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# Aligning organizational culture to training and development in a spiritually based company

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Aligning Organizational Culture to Training and Development in a Spiritually Based Company

Jasmine L. Williams

A thesis submitted to the Graduate Faculty of

JAMES MADISON UNIVERSITY

In

Partial Fulfillment of the Requirements

for the degree of

Master of Science in Education

Learning, Technology, and Leadership Education

May 2011

## **Dedication**

I wish to dedicate this paper to my wonderful parents, Milton Williams, Jr. and LaShone Williams, my grandparents Mary Stephens, Helen Williams and Milton Williams, Sr., my sister and brother Tierra and Aaron, and the rest of my loving family. Thank you all for pushing me and inspiring me. I also dedicate this thesis to my phenomenal friends. I thank God everyday for all of you! Lastly, to the hard-working employees of Chick-fil-A©, I dedicate this thesis to you and I encourage you to continue your excellence and service to glorify God and positively impact the lives of those you come into contact with.

## **Acknowledgements**

First, I'd like to take the opportunity to acknowledge my Lord and Savior, Jesus Christ. Simply put, He amazes me. Words can't express my gratitude for the multitude of His blessings bestowed. Now, I am able to add my graduate school experience and the completion of this thesis to that list of blessings. Without Him, I am sure that none of this would be possible. I thank Him for favor shown throughout this process and for being a wonderful God!

Next, I'd like to acknowledge all of my family, dear friends, and loved ones who have offered support and words of encouragement throughout this process. I would like to especially thank Ashley Moyer and Danesha Langley. In general, this experience has highlighted the fact that I've been blessed to know some of the most caring, thoughtful, and loving people. I thank you all for your prayers and the thoughtfulness shown toward me as I finished this important portion of my Masters degree. I look forward to celebrating with you on graduation day. I love you all immensely. I thank God for you daily and I pray that you are blessed.

Furthermore, I would like to sincerely thank the franchise owners, Greg and Ashley Bellamy and Derrick Ward, for their thoughtful consideration in allowing me to come into their businesses to survey employees and conduct interviews. I thank them for their patience and generosity. Watching the faithfulness of their staff during my time there speaks volumes of their leadership abilities.

Lastly, special thanks are extended to all who assisted with the actual writing process and presentation of this paper. These include my thesis chair, Dr. Jane Thall, my

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## **Abstract**

Drawing on research about the increasing number of organizations that label themselves Christian-based companies (Ibrahim, Rue, McDougal, & Greene, 1991), training and development, and spirituality in the workplace, this study investigates the ways in which the Chick-fil-A© corporation aligns their training and development practices toward achievement of their corporate purpose. The corporate purpose of Chick-fil-A© as recorded on the company's website is "to glorify God by being a faithful steward of all that is entrusted to us. To have a positive influence on all who come into contact with Chick-fil-A©" (Chick-fil-A©, 2010). The researcher seeks to determine whether the organizational culture of Chick-fil-A© as expressed through training and development positively impacts the lives of employees through the presence of a spiritual workplace. This research examines how Chick-fil-A©'s corporate foundation in spiritual principles permeates its franchises to promote a spiritual organizational culture that fulfills the corporate purpose. This study was conducted at Chick-fil-A© franchises located in Harrisonburg and Chesapeake, Virginia. The researcher used a mixed methods approach, combining survey and interview protocol, to determine whether Chick-fil-A©'s spiritual principles are adequately reflected in training and development to meet their corporate purpose. Results of this study provide evidence that training and development is used at Chick-fil-A© as a catalyst to positively benefit employees through the promotion of the organization's core vision and values. Corporate purpose is therefore met in the presence of a spiritual workplace at Chick-fil-A©.

*Keywords:* Spirituality in the Workplace, Chick-fil-A©, Corporate Purpose, Training and Development, Organizational Culture.

## **Introduction**

Stewardship is a term that is easily defined as “the conducting, supervising, or managing of something; especially the careful and responsible management of something entrusted to one’s care” (Webster’s online dictionary, 2010). Stewardship is also defined as a biblical or theological bridge to an economical moral issue (Rossouw, 1994, p.153). According to Johnson (1957), stewardship ties balancing of interests to a responsibility to God, and consequentially a responsibility to fellow man. Hernandez (2007) goes further to state that stewardship is the forgoing of personal goals for the long-term interest of the group. Even through various viewpoints on the subject, a simple definition of stewardship does not provide a clear method for putting the concept into practice.

Stewardship is the heart of Chick-fil-A®’s corporate purpose and the catalyst by which they aim to fulfill their purpose as a Christian-based business. The corporate purpose of Chick-fil-A® as recorded on the company’s website is “to glorify God by being a faithful steward of all that is entrusted to us. To have a positive influence on all who come into contact with Chick-fil-A®” (Chick-fil-A®, 2010). This study is designed to explore the ways in which training and development at Chick-fil-A® may help the company to present an organizational culture where employees thrive. The researcher will use literature to discuss how organizational culture is used to form the components of Chick-fil-A®’s corporate purpose and create the vision and values that are communicated to employees through training and development.

## **Problem Statement**

Stewardship relates to the actions that are taken within a company, not just the ethical words used in a mission, vision, or purpose statement. Many businesses display a

desire to be good stewards, yet their practices do not meet with this desired result. Prime examples include the questionable business practices at Enron, Arthur Andersen, and WorldCom that forever changed the face of business ethics and created a public outcry for some form of corporate accountability (Longenecker, McKinney, & Moore, 2004, p.373). Each of these companies suffered accounting scandals when they made the decision to become creative with their numbers. Sims and Brinkmann (2003) state “when most people hear the word ‘Enron’ they think of corruption on a colossal scale.” In their research of the Enron scandal, the authors note that the company embraced a culture of “cleverness” aimed toward employee independence, innovation and aggressiveness (p. 243-244). Arthur Andersen, prior to their scandal, carried the corporate slogan “think straight, talk straight” (Squires, 2003, p.38). However, simply put, Enron, Arthur Andersen, and WorldCom fell into trouble by failing to carefully execute the responsibilities associated with balancing the funds entrusted to them by loyal customers, shareholders, and investors. The chasm between advertised business purpose and actual practice at each of the companies resulted in the loss of jobs, pensions, retirement plans, and financial security for the many people who had believed that these companies could operate as proper stewards concerning their financial livelihood. According to Gup (2001), of the approximately 21,000 Enron employees worldwide, 11,000 suffered losses to their 401K retirement when the stock prices fell drastically in 2001; stock prices decreased from \$90 to mere cents per share (p.337). Over 1 billion dollars was lost and many also lost jobs when the company they’d worked for and trusted failed them (Johnson, 2002).

In recent history, lack of stewardship continues as evidenced by the 2010 large scale Toyota recall and the British Petroleum (BP) Gulf oil spill. Toyota's mission as stated on their website (2010) is "to attract and attain customers with high-valued products and services and the most satisfying ownership experience in America." This mission met with failure in 2009 when Toyota recalled vehicles that had become more dangerous than satisfying to owners. Reasons for the danger were researched thoroughly in 2010 and results released in 2011 confirmed issues with mechanical defects in Toyota vehicles. The National Highway Traffic Safety Administration (NHTSA) enlisted the assistance of NASA engineers to discover the origin of the issues. NASA engineers reported that there were no electronic flaws in Toyota vehicles; however, vehicles were found to have sticking accelerators and breaks that would get trapped under floor mats. (Alair, 2011). British Petroleum's values express their desire to "be recognised as a great company – competitively successful and a force for progress. We have a fundamental belief that we can make a difference in the world" (BP website 2010). Unfortunately, the difference that was made in the world did not yield positive results. In order for stewardship to take hold and be inculcated into the employee value system it must have some foundation in the culture of the organization and this culture must be communicated to all.

A deeper look into Enron's scandal, Toyota's recall, and BP's oil spill might likely bring to light issues with training and development within these companies. Enron, for example, came from humble beginnings until deregulations in the industry created an atmosphere that allowed for greater innovation. Over time, innovation led to the securing of larger and more complex contracts for the company. Increased popularity for the

company led to an atmosphere where eventually appearances had to be upheld and accounting professionals were inadequately trained in true accounting skills as they applied to the company (Sims & Brinkmann, 2003, p. 244). Toyota and BP have likely had to return to their training drawing boards as well in recent months. Thus, if stewardship is easier said than done, the problem arises in how companies reflect organizational culture in the creation of training and development aimed toward the accomplishment of the purposes, values, and missions that they proclaim. Specifically, the researcher will attempt to look into the manner in which Chick-fil-A© applies their culture to training in order to meet the corporate purpose.

### **Purpose of the Study**

Stewardship is largely connected with corporate ethics (McMahon, 1985; Rossouw, 1994; Slesinger, 1997). According to a study conducted by Longenecker et al. (2004), ethics have a clear root in spiritual values for those who claim to be highly spiritual. For Christians, the practice of stewardship begins with the belief in the biblical teaching of Psalm 24 (New International Version), which states that “the earth is the Lord’s and everything in it, the world, and all who live in it” (Schlossberg, Samuel, & Sider, 1990, p.170). This belief among Christians can be said to be the reason behind the idea that work and life are no different when it comes to the application of ethics. Thus, for companies that assert a deep spiritual affiliation, such as the Christian-based company, spirituality and ethical values are present in organizational culture. Christian-based companies in general are defined as follows:

...those organizations which have expressed, through their top executive, their commitment to the use of biblical principles in the conduct of their

business. Among the most commonly used terms these executives have used to describe this type of commitment are: 'to bear witness to Jesus Christ' and 'to share the Gospel of Jesus Christ with . . . employees and . . . customers . . .' (Moffett, 1985), 'to implement the teachings of the Bible' (Industry Week, December 11, 1978), espousing 'God's way of doing business' (Industry Week, February 19, 1979), and 'to glorify God' (Baig, 1987) (Ibrahim, Rue, McDougal, & Greene, 2000, p. 125).

The aforementioned definition clearly delineates Chick-fil-A© as a Christian-based company. Thus, the researcher proposes to study the effect of the Christian organizational culture of Chick-fil-A© on training and development as it aligns with corporate purposes. As a Christian-based company, Chick-fil-A©'s organizational culture reflects the idea that it is possible to apply specific spiritual principles to business operations. Specifically, the goal is to train employees on the values of customer service, teamwork, continuous improvement, personal excellence, and stewardship.

### **Nature of the Study**

Over the years, authors have conducted studies to determine the importance of remaining aware of an organization's purpose in training and development (Mourkogiannis, 2007; Rushing, 2009). The researcher intends to expand upon these studies, with reference to the effect that training and development have on Chick-fil-A©'s ability to fulfill its corporate purpose, through the use of the following research question:

### **Research question.**

What role does training and development at Chick-fil-A© play in meeting the corporate purpose “to glorify God by being a good steward over all that is entrusted...To have a positive influence on all who come into contact with Chick-fil-A©”?

