonprofits, business and government intertwine, and all three sectors are feeling pressures to change (Cavanagh et al., n.d.).

Literature, as outlined in chapter 2, pointed to the current environmental forces that are affecting nonprofits today. Daniels et al. (2006) reported that increasingly, people and businesses are holding back benevolent gifts when the bookkeeping, control, and authority of a nonprofit are uncertain. Nonprofits are having to deal with decreased funding (Ramos, 2004); and Abraham (2006) reported that nonprofits were reactive to situations, creating processes out of reacting to situations rather than acting on nonprofit initiatives based on long-term strategic goals. Mccann (2004) highlighted the environmental context by saying organizations have to be able to deal with rapid change by assessing their environments, understanding their situation, mobilizing, and redeploying such things as resources and staff in order to manage any situation that arises.

Readiness for change is a foundational component of capacity building (Backer, 2001); and environmental systems influence capacity building (The SCORE Foundation, n.d.). Environmental systems may have been the force of change prior to intervention, as change recipients demonstrated high pre-test scores. Literature provides support that the lack of effect by the readiness training may be due to the environmental systems that have an effect on capacity building.

Persuasive Communication Necessary During High Readiness

Organizations have active situations and always introduce change in their strategy (Armenakis et al., 1993). Armenakis et al. noted a theoretical program for readiness, during a time of high readiness and high urgency includes a persuasive communication change message. A program that involves active input and management of outside information may not be a suitable program (Armenakis et al., 1993).

Jansen (2000) reported readiness of an organization for change lies in leaders'

ability to recognize the need for change and capacity to make change happen. The

success of any persuasive approach or program is reliant on the change agent exerting

them (Armenakis et al., 1993). Literature provides support that organizations should have

a change program when nonprofits' staff members demonstrate high readiness. Change

agents should execute *rich* believable communication and build readiness within the

environmental context facing the organization (Armenakis et al., 1993).

Lack of Training Customization

Wing (2004) said that capacity building initiatives such as training must be both

individually accepted and institutionalized or it will fade away. There is no one set way to

solve issues within organizations (Blumenthal, 2003). Blumenthal suggested that

organizations have less emphasis on one best solution or best practice and move toward

customization; and accentuate creating alignment with the organization and its

surroundings (Blumenthal, 2003; The SCORE Foundation, n.d.).

Lack of Assessing All Staff for Readiness

Readiness assessment is necessary (Smith, 2005), organizationally and

individually. Participants of this present study were volunteers. The participants may not

represent all staff of a nonprofit organization. It may be that involving a wider range of

staff members, including persons not inclined to volunteer, would have produced

different outcomes than were found with only volunteers.

<div align="center">Recommendations</div>

The major recommendation is not to train staff in readiness for change or

presentation skills during times when staff demonstrate high readiness for change. Both

readiness training and presentation skills training share some of the same features. Both training interventions have no effect on staff during times of high readiness. In fact, any training will have marginal effects during times when staff demonstrate high readiness for change.

Based on the one recommendation, distribution of the findings, conclusions and recommendation could include over 5,000 nonprofit organizations in the St. Louis Metropolitan area (GuideStar.Org, 2008). Others include nonprofit staff over professional journals of community administration, communal guidelines, and nonprofit focused publications, focused on program quality and organizational effectiveness. Literature highlights that few studies document which practices work for what kind of organizations or actions and situations (Borris, 2001); as well as statistics demonstrate that approximately 70% of organizational change initiatives fail (Pellettiere, 2006). Sharing the findings and conclusions of this study add to how important it is not to overlook the importance of readiness (Armenakis et al., 1993), and program quality during high readiness.

Institutions expanding assessment systems and institutional funders may be interested in the findings. Fieldstone Alliance & GEO (2005) pointed out four grantee assessment tools available for public use in the early part of the 21st century: The McKinsey Capacity Assessment Grid, The LISC Capacity-Building Model-CapMap ®, The Unity Foundation's C. Q. ®, and The Babcock Foundation's Assessment for Grassroots Organizations. The findings of this study may transform negative attitudes about assessments (Cunningham & Ricks, 2004) and improve the quality of readiness programs. In addition, donors seek out foundations to do nonprofit evaluations

(Cunningham & Ricks, 2004). Foundations may welcome the change readiness agenda, which may help donors move away from having no confidence in the performance capacity process; do away with the challenges of uncertainty and dissatisfaction in performance evaluation (Cunningham & Ricks, 2004); and assist those who focus on training as a way to improve capacity building for nonprofits.

<div align="center">Recommendations for Future Research</div>

Based on what occurred during the conduct of the present study, three future research studies are described below. One addresses inclusion of demographic information in a follow-up investigation. A second suggests the potential value of using a far different training program to compare with the purported readiness for change training program. The third future study would expand on research method by using both qualitative and quantitative designs.

Include Demographic Data

One could expand the study and obtain demographic information from participants, such as age, gender, ethnicity, years as volunteer or paid staff, and or leadership role. If such information existed, one could evaluate the data for demographics, as it relates to training in readiness, readiness assessment, and the effects of training in the context of environmental influence. For instance, one might examine the differences in the pre-test and post-test scores when comparing volunteers and paid staff, or comparing leaders and line staff.

Different Content for Control Group Training

Future research could be to duplicate the study using a different training for the control treatment. The control training should not relate in any way to the experimental

training. Some examples to avoid as content include information pertaining to persuasive communication, the personal benefit to the audience, and the appropriateness of the action one should employ.

Mixed-Methods Study

Combining quantitative and qualitative research aspects could be valuable. Blumenthal (2003) said an experimental design, with a large number of participants coupled with carefully intended and relative case studies, involving high and low performance organizations, offers a firm groundwork to make conclusions related to issues and successful performance. The benefits of using a true, quantitative design are evaluators (a) can achieve a level of confidence related to determining a cause and effect relationship (Powell, 2006); and (b) can replicate measurements prior to and following an intervention and spot causes that influence organizational change (Blumenthal, 2003).

Involving a qualitative design in a future study may help attain more insight into cause-and-effect outcomes. A future study could include staff interviews or organizational case studies. The goal of this type of method could target organizations or training resources that bring about successful change or improvement.

Researcher Reflections

The researcher's bias was one of favor for the readiness workshop over the presentation workshop. The researcher assumed readiness workshop would demonstrate a significantly higher change score from pre-test to post-test, when comparing the two interventions. The findings were surprising as one learned that presentation training is similar to readiness training. The researcher has changed her biased views because of the

study. There are more insights to gain and factors to learn related to training and its effect on nonprofits' staff members' readiness for change.

Summary

In summary, the purpose of this study was to examine training in readiness and its effect on nonprofits' staff members' readiness for change. Findings demonstrated there was no considerable variation between the two treatments in the change scores, from pre-test to post-test for all subscales and overall score. The readiness workshop did not have its anticipated result; and whatever divergence occurred between pre-test score and post-test score was due to chance and not to training.

Two major conclusions surfaced from the findings: training in readiness has no effect on nonprofits' change recipients during times of high readiness for change; and readiness training and presentation training demonstrate no significant difference in effect during times when nonprofits' staff members demonstrate high readiness. Four theoretical items provide a framework as reasons that may hinder an improved effect of training in readiness. Potential findings, based on published information, include environmental systems influence capacity building, persuasive communication is necessary during times of high readiness; readiness training may need to be customized; and lack of effect may be due to lack of assessing all staff for readiness.

One recommendation focused on what not to do during times when staff demonstrate high readiness. Change programs that include training in readiness, presentation skills or any training during a time of high readiness will only have a marginal effect. Dissemination of findings and conclusions may include leaders and institutions focused on nonprofit field building and publications in organizational

effectiveness, which include institutions expanding assessment systems and nonprofit funding institutions. Further research suggestions include expanding the study using demographic data, use of a different treatment for the control group and a future Mixed-method study.

Conclusion

The inferences based on this study bring about new insights into the area of training in readiness during a time when staff demonstrate high readiness. Inferences identified training during high change readiness has an insignificant effect. It is important to note that inferences do not suggest doing away with training; employee training is essential (Narayan et al., 2007) as well as assessment of readiness. Inferences are specific to program quality, as it relates to nonprofits' organizational effectiveness, capacity building, and the effect of readiness training during high readiness for change.

Along with the conclusions of this study, it is important not to forget what literature has contributed. Drucker (1986) said that leaders must understand organizational life, know what to regard as important, focus on results areas in the external environment, and focus on how to diagnose and direct the business (Drucker, 1986). Leaders may find it valuable to consider the environmental systems that influence capacity building (The SCORE Foundation, n.d.). Leaders may want to employ a change agent with a persuasive change message, during a time of rapid change and high readiness (Armenakis et al., 2007), as well as emphasize customization in regards to organizational workings, the environment and the alignment thereof (Blumenthal, 2003). Last, leaders may find it valuable to assess all staff for readiness for change.

Nonprofits have to work in multifaceted environments (Balser & McClusky, 2005); and building the capacity of nonprofit organizations is a complex task (Sowa et al., 2004). Readiness for change is a foundational component of capacity building (Backer, 2001); and training was identified as a capacity building approach (Backer, 2001). Educating staff and getting them prepared for change (Wirtenberg et al., 2007) is imperative; however, training during a time of high readiness is not necessary as there is no significant effect on the degree of buy-in or readiness for change by nonprofits' change recipients during times of high readiness.

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APPENDIX A: FULL SIX-SUBSCALE ORGANIZATIONAL CHANGE

RECIPIENTS' BELIEFS SCALE

FULL SIX-SCALE ORGANIZATIONAL CHANGE RECIPIENTS' BELIEFS SCALE

(Armenakis, Bernerth, Pitts & Walker, 2007)

Please answer the following questions as they pertain to your beliefs about the non-profit organization for which you currently work. Use the scale found at the top of each page to select the response that best reflects your beliefs about change in your organization.

1	2	3 ………….	4 ……………	5	
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Do Not Know (DK)/ Not Applicable (NA)

1. We need to change the way we do some things in this organization.

> 1 .... 2 .... 3 .... 4 .... 5 .... DK/NA

2. I believe the change from the current way we do some things in our organization, to a new way of doing some things will have a favorable effect on our operations.

> 1 .... 2 .... 3 .... 4 .... 5 .... DK/NA

3. I have the capability to implement a change from the current way we do some things in our organization, to a new way of doing some things.