*1.1. Does the organizational culture of Chick-fil-A© as expressed through training and development positively impact the lives of employees through the presence of a spiritual workplace?*

*1.2 How do the factors of Chick-fil-A©’s corporate purpose as reflected in training and development, through the teaching of the company’s vision and values, contribute to the organization’s success as measured by company expansion(opening new stores) and employee satisfaction?*

### **Hypothesis.**

The researcher theorizes that training and development is used as a major catalyst through which the corporate purpose of Chick-fil-A© is met. Furthermore, the researcher posits that training is used to positively impact Chick-fil-A© employees through the presence of a spiritual work environment that promotes pride in work and excellence. In terms of organizational success, the researcher speculates that training on customer service, continuous improvement, teamwork, personal excellence, and stewardship play a significant role in the success of the organization both financially and in terms of their desire to glorify God by positively influencing the lives of those they come into contact with, especially employees. Lastly, the researcher postulates that training and development within Chick-fil-A© will offer further insight into the concept of spirituality in the workplace, which in the eyes of the Christian-based business would also be to the glory of God (Mitroff & Denton, 1999, 63-64; Schwartz, 2006).



### **Study methods.**

This study utilizes mixed methods research to determine Chick-fil-A®'s success through training and development. Quantitative research consists of a survey given to Chick-fil-A® employees. The qualitative portion of the research is derived from an interview with franchise owners of the Harrisonburg and Chesapeake Chick-fil-A® franchises. The interview is meant to determine the current organizational training practices as well as provide feedback to support the findings of the quantitative survey information.

### **Definition of Key Terms**

During this study the researcher uses key terms that are intended to describe various aspects of the research question and the spiritual environment of Chick-fil-A.

Table 1.1 presents definitions of these terms as they apply to the current study.

Table 1.1

#### *Definition of Key Terms*

<b>Key Terms</b>	<b>Definitions</b>	<b>Citations</b>
Religion	Once spirituality finds substance, it becomes religion or philosophy.	(Lynn, Naughton & VanderVeen, 2009, p.229)
	Religion is concerned with a system of beliefs, ritual prayers, rites and ceremonies, and related formalized practices and ideas.	(Fry & Slocum, 2008, p.90)
Spirituality	Sensitivity or attachment to religious values; the state of being spiritual.	(Webster's Online Dictionary, 2010)
	Pure Spirituality- Transcendence; wakefulness unmixed with images, thoughts, feelings, or any other objects of perception.	(Heaton, Schmidt-Wilk, Travis, 2004, p.64)

Key Terms	Definitions	Citations
Spirituality (continued)	<p>Three approaches to spirituality:</p> <p>Transcendence- consisting of a transpersonal connectedness with God or an intrapersonal self-potential.</p> <p>Value-Guided- related to values, principles, ideals, and beliefs</p> <p>Structural Behaviorist- centered around religious beliefs and practices</p> <p>Intrinsic Origin View- the inner consciousness programmed with various beliefs and values.</p> <p>Religious View- Views specific to a given religion.</p> <p>Existentialist View- The search for meaning.</p> <p>“ Spirituality is not formal, structured or organized; not denominational; broadly inclusive; it embraces everyone; universal and timeless; ultimate source and provider of meaning in our lives; expresses the awe we feel in the presence of the transcendent; the sacredness of everything, including the ordinariness of everyday life; the deep feeling of interconnectedness of everything; integrally connected to inner peace and calm; an inexhaustible source of faith and willpower; inseparable from faith.”</p> <p>“Spirituality is quest until it finds embodiment in beliefs, values, and/or practices.”</p> <p><i>*Note: Further definitions of spirituality will be discussed in the literature review.</i></p>	<p>(Coyle, 2002, p. 591)</p> <p>(Krishnackumar &amp; Neck, 2002, p.154-156 )</p> <p>(Mitroff &amp; Denton, 1999, p. 23-25)</p> <p>(Lynn, Naughton &amp; VanderVeen, 2009, p.229)</p>
Spiritual Leadership	<p>“The purpose of spiritual leadership is to create vision and value congruence across the strategic, empowered team, and individual levels and, ultimately, to foster higher levels of organizational commitment and productivity.”</p>	<p>(Fry, 2003, p.693)</p>
Spiritual Principles	<p>Attributes one should have when operating in a spiritual state. These include: “love, compassion, patience, tolerance, forgiveness,</p>	<p>(Fry &amp; Slocum, 2008, p. 90)</p>

Key Terms	Definitions	Citations
	<p>contentment, personal responsibility, and a sense of harmony with one's environment."</p> <p>"applied values in health, happiness, wisdom, success and fulfillment" stemming from pure spirituality.</p> <p>Chick-fil-A©'s spiritual principles would be defined in terms of their vision and values which consist of customer service, working together, continuous improvement, personal excellence, and stewardship.</p>	<p>(Heaton, Schmidt-Wilk, Travis, 2004, p.74)</p> <p>(Chick-fil-A© Properties, Inc. 2007, p.1)</p>
Christian	<p>One who professes belief in Jesus as Christ or follows the religion based on the life and teachings of Jesus.</p> <p>One who lives according to the teachings of Jesus.</p>	(Yahoo! Education Dictionary)
Christian-based Companies	<p>"...those organizations which have expressed, through their top executive, their commitment to the use of biblical principles in the conduct of their business. Among the most commonly used terms these executives have used to describe this type of commitment are: "to bear witness to Jesus Christ" and "to share the Gospel of Jesus Christ with . . . employees and . . . customers . . ." (Moffett, 1985), "to implement the teachings of the Bible" (Industry Week, December 11, 1978), espousing "God's way of doing business" (Industry Week, February 19, 1979), and "to glorify God" (Baig, 1987)"</p> <p>"Religious-based company" with an ultimate goal of taking over the company for Christ.</p>	<p>(Ibrahim, Rue, McDougal, &amp; Greene, 2000, p. 125).</p> <p>(Mitroff &amp; Denton, 1999, p. 58)</p>
Training	<p>"The primary focus is to ensure that employees have the skills, knowledge, and abilities to perform their jobs efficiently, effectively, and ethically..."</p> <p>"Generic training: broadly applicable to many employees"</p> <p>Mandatory training: training that is required</p>	(Bjornberg, 2002, p. 510)

<b>Key Terms</b>	<b>Definitions</b>	<b>Citations</b>
Training (continued)	“Operational training: technical or specialized training to meet an organizational need or satisfy an occupational mandate for training in current or newly assigned work duties.”	
Workforce development	“ Updates basic skills or develops new skills not directly related to work assignments”	(Bjornberg, 2002, p. 510)
Development	“A unique opportunity for learning and education that affects lives, work, and communities.”	(Bierema, 1996, p.24)
	Spiritual development is the process through which all aspects of the personality grow from experiences of pure spirituality.	(Heaton, Schmidt-Wilk, Travis, 2004, p.64)
Strategic HRD	HR systems that align with the strategic mission of the organization.	(Garavan, Costine, & Heraty, 1995, p.4)
Corporate Social Responsibility (CSR)	“CSR involves the conduct of a business so that it is economically profitable, law abiding, ethical, and socially supportive. To be socially responsible... then means that profitability and obedience to the law are foremost conditions to discussing the firm’s ethics and the extent to which it supports the society in which it exists with contributions of money, time, and talent. Thus, CSR is comprised of four parts: economic, legal, ethical and voluntary or philanthropic.	(Carroll, 1983, p. 604)
Organizational Culture	“ the pattern of basic assumptions that a given group has invented, discovered or developed in learning to cope with its problems of external adaptation and internal integration, and that have worked well enough to be considered valid, and, therefore, to be taught to new members as a correct way to perceive, think, and feel in relation to those problems.	(Schein, 1984, p.3)
Corporate Purpose	“to glorify God by being a faithful steward of all that is entrusted to us. To have a positive influence on all who come into contact with Chick-fil-A©”	(Chick-fil-A©, 2010)
Business Ethics	Defined at the micro-economic level “where the focus is on the moral problems and choices that people in business have to deal with.”	(Rossouw, 1994, p.564)

Key Terms	Definitions	Citations
Worldview	“our worldview forms the context within which we organize and build our understanding of reality” (p.116).	(Kim, Fisher, & McCalman 2009, p.116)
Workplace Spirituality	“ indications of workplace spirituality are then registered by the employee's sense of credibility, trust and personal fulfillment opportunities regarding enterprise leaders, managers and work associates.”	(Burack, 1999, p. 286)
	“Workplace spirituality is a framework of organizational values evidenced in the culture that promote employees’ experience of transcendence through the work process, facilitating their sense of being connected to others in a way that provides feelings of completeness and joy.”	(Giacalone & Jurkiewicz, 2003, p.13)

### **Assumptions and Limitations of the Study**

This study is limited by facts that are assumed to be true, but not yet verified. These facts include the theory that training and development assists in the attainment of corporate purpose. The researcher also assumes that the corporate purpose of Chick-fil-A© is well known throughout the franchises and among employees. This study is also limited in terms of the depth that the researcher was allowed to delve into the training and development strategy of Chick-fil-A© in that the researcher is working with a franchise of a larger corporation. Findings of this research do not apply to Chick-fil-A© as a whole, as each franchise is different. Furthermore, the researcher assumes that a survey and interview protocol is enough to prove the alignment of training and development to the creation of a spiritual workplace and organizational success. She may find this

protocol inadequate for gathering the depth of information needed to verify or negate the aforementioned hypotheses.

### **Significance of the Study**

This research is designed to fill the gap in literature where past research has proven a connection between organizational culture and organizational success yet has failed to delve into the manner in which training and development bridges the gap between these two factors. Moreover, research stands to be improved where it concerns isolating the role that training plays in passing culture from higher levels of the organization to the lower levels. Current literature also lacks a foundation in noting whether Christian-based companies offer any valuable training and development ideas to the creation of workplace spirituality. Through this study, the researcher hopes to increase the knowledge base on Chick-fil-A®'s methods used to train employees based on Christian principles.

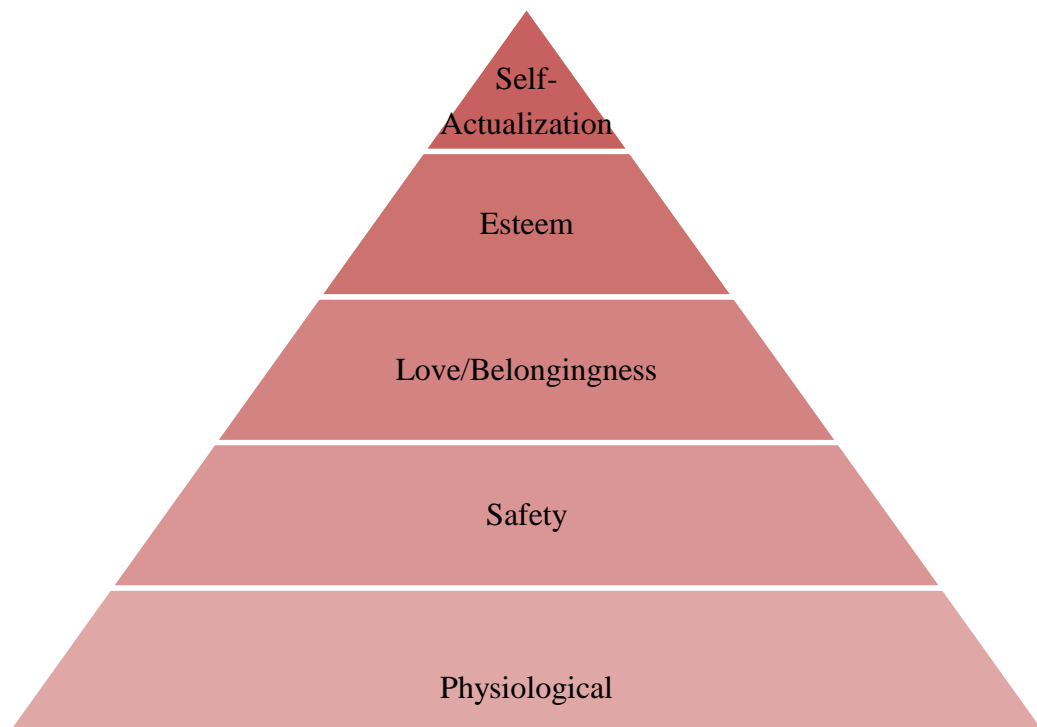
### **Overview of the Remainder of the Study**

Chapter 1 has provided the reader with an overview of the study, specific research questions, hypotheses, key definitions and a brief summary of the research literature. Chapter 2 will delve further into the variables of the study by including the theoretical and conceptual frameworks that provide the foundation for this study. It will also cover research, theory, and past studies involving spirituality in the workplace as it applies to the overall study. Chapter 3 will discuss the methodology of this study by explaining the selection of the sample and the test instruments chosen, as well as the plans for analyzing the data. Chapter 4 will provide the results of the study, and findings of the study will be covered in Chapter 5.

## Literature Review

The following review of the literature will cover the theoretical framework, conceptual framework, and pertinent literary information that supports this study. The researcher will begin with discussion of the theories that apply to this study such as Maslow's (1954) hierarchy of needs and social learning theory as reflected through Wenger's (1991, 1998) communities of practice. She will continue by discussing her conceptual framework, explaining how organizational culture is used to create a corporate purpose that is met in Chick-fil-A® through training and development on the company's core vision and values for the promotion of spirituality in the workplace and organizational success.

### Theoretical Framework



*Figure 2.1-* Maslow's (1954) Hierarchy of Needs

The major theoretical premise for this study is Abraham Maslow's (1954) Hierarchy of Needs. This hierarchy has practical connections to the concept of spirituality in the workplace and serves as a basis for understanding the Christian principles that govern the organizational culture, and ultimately the corporate purpose, of Chick-fil-A®. Furthermore, it explains important human motivations which, according to Maslow (1968), are the complex integration of the ultimate value a person has at the end of life and a system of values that a person follows. Many give reference to Maslow's hierarchy in their explanations of spirituality at work (Barrett, 2003; Burack, 1999; Butts, 1999; Chalofsky, 2003; Krishnakumar & Neck, 2002; Lee & Zemke, 1993; Pauchant 2002; Tischler, 1999). Thus, the researcher utilizes Maslow's work to form a basis for reference to many of the underlying ideas that connect to the current study of how Chick-fil-A® applies training toward the meeting of its corporate purpose. The researcher discusses the hierarchy of needs in terms of how levels connect to the practice of spirituality in the workplace.

Maslow's (1954) hierarchy of needs consists of five levels of human motivation. These levels are synonymous with human values that fuel motivation. The ability to fulfill higher values is predicated upon the ability to fulfill the lower ones, creating the hierarchical framework that begins with the most basic of needs, "physiological", and ends with the most individualized need, "self-actualization" (Maslow, 1954, p. 42). Maslow (1954) explains that whatever the dominating need is at a given time will be a determinant of a person's current world philosophy and their philosophy of the future and their values. The levels of need, as detailed by Maslow, consist of the following:



- Physiological needs are noted as the most prepotent of all needs, meaning that these needs come first in the hierarchical order. There are too many physiological needs to define, but Maslow's work primarily views them as homeostatic needs and appetites. Essentially, these are the needs that constitute health in a person's physical being. The majority of the information included on physiological needs cover the hunger drive in humans and explains the lengths to which a person will go to satisfy the need for food. Beyond this, examples of the desire for food demonstrate the fact that other higher order needs pale in comparison to that of food for a person who is truly hungry.
- Safety needs may be described as the general desire for social and economic wellbeing. Such things as "security; stability; dependency; protection; freedom from fear, anxiety, and chaos; need for structure, order, law, and limits; strength in the protector, and so on" (p.18 ) are included here. These needs are noted to be most urgent under threat.
- Love/Belongingness needs reflect the desire in humans to connect with others in mutually fulfilling relationships. Maslow describes this need as one that almost suddenly appears when lower order needs are fulfilled. However, he notes that when lower order needs are still greatly present in a person, this need often seems unreal and unimportant. This need, when endangered, usually is responded to through the forging of people together in groups to battle the external threat.
- Self-Esteem needs are comprised of the desire to have a sturdy, firm, self-evaluation to garner self-respect and the respect of others. Maslow splits this into two parts: the desire for strength and the desire for reputation or prestige. With the

latter, he explains that caution should be exercised with respect to the opinions of others. In other words, the best form of self-esteem based on the opinions of others is derived from those opinions that are earned and deserved, rather than those sought through the pursuit of fame and celebrity. This warning is given because of the sensitive nature of esteem needs. Satisfactory fulfillment of esteem leads to feelings of confidence, worth, and ability whereas unsatisfactory fulfillment creates feelings of weakness and helplessness in individuals. Outside of the psychological effects of negative esteem, there is the likelihood that feelings of inferiority will hinder a person's ability to become self-actualized.

- Self- Actualization is the highest rated need that is simply described as a person's ability to fully be everything that he or she is capable of being. This need reflects the desire in people to be true to their own nature and to incorporate natural ability into current activity. As previously stated, this is the most individualized level as each person's nature is different.

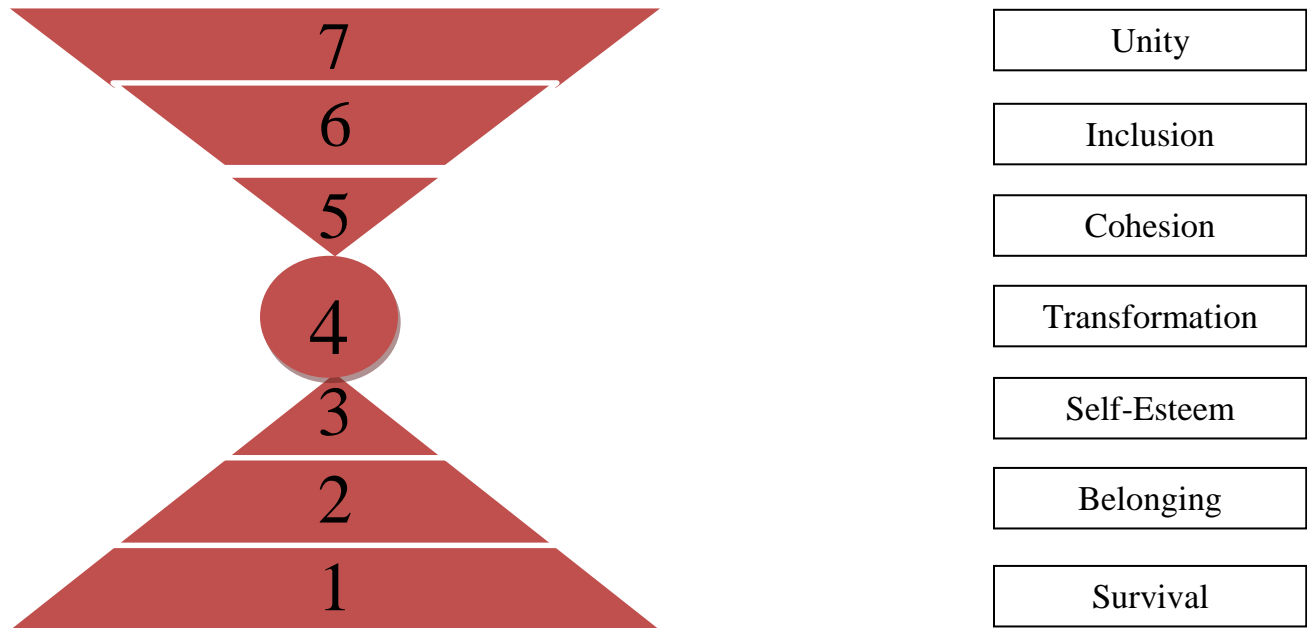
All of these levels, when threatened, will reflect a natural inclination in people toward protecting those things that they value. Furthermore, there are conditions that allow for the aforementioned needs to be met including: freedom of speech, freedom of decision, freedom of expression, freedom to seek information, and freedom to defend oneself, among others (Maslow, 1954, p.22). Dangers to these freedoms likewise cue emergency response in people.

Throughout his explanation of the levels, Maslow (1954) makes a point of noting that in American society, many of the lower level needs are easily met for most people. When this is the case, the disposition of the person is to search for something more; thus,

there is a drive toward the highest level of the hierarchy, self-actualization. Many who relate spirituality in the workplace to Maslow's hierarchy of needs discuss the relationship between workplace spirituality and self-actualization (Ashar & Lane-Maher, 2004; Barrett, 2003; Butts, 1999; Chalofsky, 2003; Mitroff & Denton, 1999; Nadesan, 1999; Neck & Milliman, 1994; Tishler, 1999). Chalofsky (2003) explains self-actualization as "the process of developing one's potential, of expressing oneself to the fullest possible extent in a manner that is personally fulfilling. It is not an end-state, but an ongoing process of becoming" (p. 71).