> 1 .... 2 .... 3 .... 4 .... 5 .... DK/NA

4. Most of my respected peers would embrace the changes in our organization.

> 1 .... 2 .... 3 .... 4 .... 5 .... DK/NA

5. The top leaders of my organization are "walking the talk" regarding the need for change.

> 1 .... 2 .... 3 .... 4 .... 5 .... DK/NA

6. The change from the current way we do some things in our organization, to a new way of doing some things will benefit me.

> 1 .... 2 .... 3 .... 4 .... 5 .... DK/NA

1	2	3 ………….	4 ……………	5	
Strongly	Disagree	Neutral	Agree	Strongly	Do Not Know (DK)/
Disagree				Agree	Not Applicable (NA)

7. We need to improve the way we operate in this organization.

　　　　　1 .... 2 .... 3 .... 4 .... 5 .... DK/NA

8. The changes we could implement are correct for our situation.

　　　　　1 .... 2 .... 3 .... 4 .... 5 .... DK/NA

9. I can implement changes in my job.

　　　　　1 .... 2 .... 3 .... 4 .... 5 .... DK/NA

　　10. The majority of my respected peers are dedicated to making change successful in our organization.

　　　　　1 .... 2 .... 3 .... 4 .... 5 .... DK/NA

　　11. The top leaders of my organization support the change from the current way we do some things in our organization, to a new way of doing some things.

　　　　　1 .... 2 .... 3 .... 4 .... 5 .... DK/NA

12. With needed changes in my job, I will experience more self-fulfillment.

　　　　　1 .... 2 .... 3 .... 4 .... 5 .... DK/NA

13. We need to improve our effectiveness by changing our operations.

　　　　　1 .... 2 .... 3 .... 4 .... 5 .... DK/NA

　　14. Change we could implement in our operations will improve the performance of our organization.

　　　　　1 .... 2 .... 3 .... 4 .... 5 .... DK/NA

1	2	3	4	5	
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Do Not Know (DK)/ Not Applicable (NA)

15. I believe I will be capable of successfully performing my job duties as a result of changes in our organization.

1 .... 2 .... 3 .... 4 .... 5 .... DK/NA

16. My immediate manager encourages me to support making changes in our organization.

1 .... 2 .... 3 .... 4 .... 5 .... DK/NA

17. I will earn higher pay from my job after our organization makes needed changes.

1 .... 2 .... 3 .... 4 .... 5 .... DK/NA

18. A change is needed to improve our operations.

1 .... 2 .... 3 .... 4 .... 5 .... DK/NA

19. When I think about changing from the current way we do some things in our organization, to a new ways of doing some things, I realize it would be appropriate for our organization.

1 .... 2 .... 3 .... 4 .... 5 .... DK/NA

20. I believe we can successfully implement some changes in our organization.

1 .... 2 .... 3 .... 4 .... 5 .... DK/NA

21. My immediate manager is in favor of the change from the current way we do some things in our organization, to a new way of doing some things.

1 .... 2 .... 3 .... 4 .... 5 .... DK/NA

22. Makings some changes in my job assignments will increase my feelings of accomplishment.

1 .... 2 .... 3 .... 4 .... 5 .... DK/NA

1	2	3 ………….	4 ……………	5	
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Do Not Know (DK)/ Not Applicable (NA)

23. The change from the current way we do some things in our organization, to a new ways of doing some things, will prove to be best for our situation.

   1 .... 2 .... 3 .... 4 .... 5 .... DK/NA

24. We have the capability to successfully implementing changes in our organization.

   1 .... 2 .... 3 .... 4 .... 5 .... DK/NA

APPENDIX B: SOLICITATION LETTER

Dear Nonprofit Staff Member:

Hello. My name is Sylvia Ritzel, and I am a doctoral student with the University of Phoenix, School of Advanced Studies (UOP/SAS). I am conducting a study titled, *Training in Change Readiness in Approaching Capacity Building and its Effect on Nonprofits' Change Readiness*. The purpose of the study is to explore training and its effect on nonprofits' readiness for change. **A sample of at least 102 nonprofit staff members, in the St. Louis Metropolitan area, will participate in an assessment of their readiness for change.**

After conducting two and a half years of research, did you know that roughly 70% of businesses who attempt change initiatives are not successful (Pellettiere, 2006)? Based on this information, you have a chance to help your organization and leaders, at all levels of an organization, by participating and contributing to the knowledge of readiness for change, which is a foundational component of capacity building for nonprofit organizations. Capacity building is all about meeting more of an organization's mission effectively.

I am seeking current, nonprofit staff members (paid and volunteer) to participate in this study, and I would like to ask you to be a participant. If this study interests you and you want to know more and what participation entails, please read below and read the attachment to this letter. **If you prefer not to take part in this study, please pass the entire contents of this letter package to a fellow nonprofit staff coworker, member of management, board member or a volunteer of your organization.** It is imperative that over 102 nonprofit staff members participate in this study. I thank you in advance for your consideration in this matter.

The nature of **your participation** will involve the completion of a Readiness for Change **survey** that will take approximately 5 minutes or less, and participation in a **free, two-hour long workshop**, to be presented by an expert in the development and training of nonprofit staff for the task of capacity building. Two workshop dates will be available for participation in the training workshop. The training will be held at a location convenient for all study participants. Dates for the workshop will be communicated based on the response rate.