While the researcher appreciates the connection between workplace spirituality and the highest level of Maslow's hierarchy, she finds, as did Butts (1999), that when referring to a person's ability to satisfy the need for spirituality all levels may be met through the workplace. According to Butts (1999), "Social psychologist Abraham Maslow's hierarchy of human needs suggests that if work helps to fulfill personal survival and security needs, and social, self-esteem, and ego needs, then employees would tend to become more oriented toward higher self-actualization and foster their spiritual needs" (p.329). Jurkiewicz and Giacalone (2004) echo the opinion of Butts (1999) that all levels of Maslow's hierarchy contribute to discussions of work in relation to positive outcomes for individuals and organizations. Fry (2003) notes the reconstitution of Maslow's hierarchy by Barrett (1998, 2003) into states of consciousness. Barrett (1998, 2003) notes the applicability of Maslow's hierarchical levels to spirituality and suggests that the highest level, self-actualization, can be split into four distinct stages of spiritual awareness – transformation, cohesion, inclusion, and unity. He then took Maslow's

hierarchy and transformed it into a model of motivation that measured spirituality in the workplace in terms of values (see Figure 2.2 below).



*Figure 2.2.* Barrett (2003) Seven Stages in the Development of Personal Consciousness (p.347).

Each level of Barrett's (2003) model is defined as follows:

“Unity: Serving humanity and the planet

Inclusion: Making a difference in people's lives

Cohesion: Bringing meaning to existence

Transformation: Balancing self-interest with collective interest

Self-Esteem: Building a sense of self-worth

Belonging: Developing supportive relationships

Survival: Ensuring physical or economic survival” (p. 347).

The first three levels of Barrett's model correspond with the middle three levels of Maslow's hierarchy. These levels relate to the development of the human ego (Barrett, 2003). The last four levels are the four distinct categories into which Barrett has divided self-actualization. The top three levels relate directly to the development of the human soul and Barrett keys in on level four, transformation, as the place where the people learn to align their ego needs with their soul needs (Barrett, 2003). Barrett used this model to conduct a study on the alignment of values judging alignment between employee's personal values, the organization's current culture values and the employee's desired culture values. According to Fry (2003), Barrett's (1998, 2003) model

“assumes that leaders who are able to operate from the full spectrum of consciousness and have a high degree of value alignment with their employees would out-perform the market in customer/client satisfaction...He claims his research shows that highly aligned, full spectrum organizations give emphasis to employee fulfillment and customer satisfaction, and are highly profitable.”(p. 710).

Based upon these findings, the researcher suggests that, companies can use training and development to build employee understanding of the organization's culture values in order to encourage operation from the full spectrum of consciousness. The second theoretical basis for this study will be used to illustrate the manner in which Chick-fil-A's core values, built upon Christian spiritual principles, are connected to the employee learning experience.

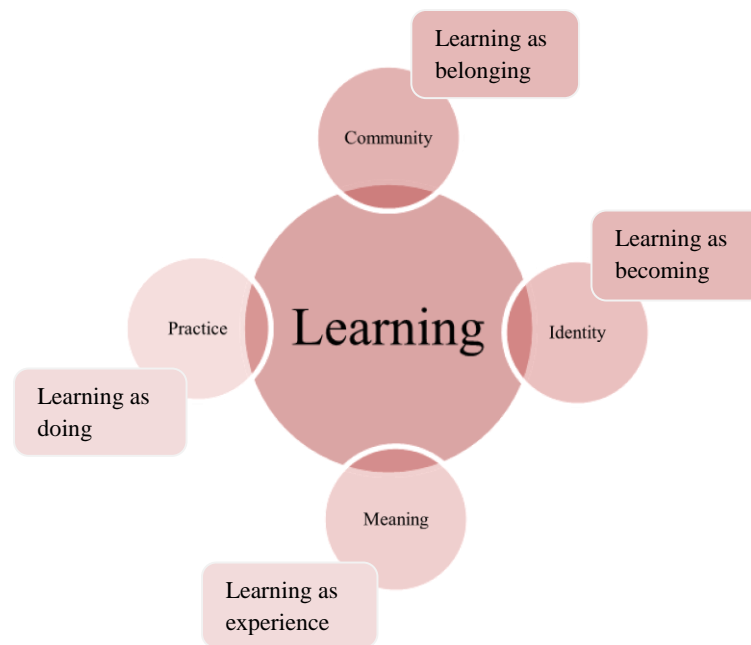
Social learning theory centers on the general principle that people learn from one another through modeling, observation, and imitation (Schunk, 2007). Albert Bandura

(1977) is predominantly credited with the creation of this theory. Yet, several other theorists have developed conceptualizations that promote the importance of the social aspect of learning and thus fall under the broad category of social learning theories. Vygotsky and Wenger are two prime theorists who fit within the social learning paradigm.

“In Vygotsky’s theory, the social world influences development from the beginning of life; independent activity occurs as children internalize culturally mediated higher mental processes they have previously been able to do only with help” (Lloyd & Fernyhough, 1999, p.38). Help, for learners, comes through scaffolding provided by a more knowledgeable other who assists students in reaching higher levels of understanding within their zone of proximal development (Schunk, 2007). The zone of proximal development represents a continuum of a learner’s ability to comprehend a given subject matter. The continuum begins with those things that the student can do without assistance and continues to those things that the student would not be able to do even with assistance. Where the student is able to be assisted in learning by a more experienced partner is considered his or her zone of proximal development (Schunk, 2007). The idea of the more knowledgeable other, or the partner that is more advanced in learning assisting the less advanced partner is a key component of Vygotsky’s theory (Lloyd & Fernyhough, 1999). This portion of Vygotsky’s theory relates directly to the studies of Lave and Wenger (1991) concerning situated learning and communities of practice.

### **Situated Cognition and Apprentice Learning through Communities of Practice**

Jean Lave and Etienne Wenger (1991) through studies on apprenticeship developed the concept of situated learning. Essentially their apprenticeship studies led to the conclusion that there exists a process called legitimate peripheral participation (p.29). According to Lave and Wenger, “‘legitimate peripheral participation’ provides a way to speak about the relationship between newcomers [the apprentice or the learner] and old-timers [the master or the instructor], and about activities, identities, artifacts, and communities of knowledge and practice” (p.29). Wenger’s (1991, 1998) *Communities of Practice* theory is anchored in the application of four premises: the fact that “we are social beings”; that “knowledge is a matter of competence with respect to valued enterprises”; that knowing is a matter of pursuing such enterprises through active engagement in the world; and lastly, that learning is ultimately meant to produce meaning, defined as the ability to have meaningful engagement between individuals and the world (p.4). For the purposes of this study, the researcher will give special attention to Wenger’s suggested Social Theory of Learning conceptual framework which postulates that learning is inclusive of social participation as delineated through four components (see Figure 2.3).



*Figure 2.3. Wenger's (1998) Social Theory of Learning (p.5)*

Understanding communities of practice begins with the understanding that they exist everywhere. Essentially, communities of practice are informal groups of individuals bound by what they do together. They can be recognized by the presence of three dimensions: joint enterprise, mutual engagement, and shared repertoires of resources. “Communities of practice develop around things that matter to people. As a result, their practices reflect the members’ own understanding of what is important” (Wenger, 1998, p.2). Knowledge defines communities of practice, not tasks (Wenger, 1998, p.4). The researcher posits that in Chick-fil-A®, while groups of workers are referred to as a team, the workplace actually more closely relates to a community of practice in that knowledge centers around more than the task of making chicken. Rather, the researcher suggests that the company desires to build the character and spirit of their employees through the practice of values that begin from the higher levels and moves down to lower levels of the organization.



The constructivist paradigm suggests that learning is an active process of taking new knowledge and applying it to what is already known to create deeper understanding or new meaning (Schunk, 2007). This paradigm values learning as experience and when combined together with the social aspect of learning can be related to the principles seen in communities of practice. Predominantly, within constructivist theories, communities of practice shares common elements with Vygotsky's Social Development Theory based on major premises of social collaboration with a more knowledgeable other to increase learning in the zone of proximal development (Schunk, 2007). Thus, the communities of practice model largely deals with informal learning; however, the researcher posits that formal learning in the initial job training creates a general knowledge base for employees around the principles that govern their work environment. Formal learning then becomes informal learning when on-the-job.

Wenger (1998) suggests that although communities of practice tend to arise naturally, they can be nurtured and developed in organizations by creating an environment where the values communities bring is recognized. He suggests that a fine tuned organization's corporate culture can foster the development of communities of practice and that support can be provided for the building of such communities through offering guidance and resources, connecting community agendas with business strategies, offering encouragement, bringing the right people together, and offering access to other communities (Wenger, 1998). The researcher suggests that Chick-fil-A© uses all of the aforementioned methods in efforts to promote learning within their employees.

The components of the Social Theory of Learning conceptual framework (see Figure 2.3 above) include meaning, practice, community, and identity. Each of these is

seen as intricately connected with learning in organizations. Meaning is defined as “a way of thinking about our (changing) ability—individually and collectively—to experience our life and the world as meaningful.” Practice is “a way of talking about shared historical and social resources, frameworks, and perspectives that can sustain mutual engagement in action.” Community is “a way of talking about the social configurations in which our enterprises are defined as worth pursuing and our participation is recognizable as competence.” Lastly, identity is seen as “a way of talking about how learning changes who we are and creates personal histories of becoming in the context of our communities” (Wenger, 1998, p. 5). The researcher suggests that these components correlate with the vision and value system taught at Chick-fil-A© and that such correlation allows for the creation of spirituality in the workplace and organizational success through training and development. Specific correlations will be discussed below in the section on Chick-fil-A©’s core vision and values.

### **Christian-based Company View on Religion and Spirituality**

A great deal of the literature on spirituality in the workplace reflects a reluctance to combine the concept with any specific religious belief system (Ashmos & Duchon, 2000; Fry & Slocum, 2008; Garcia-Zamor, 2003). This reluctance may be built upon the fact that religious systems are often viewed as rigid, intolerant, and divisive and are often defined in terms of the rituals and practices exercised in respect or reverence toward a given deity. “Religion is concerned with a system of beliefs, ritual prayers, rites and ceremonies, and related formalized practices and ideas” (Fry & Slocum, 2008, p.90). The researcher suggests that instead religion be looked at in terms of a worldview that fuels the rituals. According to Kim, Fisher, and McCalman (2009), “our worldview forms the

context within which we organize and build our understanding of reality” (p.116).

Worldviews shape culture and are the basis for the beliefs and values that a person carries. Beliefs and values are only universal to those who accept them as truth; thus, to others outside of that realm of belief, the worldview may appear to be exclusive. As such, Krishnakumar and Neck (2002) state that “religious views of spirituality are those that are specific to a particular religion” (p. 155) spirituality, the authors state, extends beyond the rules, or rituals, of religion.