This letter has one attachment, which needs your review and consideration, your black or blue-inked signature, and then returned via the enclosed preaddressed stamped return envelope. The attachment is the **Informed Consent: 18 Years of Age or Older** form. If you choose to participate, you must return the original form with an ink signature, which is required for participation in this study.

Please be assured that all responses are being quantitatively analyzed by an outside source, separate from your organization. This study is *not* linked to your organization or any affiliation in any way. Your participation in this study is strictly confidential and guaranteed. Your identity will be kept confidential and study results will appear in aggregate (comprehensive) form only. Results and data reports will be made available to participants within several months of completion of the study and the formal results of this study will be published within a year. **Thank you for your prompt response.**

Sylvia Ritzel, UOP/SAS   Enclosures: 1

APPENDIX C: FOUR-ITEM VALENCE SUBSCALE OF THE ORGANIZATIONAL

CHANGE RECIPIENTS' BELIEFS SCALE

Four-Item Valence Subscale of the Organizational Change Recipients' Beliefs
Scale
(Armenakis, Bernerth, Pitts & Walker, 2007)

*Please answer the following questions as they pertain to your beliefs about the
non-profit organization for which you currently work. Use the scale found at the top of
each page to select the response that best reflects your beliefs about change in your
organization.*

1	2	3 ………….	4 ……………	5	
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Do Not Know (DK)/ Not Applicable (NA)

1. The change from the current way we do some things in our organization, to a new way of doing some things will benefit me.

1 .... 2 .... 3 .... 4 .... 5 .... DK/NA

2. With needed changes in my job, I will experience more self-fulfillment.

1 .... 2 .... 3 .... 4 .... 5 .... DK/NA

3. I will earn higher pay from my job after our organization makes needed changes.

1 .... 2 .... 3 .... 4 .... 5 .... DK/NA

4. Makings some changes in my job assignments will increase my feelings of accomplishment.

1 .... 2 .... 3 .... 4 .... 5 .... DK/NA

APPENDIX D: TOPICS COVERED IN READINESS FOR CHANGE IN

APPROACHING CAPACITY BUILDING WORKSHOP

Topics Covered in "Readiness for Change in Approaching Capacity Building" Workshop

(The SCORE Foundation, n.d.)

1. Environmental system influencing nonprofit capacity building and readiness for change as an important component of capacity building and for business success

2. A framework for addressing and approaching nonprofit capacity building

3. Definition of capacity building, readiness and readiness for change

4. Let's get focused

5. Planning a critical first step

6. Strategic planning (a quick refresher)

7. Capacity building strategies and choices (includes readiness for change)

8. Strategic options (valid and reliable readiness for change assessment, generate more revenue, recruit more volunteers, attract more in-kind donations, do more good work, improve productivity)

9. Key Skills (understanding readiness and the need for assessing readiness for change, team or group, creating alignment, lead, manage, publicity, build alliance with associations)

10. Create capacity building teams

11. Create team buy-in and readiness for change in approaching capacity building

12. Define your mission

13. Setting capacity building goals

14. Developing strategies

APPENDIX E: TOPICS COVERED IN PRESENTATION SKILLS WORKSHOP

Topics Covered in "Presentation Skills" Workshop

(American Red Cross St. Louis Chapter-Volunteer Services, n.d.)

1. The three V's of communication

2. Eye contact control

3. Presentation objective

4. Central idea

5. Introductions

6. Audience analysis and understanding

7. Forms of evidence

8. Structure and organization

9. Memory techniques

10. Conclusion

11. Purpose of visual aids

12. Use of visual aids

13. Preparation of visual aids

14. Final presentation

15. Audience control

16. Question and answers session guidelines

APPENDIX F: LETTER OF CONFIDENTIALITY BY TRAINING FACILITATOR

LETTER OF CONFIDENTIALITY

October 26, 2008

Dear Mr. Robert Peters:

The following is a letter of confidentiality, which would need to be signed by you the Training Facilitator in the University of Phoenix Doctoral study titled, *Training in Change Readiness in Approaching Capacity Building and its Effect on Nonprofits' Change Readiness*. Since your particular role requires of you to facilitate all workshops and collect data for the post-test survey at the orientations, please sign below that you understand your role in the study and that you agree to do the following:

1. I understand that I can decline to participate or withdraw from participation at any time without consequences.
2. Sylvia Ritzel, the researcher, has thoroughly explained the parameters of the research study and all of my questions and concerns have been addressed.
3. I will administer and collect all post-test survey data and place the surveys in a scaled envelope, and mail or hand the sealed survey data to the researcher, Sylvia Ritzel. I will keep all survey data confidential.
4. I will keep all participants names confidential and organizational names confidential following the orientation and thereafter.
5. I do not see any foreseeable risks to me as the co-experimenter and facilitator in the study.
6. I give permission to have my name mentioned in the study described and or on any written documentation in the appendixes of the study.

"By signing this form you acknowledge that you understand your role in the study and the potential risks to you as a Training Facilitator, and the means by which all participants will be kept confidential as well as all survey data will be kept confidential. Your signature on this form also indicates that you are 18 years old or older and that you give your permission to voluntarily serve as the Training Facilitator in the study described. Lastly, you voluntarily give your permission to have your name mentioned in the study described."

Signature of the Training Facilitator:

_Robert J Peters_____ Date 10/27/08

Signature of the Researcher:

_Sylvia Ritzel_____ Date 10/27/08

APPENDIX G: LETTER OF COLLABORATION AMONG INSTITUTIONS FROM

AMERICAN RED CROSS ST. LOUIS CHAPTER

UNIVERSITY OF PHOENIX

LETTER OF COLLABORATION AMONG INSTITUTIONS

Date: 9/17/08

To: Office of the Provost/Institutional Review Board
   University of Phoenix

This letter acknowledges that

American Red Cross St. Louis Chapter-Volunteer Services is collaborating with
(Name of the agency)

Ms./Mr. Mrs. Sylvia Ritzel
       (Name of the student)

enrolled in the Doctor of Organizational Leadership program at the University of Phoenix in conducting the

proposed research. We understand the purpose of this research

is to explore training in readiness for change in approaching capacity building and its effect on nonprofits' readiness for change, using the American Red Cross St. Louis Chapter-Volunteer Services's workshop titled, Presentation Skills Workshop.

and will be conducted under the supervision of Dr. David Hall
                                              (Faculty Name)

This project will be an integral part of our institution/agency and will be conducted as a collaborative effort and will be part of our curriculum/research/data/service delivery model.

Sincerely,

Robert J Peters

Robert Peters
American Red Cross St. Louis Chapter-Volunteer Services

1

APPENDIX H: LETTER OF COLLABORATION AMONG INSTITUTIONS FROM

THE SCORE FOUNDATION

UNIVERSITY OF PHOENIX

LETTER OF COLLABORATION AMONG INSTITUTIONS

Date: 10/24/08

To: Office of the Provost/Institutional Review Board
University of Phoenix

This letter acknowledges that

The SCORE Foundation is collaborating with
(Name of the agency)

Ms./Mr. Mrs. Sylvia Ritzel
(Name of the student)

enrolled in the Doctor of Organizational Leadership program at the University of Phoenix in conducting the

proposed research. We understand the purpose of this research

is to explore training in readiness for change in approaching capacity building and its effect on nonprofits' readiness for change, using the SCORE Foundation's workshop titled, Capacity Building Strategies (SCORE, n.d.). This signed form grants Sylvia Ritzel permission to use the workshop, change the title of the workshop to be 'Readiness for Change in Approaching Capacity Building Workshop' and add contents to the workshop related to readiness for change in approaching capacity building.

and will be conducted under the supervision of Dr. David Hall
(Faculty Name)

This project will be an integral part of our institution/agency and will be conducted as a collaborative effort and will be part of our curriculum/research/data/service delivery model.

Sincerely,

Mark J. Dobosz
The SCORE Foundation

APPENDIX I: SIGNED INFORMED CONSENT: PERMISSION TO USE PREMISES,

NAMES AND OR SUBJECTS FROM COMPANY X

UNIVERSITY OF PHOENIX

PERMISSION TO USE PREMISES, NAME, AND/OR SUBJECTS

(Facility, Organization, University, Institution, or Association)

<u>Company X</u>
Name of Facility, Organization, University, Institution, or Association

Check any that apply:

☐ I hereby authorize _____, student of University of Phoenix, to use the premises (facility identified below) to conduct a study entitled (insert title of research study or a brief description of research study)

☒ I hereby authorize <u>Sylvia Ann Ritzel</u>, student of University of Phoenix, to recruit subjects for participation in and conduct a study entitled Training in Change Readiness in Approaching Capacity Building and its Effect on Nonprofits' Change Readiness.

☐ I hereby authorize _____, student of University of Phoenix, to use the name of the facility, organization, university, institution, or association identified above when publishing results from the study entitled (insert title of research study or a brief description of research study).

_____
Signature

09/16/2008
Date

<u>Company X</u>
Name
John Glenn

Vice President, Tri-County Division
Title

Address of Facility
5988 Mid Rivers Mall Drive, Suite 238
St. Charles, MO 63304

1

APPENDIX J: INFORMED CONSENT: PARTICIPANTS 18 YEARS OF AGE AND

OLDER

UNIVERSITY OF PHOENIX

INFORMED CONSENT: PARTICIPANTS 18 YEARS OF AGE AND OLDER

Dear Nonprofit Staff Member:

My name is Sylvia Ritzel and I am a student at the University of Phoenix working on a doctoral degree. I am conducting a research study entitled *Training in Change Readiness in Approaching Capacity Building and its Effect on Nonprofits' Change Readiness*. The purpose of the research study is to explore training in readiness for change in approaching capacity building and its effect on nonprofits' readiness for change. A sample of 102 nonprofit staff members, in the St. Louis Metropolitan area will participate in an assessment of their readiness for change. The nature of the study is to determine the effect that training in readiness for change in approaching capacity building has on readiness for change among staff members of existing nonprofit organizations.

Your participation will involve signing this informed consent form in ink, and returning the signed original form using the preaddressed stamped return envelope. Once you qualify for participation, you will be mailed a 24-question, five-response Likert-type survey, the Full Six-Subscale Organizational Change Recipients' Beliefs Scale (OCRBS). Upon completion and return of the completed survey, you will be asked to attend an orientation and training workshop, which lasts approximately two hours, and complete a second 24-item Likert-type survey. Date, time and location of the orientation and workshop will be scheduled following receipt of approximately 50 nonprofit staff members signed and returned informed consent forms, and the completion of each participant's 24-question pretest. Workshops will continue to be scheduled until a minimum of 102 nonprofit staff have fully participated in the study.