While the general view of religion has mainly been that it is an exclusive practice, “as early as 1964, Maslow suggested that traditional religious organizations were no longer the sole proprietors of religious beliefs and experiences” (Zinnbauer, Pargament, & Scott, 1999, p.899). Concepts such as values, ethics, spirituality, and morals were being adopted into the mainstream and outside of institutionalized churches. “Maslow further argued that practically everything that might be defined as characteristic of the religious experience could be accepted by the traditionally religious and nonreligious alike” (Zinnbauer, Pargament, & Scott, 1999, p.900). Maslow also suggested moving away from recognizing a connection to the divine as the root cause of religious experience and embracing the idea of peak experiences as an explanation for experiences of holiness, reverence, and the like (Zinnbauer, Pargament, & Scott, 1999, p.900). The researcher finds that Maslow’s idea of religion brings to light the exact difference between the secular and Christian view of religion and spirituality, which is his overlooked connection to the divine (Mitroff & Denton, 1999; Rae & Wong, 2004; Reave, 2005; Zinnbauer, Pargament, & Scott, 1999).

According to Reave (2005), spirituality is “a personal life principle which animates a transcendent quality of relationship to God” (p. 656). The Christian view of spirituality is predicated upon relationship with God through Jesus Christ. It is out of that relationship that the Spirit of God dwells within a person bringing his or her spirit, which was dead because of sin, to life (Romans 8:10-11 New International Version). Simply put, the worldview of the Christian is Christ. It begins with the fundamental knowledge that there is a God who created, loves, and desires a relationship with every human being. Otherwise stated, it is the belief that “the earth is the Lord’s and everything in it, the world, and all who live in it” (Psalm 24:1 New International Version) (Schlossberg, Samuel, & Sider, 1990, p.170). Schlossberg, Samuel, and Sider, (1990) note that “the divine origin of creation, its continued existence through God, redemption through Christ, and its purpose to glorify God are fundamental truths which must guide all Christian reflection...”(p.170). The religious rituals, for the Christian, are a means through which God is glorified. However, rituals can only serve as external examples of an internal change that the Spirit brings. Such practices, outside of the relationship with God, can never be considered spiritual. According to a study done by Zinnbauer, Pargament and Scott (1999), “more often spirituality was associated with closeness with God and feelings of interconnectedness with the world and living things” (p.896). Thus, for the Christian, there can be no spirituality devoid of a relationship with God. This idea is seen multiple times in the scriptures where it is stated that by faith in Christ, not works (or ritual practices), is a person saved (Romans 4:2-5; Romans 9:32; Galatians 2:16, Galatians 3:10; Ephesians 2:8-9). Thus, the only factor that separates the generally accepted view of spirituality as internal, personal, informal, meaningful, broadly inclusive, universal,

timeless, inseparable from faith, sacred, and transcendent (Heaton, Schmidt-Wilk, Travis, 2004; Krishnakumar & Neck, 2002; Mitroff & Denton, 1999) is a name, Jesus Christ.

In spiritually assessing corporate America, Mitroff and Denton (1999) clearly reference Christ as the line of demarcation between the Christian-based organization and other organizations (Evolutionary, Recovering, Socially Responsible, and Values-based) also striving to incorporate spirituality into the workplace. In fact, they note that the desire of the Christian-based business is to “take over the company for Christ” (p.57). Ibrahim et.al. (1991) would agree that Christian-based companies desire to take over the company for Christ having discovered in their study that 73% of companies actively participate in proselytizing to customers. The researcher suggests that this is not greatly different from companies who share their value system with customers except that once again, for the Christian-based company, values are grounded in Christ, their worldview.

At this point, it should be noted that these studies are of Christian-based companies in general and that each company is different in the ways and degrees to which they incorporate their Christian values into practice. For Chick-fil-A®, the researcher suggests that lifestyle is what presents the Christian values that are embedded in the company’s culture. “You must demonstrate you live for Christ in and through your work before your words will be heard” (Mitroff & Denton, 1999, p.64). This demonstration begins with the founder of Chick-fil-A®, Truett Cathy, who sets the basis for the organizational culture of the company. Having leaders to set the organizational culture of a company is not a new practice in business. Sims and Brinkmann (2003) state that “employees observe the behaviors of leaders to find out what is valued in the organization” (p.249). Leaders who set their business practices after biblical principles

are also not a new phenomenon. Companies such as Mary Kay Cosmetics and Interstate Batteries also carry a similar belief in the use of biblical principles. For example, distributors of Mary Kay cosmetics note the central tenet of Mary Kay to be “God first, family second, and career third” and one distributor states that “success as a director is related to her relationship with God” (Benoit, 1997, p.136). Interstate Batteries is noted to be “an active laboratory for the implementation of workplace spirituality through Norm Miller’s spiritual leadership...Norm Miller, Interstate’s chairman, is a devout Christian and believer in God’s power to change lives” ( Fry & Slocum, 2008, p.92). In the case of Chick-fil-A®, founder Truett Cathy states “as Christians, we have an obligation and a responsibility to abide by the principles of the Bible. I believe that you can combine biblical principles and good business practices...” Of the importance of setting an example through lifestyle, these biblical principles state “for it is God who works in you to will and to act in order to fulfill his good purpose” (Philippians 2:13 New International Version) “You are the light of the world...let your light shine before others, that they may see your good deeds and glorify your Father in heaven” (Matthew 5:14-16 New International Version). Thus, if lifestyle is promoted, changes that take place begin with a person’s desire to model what is seen and culminates when explanations of what is seen directs the focus back to Christ.

For Chick-fil-A®, the explanation is provided to employees through training and development. The core vision and values of the organization give definition to the positive actions seen on the job. Hence, for the purposes of this study, the researcher suggests the following conceptual framework that begins with the organizational culture, built upon the values and beliefs of Chick-fil-A® founder Truett Cathy, which shapes the

corporate purpose “to glorify God...” as reflected through the vision and values that are spread to employees through training and development to promote spirituality in the workplace and organizational success.

### Conceptual Framework



*Figure 2.4.* Williams (2011) Conceptual Framework

#### **Organizational culture.**

Studies on organizational culture look into values, leadership, learning, performance (Fairholm, 1996; Fawcett, Brau, Rhodes and Whitlark, 2008; Ferguson & Milliman, 2008; Kotter & Heskett, 1992; Posner, Kouzes, & Schmidt, 1985; Schein, 1983, 1984, 2004).

### *Sensemaking and training.*

Long and Helms Mills (2001) suggest that

“organizational culture acts as a sensemaking device that influences how people construct the reality of the organization in which they are a member. This sensemaking process must, however, be controlled in order for the organization to come to mean the same thing by its various constituents, such that adherence to core corporate values become routine” (p. 326).

The researcher suggests that the sensemaking process at Chick-fil-A© begins with the leadership and is controlled through formal and informal training and social learning in communities of practice. Research shows that organizational cultures that promote learning and employee development are successful in building spirituality in the workplace (Fawcett et. al, 2008; Porth, McCall, and Bausch (1999) give reference to the fact that everyone has had both good and bad experiences with persons employed in service industries. These authors suggest that positive experiences with such workers “are not merely a result of individual employee personalities; they have much to do with the values embedded in the organization’s culture, and the levels of training and the degree of respect accorded the workforce” (p.219).

Kotter and Heskett (1992) conducted studies on the effects of strong corporate cultures that led to four conclusions about culture in organizations. First, they found that culture has the ability make a significant impact on a long-term performance. Second, they predicted the next decade would show an increase in the importance of culture. Third, they noted that cultures with strong long-term financial performance are not as rare as they might appear. Lastly, they noted a possibility to change cultures to be more



performance enhancing. In one case, they note that a company, Tandem Computers, has a strong corporate culture. This company is said to have few formal rules yet their employees work toward the desired goals productively. The strength of this company comes through management that spends considerable time training and communicating company philosophy (Kotter & Heskett, 1992). Again in this case, the organization's culture and training are closely related in terms of success. This correlation, suggested through the literature, gives reason to the author's last finding that it is possible to change an organization's culture. However, there are other factors that play a key role as well.

*Adaptive leadership and learning organizations.*

In relation to their four findings, Kotter and Heskett (1992) make clear the fact that culture's impact on performance, may be negative or positive depending on the leadership and type of organization. They note that in order to fall on the positive side of the spectrum, a company's practices and context must align. Moreover, the authors also note a need to have norms and values that allow for adaptation in the midst of a changing environment. Adaptive cultures tend to have core values that display management's deep concern for customers, stockholders, and employees (Kotter & Heskett, 1992). Chick-fil-A© demonstrates these qualities in their strict adherence to biblical principles as a Christian-based organization and in values that promote continuous improvement and personal excellence in employees.

In addition to the adaptive organization, the learning organization is one in which spirituality is noted to thrive. Fawcett et al. (2008) note that "when an organizational culture removes the figurative shackles from workers, the oft sought after learning organization is within reach" (p. 422). The authors also state that "an inspiring culture

that encourages and enables employees to bring their best efforts and best ideas to work every day is one that promotes individual growth and organizational learning” (Fawcett et al., 2008, p.435). The nature of Chick-fil-A© as a learning organization has already been discussed in relation to communities of practice. However, the researcher can not overlook the importance of leadership’s role in cultivating the right organizational climate (Fawcett et al., 2008).

***Founders, leaders, and values.***

Another important factor of organizational culture is the role that leadership plays in determining culture. This facet is primarily viewed in literature through the work of Edgar Schein. Schein (1983, 1984, 2004) conducted extensive study on organizational culture that centers studies the role of the organizations founder and the leadership in the creation of climate. According to Schein (1983), the founder of the organization begins to create organizational culture through his or her vision for the production and distribution of a product or service. In order to produce this vision, the founder of the organization must select a “founding group” (p.5). The founder, however, remains leader over this group as he or she will already also have a vision for how ideas will be fulfilled based on “assumptions about the nature of the world, the role which their organization will play in the world, the nature of human nature, truth, relationships, time, and space” (p.6). These assumptions and this process is the beginning of the embedding of beliefs and values into an organization’s culture. Essentially, founders begin a process of combining their beliefs, values and assumptions with the learning experiences of group members and with new beliefs and values brought in by new leaders; cultures come forth as a result of this combination (Schein, 2004).

Cultures, according to Schein (2004) have three levels, artifacts, espoused beliefs and values, and underlying assumptions. Artifacts include the “visible organizational structure and processes,” espoused beliefs and values consist of “strategies, goals, and philosophies,” and lastly, underlying assumptions are the “unconscious, taken for granted beliefs, perceptions, thoughts and feelings” (p.26). Table 2.1 below illustrates each level of culture as the researcher suggests that it exists within Chick-fil-A®.

Table 2.1.