Your participation in this study is voluntary. If you choose not to participate or to withdraw from the study at any time, you can do so without penalty or loss of benefit to yourself. The results of the research study may be published but your identity will remain confidential and your name will not be disclosed to any outside party. No risks to the subjects exist except those ordinarily encountered in daily life or during the performance of routine responses to a survey.

A possible benefit of your participation is that you will receive a copy of the study results, in which you can share with your current nonprofit organization. Additionally, you will have assisted in a study where the data results might assist nonprofit executives in their efforts to improve capacity building in their organizations, in the area of readiness for change. If you have any questions concerning the research study, please call me, Sylvia Ritzel, at 636-327-5554 and or email me at **sritzel@msn.com**. Please always address yourself as a participant in the research study.

As a participant in this study, you should understand the following:

1. You may decline to participate or withdraw from participation at any time without consequences.
2. Your identity will be kept anonymous.
3. Sylvia Ritzel, the researcher, has thoroughly explained the parameters of the research study and all of my questions and concerns have been addressed.
4. Data will be stored in a secure and locked area. All sensitive data will be held for a period of three years and then destroyed.

CONTINUED:

Informed Consent: Participants 18 Years of Age and Older

"By signing this form you acknowledge that you understand the nature of the study, the potential risks to you as a participant, and the means by which your identity will be kept confidential. Your signature on this form also indicates that you are 18 years old or older and that you give your permission to voluntarily serve as a participant in the study described."

Signature of the participant _____ Date _____

Signature of the researcher _____ Date _____

[Researcher Only: Nonprofit Staff Member Code Name and Number: _____ **]**

APPENDIX K: PERMISSION TO USE AND ALTER AN EXISTING SURVEY

UNIVERSITY OF PHOENIX

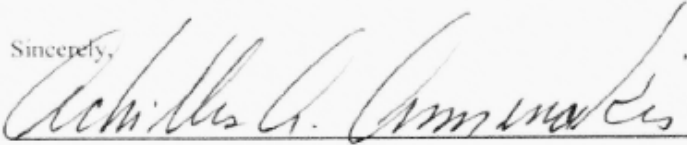# PERMISSION TO USE AN EXISTING SURVEY

Date **1/14/08**

Mr. /Ms Sylvia Ritzel
Address 2074 Hannah Drive
    Wentzville, MO 63385

Thank you for your request for permission to use Organizational Change Recipients' Beliefs Scale in your research study. We are willing to allow you to reproduce the instrument as outlined in your letter at no charge with the following understanding:

- You will use this survey only for your research study and will not sell or use it with any compensated management/curriculum development activities.
- You will include the copyright statement on all copies of the instrument.
- You will send your research study and one copy of reports, articles, and the like that make use of this survey data promptly to our attention.
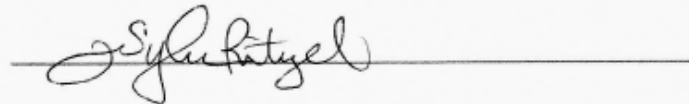
If these are acceptable terms and conditions, please indicate so by signing one copy of this letter and returning it to us.

Best wishes with your study.

Sincerely,

Signature

I understand these conditions and agree to abide by these terms and conditions.

Signed **Sylvia Ritzel** Date **1/14/08**

Expected date of completion **5/01/08**

1

RE: Ritzel: Request for Signature on Permission to Use OCRBS
From: Achilles Armenakis (armenac@auburn.edu)
Sent: Mon 1/14/08 2:45 PM
Reply-to: armenac@auburn.edu

To: Tim and Sylvia Ritzel (sritzel@msn.com)

Security scan upon download
Holt et a...pdf (155.5 KB)

Sylvia:

The permission form is in snail mail.

The 24 items you sent me are the 24 that survived our analysis.

As you described your study to me, the design is a pretest-posttest design for your
experimental groups and the same for your comparison group. You need to make sure
the wording on the OCRBS is suitable for your design. For example, item #1 states "we
needed to change ..." This is past tense. Also, item 6 states "The change we have
implemented in our operations ..." At the pretest the change has not been implemented
yet. So, you need to study these items and their wording.

Have you read Holt et al. 2007? If you have not, you should and decide which is more
suitable. Also, there is no reason why you could not combine both or subscales from
each.

Sincerely,

Achilles

Achilles Armenakis
Department of Management
415 West Magnolia Avenue
441 Lowder Building
Auburn University, AL 36849-5241
web page: www.business.auburn.edu/~armenac/
tel: 334-844-6506
fax: 334-844-5159

APPENDIX L: INSTITUTIONAL REVIEW BOARD CONFIRMATION

1-7-09 IRB Approved - Sylvia Ritzel Inbox | X

⭐ Sara Hart to dlbhall, ralphm02, aliabdiweli, me, Aminah   show details Jan 7 📎 ↩ Reply | ▼

01/07/2009

Congratulations!   Syvlia Ritzel's proposal has been approved by the IRB. **Your Mentee** may now start collecting data. Attached is a copy of the IRB certificate.