*Levels of Culture in Chick-fil-A®*

Levels of Culture	
Artifacts	<ul style="list-style-type: none"> <li>• Design of Chick-fil-A® franchises</li> <li>• “My pleasure”</li> <li>• Cows</li> </ul>
Espoused Beliefs and Values	<ul style="list-style-type: none"> <li>• Biblical principles that govern organizational practices</li> </ul>
Underlying assumptions	<ul style="list-style-type: none"> <li>• The Christian perspective of life’s purpose, to glorify God, can be combined together with work</li> </ul>

Generally, Schein (2004) asserts that leadership embeds their values through charisma or the ability to capture the attention of subordinates well enough to communicate values clearly. The researcher postulates that this is the method used to embed the values of Truett Cathy through the various levels of Chick-fil-A®. His

charisma draws in franchise owners who believe in and wish to listen to what he has to say. These franchise owners then incorporate the spread the knowledge down to employees creating an environment conducive to shared values (Ventura, 2006).

According to Posner, Kouzes, and Schmidt (1985) shared values have many benefits in organizations. Benefits of shared values include the following organizational commitment, self-confidence in understanding personal and organizational values, and ethical behavior, among others.

### ***Ethics.***

The Christian worldview, as previously explained, is the foundation upon which the organizational culture of Chick-fil-A® is founded. Ethics has been greatly compared to the Christian world view (Calkins, 2000; Kim, Fisher, & McCalman, 2009; Longnecker, McKinney, & Moore, 2004; Rossouw, 1994). Christian ethics means acting with integrity in reverence to and as a representative of God. This truth is stated in 2 Corinthians 5:20 (New International Version) which notes that “we are therefore Christ’s ambassadors, as though God were making his appeal through us.” Rossouw (1994) states “Christian ethics can never be separated from the life story of Jesus and God's people and from their understanding of the story of life. Christian ethics is not in the first place a morality, but a response that follows on seeing reality through faith” (p.562). Christian ethics through biblical principles form the basis upon which Chick-fil-A®’s corporate purpose is founded and embedded in the organizational culture of the company.

### ***Overview.***

In tying the aforementioned concepts together, Fairholm (1996) suggests a “model of spiritual leadership that embodies those values and practices proven effective in various kinds of organization... These model characteristics include:

- a carefully designed corporate philosophy or vision embedded in a corporate culture;
- a value of personal and other forms of development (growth) to become one's best self;
- commitment to serving others;
- a sense of interactive, mutual trust;
- an authentic concern for people and organizational goals;
- an environment that encourages openness, fairness, individuality and creativity;
- commitment to group unity, teamwork and sharing;
- integrity in all interpersonal relationships;
- simplicity and flexibility of structure and systems;
- a process that emphasizes continuing evaluation of progress" (p.13).

**Corporate purpose.**

Basu (1999) states that corporate purpose is built of three determining factors: strategic stakeholders, contextual environment in which the firm operates, and the cultural beliefs and values of the organization (p. 26). Stakeholders are defined as the key constituents who have interests that are served by the organization. Employees are noted among these constituents. Basu (1999) notes that the determination of why the company exists is a key component in the creation of corporate purpose. He states that such determination involves the answering of two questions by the corporation, "who is the company for" and "what do they [the persons who the company exists to serve] want?" (p. 28). The desires of stakeholders will differ and the determination of ranking order of whose desires are met lies in the perceived power of the stakeholder. Hence, for the Christian-based company, the answer is simple, the primary stakeholder is Christ who

desires a life lived to His glory (Ibrahim et. al, 1991; Mitroff & Denton, 1999; Schwartz, 2006).

The contextual environment simply alludes to the idea of the constant external and internal environmental changes occurring with the organization. With respect to the environment's ability to affect corporate purpose, there are two schools of thought. Basu (1999) states that some believe that corporate purpose is painfully and slowly altered with the changing environment in order to ensure survival of the organization. The counter thought is that corporate purpose is permanent as it relates to "the more eternal and fundamental aspect of service to the society and reflects the more constant aspirations within individuals" (Basu, 1999, p.31). The Chick-fil-A© corporate purpose is likely built upon the latter of these beliefs.

The last determinant of corporate purpose is cultural beliefs and values.

"Culture is defined here as the rule of way of life of a group of people predicated on their very own ideals, values, beliefs and assumptions. These values, beliefs and assumptions influence behavior and decisions. Therefore, different cultural values and beliefs have different influences in the formation and pursuit of corporate purposes" (Basu, 1999, p.33).

These values may have root in societal norms, be determined by organizational culture, or flow back to corporate leadership (Basu, 1999, p. 34). The Chick-fil-A© corporate purpose may stem from all three sources having originated with the societal upbringing of Truett Cathy that now reflects itself through corporate leadership and the organizational culture of the company.

### Vision and values.

Vision and/or values are often related to the development of organizational culture (Barrett, 2003; Posner, Kouzes, & Schmidt, 1985; Schein, 1983, 1984, 2004; Tosti & Jackson, 2001). Tosti and Jackson (2001) developed a “simplified systems framework for understanding the relationship between organizational components” (p.1). Figure 2.5 illustrates this framework.



Figure 2.5. Tosti & Jackson (2001) Organizational Systems Framework

The above framework shows how the strategic and cultural aspects of an organization should ideally align to create results. According to Tosti and Jackson (2001), the strategic side of the framework gives reference to what should be done while the cultural side of the framework refers to how things should be done (p.1). As this study is looking into how training and development aligns with corporate purpose, the researcher will concentrate on terms associated with the cultural side of the figure. However, prior to branching to one side of the figure, the researcher must note that, in terms of organizational alignment, concepts on both sides of the figure should be complementary

to one another. In other words, the “how” of the cultural side of the figure should be compatible with the “what” directly across from it on the strategic side of the framework (Tosti & Jackson, 2001, p.2).

Moving on to the cultural aspect of the organizational system, the vision is the long-term picture of the organization’s expected performance impact. Values set the overall framework of how the organization intends to behave in bringing the picture to life. Practices institutionalize values with decisions for implementation and margins for expected results from work units. Behaviors give light to how intentions are being executed daily within the company. Lastly, results are the actual outcomes that an organization produces through the collective efforts of the strategy and culture (Tosti & Jackson, 2001). These authors continue to note that in terms of organizational alignment, leadership should provide the support through action and the thoughtful creation of organizational systems, such as training and development, which help people to implement the mission, vision, and values (Tosti & Jackson, 2001).

William J. Ventura II (2006) conducted a doctoral study to determine how the personal values of Truett Cathy affect the culture of Chick-fil-A®. The study was geared toward extracting the role of communication in spreading of values. This study was qualitative and consisted of document review, personal observation, and interviews with Cathy himself, his son and COO of the company, Dan Cathy, and various Chick-fil-A® operators throughout the United States (Ventura, 2006). The study utilized Alexander Hill’s Judeo-Christian values as a basis for the assessment of the values associated with Chick-fil-A® through Truett Cathy. Overall, the study includes extensive research that proposes “nine characteristics of Cathy’s values, seven characteristics of the



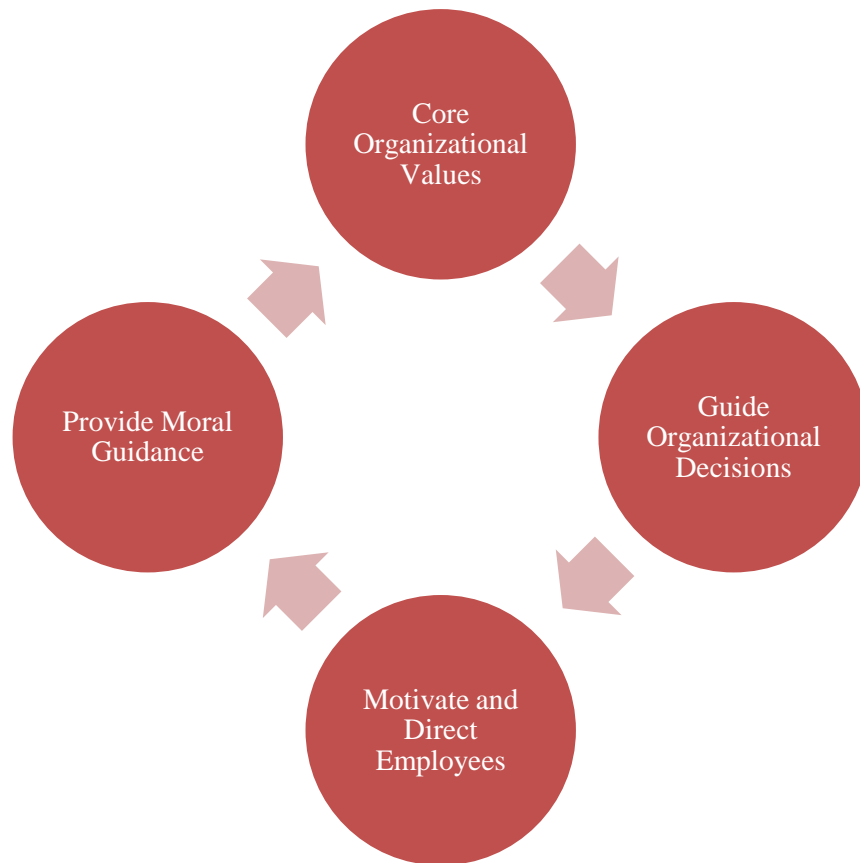
organization's communication practices, and six characteristics of the values practiced by operators" (Ventura, 2006, p. vi). One noted method of value communication was the vision and values booklet issued to all new Chick-fil-A® employees during initial training and development, discussed below.

Overall, the researcher finds that Ventura's study has been important for laying groundwork in understanding the inner workings of Chick-fil-A® and in determining that the values of the organization do actually originate with the Christian beliefs of the founder, Truett Cathy. In expressing this fact, Ventura (2006) states:

"Leadership brings their values, which are comprised of their personal culture and ethical system, into the organization. The leaders and the organization are influenced by values and ethics in the external cultural community in which they reside. They, in turn, influence the internal communication in this respect. The influence of the leadership carries over into the material, tools, etc., used to communicate those values to other members of the organization. As those values are then communicated...the influence is passed along... and the value applied" (p.47).

He continues to say that the applied values are then added to individual values and subject to interpretation of the learner (Ventura, 2006, p.47). Thus, building upon Ventura's work, the researcher desires to view, on a smaller scale, the communication of these values through training and development on Chick-fil-A®'s core vision and values. She then relates communication of values through training to the promotion of a spiritual workplace and the organizational success of Chick-fil-A® as seen through employee satisfaction and the opening of new franchises.

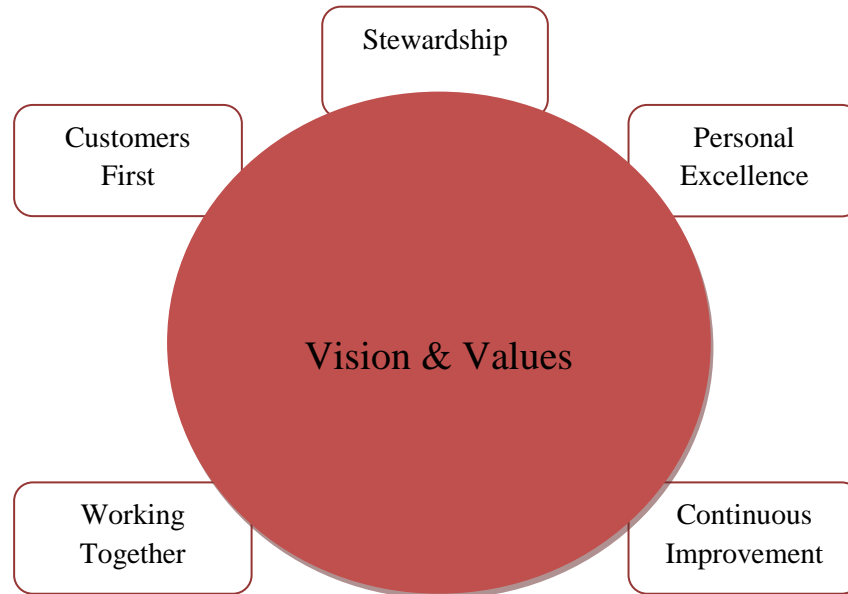
Values are virtually inseparable from conversations about spirituality (Chalofsky, 2003; Driscoll & McKee, 2007; Fawcett et al, 2008; Ferguson & Milliman, 2008; Mitroff & Denton, 1999; Neck & Milliman, 1994). According to Ferguson and Milliman (2008), effective core values produce the following cycle seen in Figure 2. 6.



*Figure 2.6.* Ferguson & Milliman’s (2008) The Impact of Core Organizational Values (p. 442).

Chalofsky (2003) states, “meaningful work is not just about the meaning of the paid work we perform; it is about the way we live our lives. It is the alignment of purpose, values and the relationships and activities we pursue in life” (p.80). Discussions about meaningfulness in work and spirituality in the workplace lead directly back to the theoretical frameworks upon which this study is based. Thus, the researcher will now

resume the discussion of communities of practice social theory of learning framework in relation to the specific parts of Chick-fil-A®'s core vision and values (see Figure 2.7).



*Figure 2.7. Chick-fil-A® Core Visions and Values*

***Customers first & working together.***

Chick-fil-A®'s customer first policy relates to the organizational culture in terms of its connection to Truett Cathy's belief in hospitality and community. It incorporates ideas of helping those less fortunate and builds them into a policy of offering every customer a positive experience. The guiding principle of working together comes from the Christian cultural belief in unity among people and the idea that Christians together make up one collective body of Christ brought together by "one Lord, one faith, and one baptism; one God and Father of all who is over all and through all and in all" (Ephesians 4:5-6 New International Version) (Schlossberg, Samuel, & Sider, 1990,p.169).

The core values of customers first and working together are joined in the Christian principle of loving your neighbor as yourself (Matthew 22:39 New International Version) (Hill, 2007). They further relate to the practice of servant leadership in organizations as a driver of spirituality in the workplace (Biberman & Whitty, 1997; Herman, 2008; Marques, 2006). Herman's work utilizes the same scale used in this study, Ashmos and Duchon's Dimensions of Spirituality at work, to illustrate the connection between spirituality in the workplace and servant leadership. Using the measure, together with the organizational leadership assessment, Herman found that servant-led organizations had higher levels of spirituality in the workplace. There are significant differences between Herman's study and the current research study at hand, primarily being that she utilized two scales together and studied a much larger number of participants across a range of employment fields. However, the researcher is able to use her findings of correlation between servant leadership and workplace spirituality as a basis for this study of Chick-fil-A®. Servant leadership at Chick-fil-A® begins with the Christian values of Truett Cathy that are present in the organization's culture. Again, such personal values are grounded in the life and work of Jesus Christ, the ultimate servant leader (Herman, 2008, p.36).

The presence of servant leadership opens the door for the implementation of the community aspect of Wenger's social theory of learning. Specifically, as is noted in Ventura's (2006) qualitative study, the transference of Cathy's values throughout various levels of Chick-fil-A® is the basis for mutual engagement, joint enterprise, and shared repertoire among employees. Through formal and informal training, employees are brought together and engaged in mutual activity that stems from a mutual historical,

cultural, and institutional context that now allows for employees to join their shared repertoire as a basis for discussing histories of interpretations (Wenger, 1998).

***Continuous improvement & personal excellence.***

For the Chick-fil-A® employee, continuous improvement is presented as the idea of continued personal growth and the sharpening of skills. Personal excellence alludes to the idea of reaching for success even if one must endure failures on the road to success. It is the idea of making decisions that honor commitments and display integrity. Together these ideas corresponded with the Christian belief that life is a continuous journey of growth in Christ and the attainment of an individual destiny that each person was created to live out on the earth. Continuous improvement and personal excellence illustrate Ferguson and Milliman's (2008) point that values are geared toward giving employees direction in work that assists in their self-development and meets their need for deeper meaning.

These values relate to the self-aware person in the fourth level of Maslow's hierarchy, and to the self-actualized person, who has already been noted to be spiritually conscious (see theoretical framework Figure 2.1). Beyond Maslow (1954), these two core values relate to the meaning and identity elements of learning in that they allow employees to contemplate their abilities to change and their abilities to have meaningfulness in life. Furthermore, continuous improvement and personal excellence provide employees a platform for discussion of the reality that "learning changes who we are" (Wenger, 1998, p.5).

***Stewardship.***

Stewardship in connection to Chick-fil-A®'s belief system has been extensively covered in the literature above. Overall, stewardship as taught through the core vision and values of Chick-fil-A® means exercising responsibility over what is entrusted to you. This is an important principle for the organization in that it brings to light the necessity to act ethically with respect to things that have been given. Stewardship relates to self-actualization as defined by Chalofsky (2003) as “the process of developing one’s potential, of expressing oneself to the fullest possible...” (p.71). In this definition, stewardship is associated with the responsibility for the employee to do something with his or her potential. From the perspective of the social theory of learning in communities of practice, stewardship is the responsibility to discuss, share, and promote the resources, frameworks and perspectives that allow mutual engagement to continue (Wenger, 1998). Stewardship corresponds with the actual actions that are done with the understanding people are always observing one another.

### **Training and development.**

Reference to training in this study is primarily focused on the teaching of the visions and values that tie to the corporate purpose of Chick-fil-A®. The researcher postulates that training begins formally when an employee is hired and continues informally throughout an employee’s tenure with the company through the formation of communities of practice. While the formal training covers other practical skills needed for the job and these skills area also modeled on the job, the practical skills needed to properly serve Chick-fil-A® customers are not the core of this study. Rather, the study seeks to examine the personal skills offered through the promotion of a spiritual workplace and encouragement toward the application of the Chick-fil-A® core values.

For the purpose of this study, the researcher reiterates that knowledge is the heart of the learning experience, not tasks. Smith (2001) states that “knowledge is a human, highly personal asset and represents the pooled expertise and efforts of networks and alliances” (p.312). Smith (2001) continues by noting that “the value of knowledge is increases when it has a key purpose and focuses on mission, core values and strategic priorities” (p.312). If knowledge is the center of learning, then there needs to be some productive form of knowledge management. Hence, the researcher suggests that in Chick-fil-A© there is balance between explicit and tacit knowledge. Explicit knowledge is that which is presented in formal training. It is often technical and structured. Tacit knowledge on the other hand, may be technical or cognitive comprised of values, beliefs, mental models, and insights (Smith, 2001). In this study, tacit knowledge is mostly cognitive in reference to spirituality in the workplace and the sharing of values. According to Smith (2001), tacit knowledge is “inspired through leadership, vision, and frequent personal contact with employees” (p.314). It’s benefits are often underrated in the workplace, yet it is often easier to discuss than explicit knowledge. Moreover, nearly two thirds of work-related information is gradually turned into tacit knowledge through face-to-face contact such as casual conversations, stories, mentoring, apprenticeships and the like. “One-of-a-kind, spontaneous, creative conversations often occur when people exchange ideas and practicalities in a free and open environment” (Smith, 2001, p.315). The researcher posits that Chick-fil-A© creates this type of free and open environment for employees.

Past authors have noted the importance of organizational purpose to training and development (Mourkogiannis, 2007; Rushing, 2009). Ideally, corporate purpose should

be considered at all levels in the creation of training in order to promote organizational alignment, as previously discussed.

### **Spirituality in the workplace and organizational success.**

*Researching spirituality in organizations means: first, subjective research for the sake of personal development and organizational transformation, and second, objective assessment of the effects of spirituality on outcomes that are of interest to management scholars and practitioners (Heaton, Schmidt-Wilk, Travis, 2004, p. 74).*

Spirituality as explained within relevant research indicates all of the things that encompass a person's spirit. In the workplace it is defined as the need to feel useful; meaningfulness in work; pursuit of a vision; character; ethics; the giving of one's self for the benefit of others; and the sensing of and desire to connect with something beyond oneself; among various other interpretations (Clark, 1958; Fry & Slocum, 2008; Millimen, Czaplewski, & Ferguson, 2003; Thompson, 2000). These various interpretations give rise to numerous suggestions on the best way to incorporate spirituality in the workplace. Suggestions are often accompanied by arguments over the benefits of spirituality in the workplace. For the purposes of this study, the researcher has elected to review only those portions of literature relevant to spirituality in the workplace where employees are concerned. Thus, "spirituality in the workplace is an experience of interconnectedness and trust among those involved in a work process, engendered by individual goodwill; leading to the collective creation of a motivational organizational culture, epitomized by reciprocity and solidarity; and resulting in enhanced overall performance, which is ultimately translated in lasting organizational excellence" (Marques, 2005, p. 28).



Herman (2008) notes four elements of spirituality in the workplace as found in the literature, these include:

- Employees finding meaning and purpose in work and feel a sense of community at work.
- Personal values meet with organizational values causing the belief that their organizations are “optimistic and focused on ethics, virtues, and principles that provide them with a deeper level of motivation” (p.20).
- Employees have the capability to bring their inner selves into the outer world (ie. being authentic and real).
- Humanistic focus that enables personal development fueling employees toward their highest levels of potential.