Best regards,

Sara Hart, Dissertation Process Liaison
University of Phoenix |Online Campus
3157 E Elwood, Phoenix AZ 85034
phone (602) 387-6308 or (800) 366-9699, ext. 76308| fax |
email: sara.hart@phoenix.edu

🌲 **Please consider the environment before printing this e-mail**

This message is private and confidential. If you have received it in error, please notify the sender and remove it from your system.

📄 **1-7-09- IRBCert- Sylvia Ritzel.doc**
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APPENDIX M: TREATMENT GROUPS AND WORKSHOP INFORMATION

Table M1

Treatment Groups and Workshop Information

Treatment Groups and Workshop Information						
102 Subjects (51 Subjects in each treatment)	Code Name	Valence Score Average	Assigned Workshop	Location	Month	Time of Day Attended Workshop
1	B72	0.00	Presentation	Location 1	April	morning
2	C108	1.00	Presentation	Location 1	June	evening
3	B86	1.25	Presentation	Location 1	April	morning
4	B69	1.50	Presentation	Location 2	April	morning
5	B91	1.50	Presentation	Location 1	May	morning
6	B51	1.75	Presentation	Location 1	April	morning
7	C116	1.75	Presentation	Location 2	June	morning
8	C102	1.75	Presentation	Location 1	Sept	evening
9	A8	2.00	Presentation	Location 1	March	morning
10	B82	2.00	Presentation	Location 1	April	morning
11	C142	2.00	Presentation	Location 1	Sept	evening
12	A38	2.25	Presentation	Location 1	March	morning
13	A6	2.50	Presentation	Location 1	March	morning
14	B55	2.50	Presentation	Location 2	April	morning
15	B89	2.50	Presentation	Location 1	May	morning
16	A4	2.75	Presentation	Location 2	March	morning
17	A44	2.75	Presentation	Location 1	March	morning
18	A1	3.00	Presentation	Location 2	March	morning

19	B95	3.00	Presentation	Location 1	May	evening
20	C104	3.00	Presentation	Location 1	June	morning
21	C113	3.00	Presentation	Location 3	June	morning
22	A31	3.25	Presentation	Location 1	March	evening
23	A39	3.25	Presentation	Location 1	March	morning
24	A50	3.25	Presentation	Location 1	March	morning
25	B54	3.25	Presentation	Location 2	April	morning
26	B57	3.25	Presentation	Location 2	June	morning
27	B66	3.25	Presentation	Location 1	May	morning
28	C110	3.25	Presentation	Location 1	June	morning
29	C118	3.25	Presentation	Location 3	June	morning
30	C139	3.25	Presentation	Location 1	Sept	evening
31	A12	3.50	Presentation	Location 1	March	morning
32	A30	3.50	Presentation	Location 1	March	evening
33	B88	3.50	Presentation	Location 1	May	morning
34	B100	3.50	Presentation	Location 1	June	evening
35	A34	3.75	Presentation	Location 1	March	morning
36	A41	3.75	Presentation	Location 2	March	morning
37	B59	3.75	Presentation	Location 2	June	morning
38	B75	3.75	Presentation	Location 1	June	evening
39	B79	3.75	Presentation	Location 1	June	evening
40	B98	3.75	Presentation	Location 1	May	morning
41	A10	4.00	Presentation	Location 2	March	morning
42	A9	4.00	Presentation	Location 1	April	morning
43	B60	4.00	Presentation	Location 1	June	evening
44	C120	4.00	Presentation	Location 1	June	morning
45	B63	4.25	Presentation	Location 2	April	morning

46	C109	4.25	Presentation	Location 1	June	morning
47	C123	4.25	Presentation	Location 3	June	morning
48	A2	4.50	Presentation	Location 1	March	morning
49	A26	4.75	Presentation	Location 1	March	morning
50	A36	5.00	Presentation	Location 1	March	morning
51	A46	5.00	Presentation	Location 2	March	morning
1	B78	1.50	Readiness	Location 2	April	morning
2	B52	1.75	Readiness	Location 1	June	evening
3	A23	2.00	Readiness	Location 2	March	morning
4	B97	2.00	Readiness	Location 1	May	morning
5	C143	2.00	Readiness	Location 2	Sept	evening
6	C114	2.25	Readiness	Location 3	June	afternoon
7	C124	2.25	Readiness	Location 1	Aug	evening
8	A18	2.50	Readiness	Location 2	March	morning
9	C106	2.50	Readiness	Location 2	Aug	evening
10	B53	2.75	Readiness	Location 2	Jul	evening
11	B99	2.75	Readiness	Location 1	June	morning
12	C126	2.75	Readiness	Location 2	Jul	evening
13	A14	3.00	Readiness	Location 1	April	morning
14	A33	3.00	Readiness	Location 2	April	morning
15	A5	3.00	Readiness	Location 1	April	morning
16	C111	3.00	Readiness	Location 1	June	evening
17	C117	3.00	Readiness	Location 2	June	morning
18	C132	3.00	Readiness	Location 2	Sept	evening
19	A11	3.25	Readiness	Location 1	April	morning
20	A3	3.25	Readiness	Location 1	March	morning

21	B58	3.25	Readiness	Location 2	April	morning
22	C128	3.25	Readiness	Location 2	Jul	evening
23	C129	3.25	Readiness	Location 4	Aug	morning
24	C138	3.25	Readiness	Location 2	Sept	evening
25	A42	3.50	Readiness	Location 1	March	morning
26	B65	3.50	Readiness	Location 2	April	morning
27	B92	3.50	Readiness	Location 2	May	evening
28	C107	3.50	Readiness	Location 2	May	morning
29	C112	3.50	Readiness	Location 1	June	evening
30	C135	3.50	Readiness	Location 4	Aug	morning
31	C136	3.50	Readiness	Location 4	Aug	morning
32	A21	3.75	Readiness	Location 1	March	morning
33	A25	3.75	Readiness	Location 1	March	morning
34	A35	3.75	Readiness	Location 2	April	morning
35	A45	3.75	Readiness	Location 1	March	morning
36	B71	3.75	Readiness	Location 1	March	morning
37	B85	3.75	Readiness	Location 1	May	morning
38	C122	3.75	Readiness	Location 1	June	evening
39	C133	3.75	Readiness	Location 4	Aug	morning
40	A15	4.00	Readiness	Location 2	March	morning
41	A27	4.00	Readiness	Location 1	March	morning
42	B56	4.00	Readiness	Location 1	May	morning
43	B74	4.00	Readiness	Location 2	April	morning
44	C115	4.00	Readiness	Location 3	June	afternoon
45	A17	4.25	Readiness	Location 2	May	morning
46	B93	4.25	Readiness	Location 2	May	evening
47	C144	4.25	Readiness	Location 2	Sept	evening

48	C127	4.50	Readiness	Location 2	Sept	evening
49	C103	4.75	Readiness	Location 2	June	morning
50	A37	5.00	Readiness	Location 2	May	evening
51	C130	5.00	Readiness	Location 2	Aug	evening

APPENDIX N: EQUIVALENCE OF TREATMENT GROUPS

Equivalence of Treatment Groups

An independent samples t-test was conducted to determine if there was a difference in readiness for change, using the valence subscale only, between the treatment groups prior to intervention. The average value for the first valence question for the presentation group was equal to 3.5, with a standard deviation (*SD*) equal to 1.14. The average value for the first valence question for the readiness group was equal to 4.08 (*SD* = .96). There was a significant difference between the presentation and readiness groups when it came to the first valence question, $t(100) = -2.54$, $p = .01$.

The average value for the second valence question for the presentation group was equal to 3.55 (*SD* = 1.25). The average value for the second valence question for the readiness group was equal to 3.84 (*SD* = 1.22). There was not a significant difference between the presentation and readiness groups when it came to the second valence question, $t(100) = -1.20$, $p = .23$.

The average value for the third valence question for the presentation group was equal to 1.90 (*SD* = 1.66). The average value for the third valence question for the readiness group was equal to 1.69 (*SD* = 1.52). There was not a significant difference between the presentation and readiness groups when it came to the third valence question, $t(100) = .68$, $p = .50$.

The average value for the fourth valence question for the presentation group was equal to 3.41 (*SD* = 1.37). The average value for the fourth valence question for the readiness group was equal to 3.82 (*SD* = 1.10). There was not a significant difference between the presentation and readiness groups when it came to the fourth valence question, $t(100) = -1.69$, $p = .10$.

The valence average value for the presentation group was 3.10 (*SD* = 1.05). The valence average value for the readiness group was 3.36 (*SD* = .80). This indicated that the presentation and readiness groups did not significantly differ from one another with respect to the valence as a whole. The results for the analysis are in Table N1, *Independent Samples T-test Group Results for Valence Items*, and Table N2, *Independent Samples T-Test*, listed below.

Table N1

Independent Samples T-test Group Results for Valence Items

	Treatment	N	Mean	Std. Deviation	Std. Error Mean
Valence 1 (Question 6)	p	51	3.55	1.137	.159
	r	51	4.08	.956	.134
Valence 2 (Question 12)	p	51	3.55	1.254	.176
	r	51	3.84	1.223	.171
Valence 3 (Question 17)	p	51	1.90	1.664	.233
	r	51	1.69	1.516	.212
Valence 4 (Question 22)	p	51	3.41	1.374	.192
	r	51	3.82	1.072	.150
Valence (Overall)	p	51	3.1029	1.05021	.14706
	r	51	3.3578	.79883	.11186

Table N2

Independent Samples T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Valence1Question6V1Q6	Equal variances assumed	3.063	.083	-2.545	100	.012	-.529	.208	-.942	-.117
	Equal variances not assumed			-2.545	97.136	.012	-.529	.208	-.942	-.117

Valence2Question12V2Q12	Equal variances assumed	.576	.450	-1.199	100	.233	-.294	.245	-.781	.192
	Equal variances not assumed			-1.199	99.936	.233	-.294	.245	-.781	.192
Valence3Question17V3Q17	Equal variances assumed	1.710	.194	.684	100	.496	.216	.315	-.410	.841
	Equal variances not assumed			.684	99.146	.496	.216	.315	-.410	.841
Valence4Question22V4Q22	Equal variances assumed	2.038	.157	-1.688	100	.095	-.412	.244	-.896	.072
	Equal variances not assumed			-1.688	94.407	.095	-.412	.244	-.896	.073
Valence	Equal variances assumed	2.562	.113	-1.380	100	.171	-.25490	.18477	-.62147	.11167

	Equal variances not assumed			-1.380	93.347	.171	-.25490	.18477	-.62179	.11199