The researcher finds that all of Herman’s proposed elements line up with literature as proposed by (Burack, 1999; Butts, 1999; Garcia-Zamor, 2003; Jurkiewicz & Giacalone, 2004; Krishnakumar & Neck, 2002; Milliman, Czaplewski, & Ferguson, 2003; and Mitroff & Denton, 1999). Each of these facets of spirituality in the workplace defines the concept as utilized in this study. Although the concept of workplace spirituality has been greatly scrutinized in the field, the researcher finds, as did Herman (2008), that there are common aspects to include a sense of purpose, personal meaning, fulfillment, or improvement, feelings of community, and feelings of connectedness between the individual and the organization. In line with these measures, Ashmos and Duchon (2000) note that “a workplace in which people see themselves as part of a trusting community, where they experience personal growth as a part of their work community, where they feel valued and supported, would be a workplace in which spirituality thrives” (p.137).

Organizational success in relation to spirituality in the workplace is largely measured by the presence of the aforementioned aspects and is said to lead to higher performance and motivation in employees (Garcia-Zamor, 2003; Herman, 2008; Jurkiewicz & Giacalone, 2004; Krishnakumar & Neck, 2002; Neck & Milliman, 1994; Thompson, 2000). Thompson (2000) noted that “in some cases organizations who were rated highly spiritual outperformed the others by 400-500 percent, in terms of net earnings, return-on-investment, and shareholder value”(p.19). Often in reference to organizational performance tradition has been to seek tangible, financial indicators (Yeo, 2003) such as those noted by Thompson (2000). However, Yeo (2003) gives reference to newer measures that deal with such things as organizational goals and culture, management and communication of job expectations, progress monitoring, and alignment of people and processes. Intangible measures such as these, which according to Herman (2008) translate to an outcome of effectiveness, are what this study seeks to pursue in relation to organizational success at Chick-fil-A©.

## **Methodology**

### **Research Design**

The purpose of this study was to evaluate the effectiveness of training and development toward meeting the corporate purpose of a company founded upon spiritual principles. The researcher sought to explore the role that training and development at Chick-fil-A© plays in meeting the corporate purpose “to glorify God by being a good steward over all that is entrusted to us. To have a positive influence on all who come into contact with Chick-fil-A©”?

The researcher conducted this study with employees at Chick-fil-A© franchises, in Harrisonburg and Chesapeake, Virginia. She desired to determine whether the organizational culture of Chick-fil-A© as expressed through training and development positively impact the lives of employees through the presence of a spiritual workplace. Furthermore, the researcher had interest in learning how the factors of Chick-fil-A©’s corporate purpose, as reflected in training and development through the teaching of the company’s vision and values, contribute to the organization’s success as measured by company expansion and employee satisfaction. These two franchises were chosen so that the researcher might obtain a convenience sample of willing and available participants. According to Johnson and Christensen (2012) “random sampling is frequently used in survey research” (p. 217). The authors state that convenience samples are not the optimal way to go when you want to generalize results from the sample to the population. Nonetheless, researchers are often forced to use convenience samples because of practical constraints. Practical constraints for the researcher included under-aged participants that restricted her ability to select employees at random. Moreover, the researcher had limited

control of employees availability to assist her with the research as they were released during times when they were “off the clock” to participate. Lastly, the constraints of the James Madison University Institutional Review Board (IRB) restricted the researcher from obtaining employee identification information needed for random sampling. Also per the constraints of the IRB, the researcher elected to use multiple franchises to gather sufficient data responses and protect the anonymity of participants. The researcher intends to exercise caution with inferences drawn in the results of this study. No connections will be made between the franchises used and Chick-fil-A© as a whole.

This study is classified as mixed method in that the research design employed both quantitative and qualitative data collection methodologies (Creswell, Clark, Gutmann, & Hanson, 2003; Gall, Gall & Borg, 2010; Greene, Caracelli, & Graham, 1989; Johnson & Christensen 2012; Johnson & Onwuegbuzie, 2004; Onwuegbuzie & Johnson, 2006). Quantitative data was obtained through the use of an electronic online survey consisting of multiple choice, Likert scaled, and open ended questions. Qualitative data collection consisted of interviews conducted with the owners of the Harrisonburg and Chesapeake Chick-fil-A© franchises. The quantitative portion of this study is more dominant than the qualitative portion, QUAN → qual, creating a dominant style sequential design study (Johnson & Christensen, 2012; Johnson & Onwuegbuzie, 2004). Survey and interview research findings are presented in the overall results of this study, in the next chapter.

### **Rationale**

The researcher determined that a survey was the best method to gather the quantitative data necessary for this study as the construct of spirituality is abstract and

necessitated the use of the Likert scale (Johnson & Christensen, 2012, p.178). Johnson and Christensen (2012) emphasize this point by noting that “researchers use questionnaires to obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioral intention of research participants” (p. 197). According to these authors, “the key advantages of multiple item rating scales...are that multiple item scales provide more reliable scores and produce more variability which helps the researcher to make finer distinctions among the respondents” (Johnson & Christensen, 2012, p.178).

The survey was first piloted by a group of nine graduate students who assisted the researcher in ensuring that the scales chosen were appropriate for measurement of the variables. One pilot tester was a former certified trainer at the Harrisonburg Chick-fil-A©. Johnson and Christensen suggest always piloting surveys to ensure proper operation (p.183). The pilot test allowed the researcher to gauge the appropriate length of the questionnaire, to make adjustments to the exact question phraseology and to assess participant responses. At the conclusion of the pilot test, the researcher incorporated all participant suggested changes and destroyed all of the data collected from the pilot. No data from the pilot is included in the actual formal data collection methodology used in the study.

An online survey was issued to 50 employees via computer at each Chick-fil-A© location. Twenty-five participants from the two different stores completed the survey on one of two laptop computers available, for a total of 50 sample responses. The researcher chose to use the JMU sponsored Qualtrics™ online survey database system to create and distribute her survey. Qualtrics™ allows the researcher to collect data from respondents

anonymously, serves as a data storage system, and allows the researcher to analyze both individual and aggregate survey data. The researcher was available as surveys were taken to answer questions about the study as well as to supervise the use of the computers and answer any technical questions about Qualtrics™. The survey consisted of 36 questions. Specific considerations associated with the survey design will be discussed later in this chapter. All survey questions can be found in Appendix F.

Since the researcher was not a Chick-fil-A© employee, she depended heavily on the cooperation of Chick-fil-A© franchise to determine times and dates to conduct both the survey and interview data collection. Due to the nature of this study at a business external of JMU, the researcher was not permitted to issue the survey via email. The researcher decided that using computers at the various locations would provide the simplest means of data collection. Thus, the survey was given at the Chick-fil-A© franchises with laptop computers set up within booths. In efforts to not disturb the regular business of the participating franchises, the researcher set aside two days at each to collect survey responses. Franchise owners permitted willing participants to take the survey during break times and before or after their shifts.

Interview protocol was utilized to supplement the findings of the survey research. A single interview was given to owners of the Harrisonburg Chick-fil-A© franchise and to the owner of the Chesapeake Chick-fil-A© following the collection of all survey responses. The franchise owner's answers to interview questions were used to corroborate the answers given by the employees in the survey. According to Creswell, Clark, Gutmann, & Hanson (2003), the use of interview data to support survey data classifies this study as sequential explanatory research. Coding was used to match

interview questions with the variables of this study as suggested by Ryan and Bernard (2000). A time of approximately 30 minutes was allotted for the interview. The actual interview took 34 minutes to complete. The Harrisonburg interview was tape recorded and transcribed to ensure accuracy. The Chesapeake interview was administered electronically through e-mail. The researcher recognizes that some of the benefits of face-to-face interviewing is lost in using e-mail, however, this electronic version of interviewing supports the growth of technology use in research the past ten years as speculated might happen at the turn of the millennium (Fontana & Frey, 2000).

### **Participant Description**

The population studied was Chick-fil-A®. From this population franchises located in Harrisonburg and Chesapeake, Virginia were chosen and a convenience sample of consenting employees participated in the research survey. The invitation to participate in the study was extended to all employees but the decision to participate in this study rested solely with the individual employee. Neither the researcher nor the franchise owners used any form of coercion on participants. As Chick-fil-A® employs minors as young as 15 years of age, the researcher was required to work with franchise owners to obtain consent as directed by the JMU IRB. This was done through the posting of a letter that the researcher submitted to Chick-fil-A® franchises announcing the study and explaining the necessity for parental consent and assent forms for minors wishing to participate. Franchise owners cooperated with the researcher in placing a folder containing parental consent and assent forms with the posted letter so that they might be obtained anonymously by those interested in participation. The researcher collected forms on the day of the survey collection and only those who submitted both parental

consent and assent forms were allowed into the survey area. Only three minors are represented in the data collected from both Chick-fil-A© franchises.

For employees legally eligible to consent to participation, aged 18 and above, a consent form was provided in a word document that contained the link to the survey. Each employee was instructed to read the document carefully and click the link to consent to participation and access the survey instrument. Once participants voluntarily agreed to participate in the research, they were asked to answer all questions as allowing them to skip questions would have ruined the integrity of the scale chosen for this study. However, all participants were pre-advised of their right to abandon the survey at any point without consequence. Thus, participants who were uncomfortable answering all questions were permitted to exit the survey prior to final submission.

Participants for the interview process were selected through purposeful sampling. The sample chosen was deemed to be an “information-rich” source as franchise owners of the Chick-fil-A© franchises. Information-rich sources are also referred to as key informants who have special knowledge or status that gives special value in terms of obtaining the perspective needed (Gall, Gall, & Borg, 2010, p.348). According to Gall, Gall, and Borg (2010), “purposeful sampling strategies generally are used for the qualitative phase of the study” (p.471). Purposefully chosen participants yield insights and in-depth understandings to illuminate the questions under study (Patton, 2005). The Consent Form for the interview was given to each of the Harrisonburg franchise owners prior to the interview proceedings. Both franchise owners, husband and wife, were interviewed together in one setting. The Chesapeake franchise owner provided his consent via email.



## **Data analysis**

All survey responses were collected via Qualtrics™. The researcher collected all interview responses. Survey data was analyzed by using Qualtrics™ software and SPSS™. The researcher used Microsoft Excel to code all qualitative data. Statistical analysis was run between age and responses as well as tenure and responses. In order to maintain anonymity for employees, as the reader refers to the results of this study he or she will not be made aware of which respondents are employed with the Harrisonburg verses the Chesapeake franchise. Gall, Gall, and Borg (2010) suggest the use of descriptive and inferential statistics to represent the quantitative portion of mixed-method research; thus, the researcher employed both in her analysis.

## **Survey Instrument**

The use of a convenience sample in this study required that the researcher gather demographic information from participants (Fraenkel & Wallen, 2008, p.621). Demographic information requested included gender, age, and longevity of employment with Chick-fil-A©. All demographic questions were closed ended and answer choices were mutually exclusive and exhaustive (Johnson & Christensen, 2012, p.171). It is most often suggested that demographic questions be placed at the end of a survey (Dillman, 1978; Janes, 1999; Johnson & Christensen, 2012). However, Janes (1999) also states that the main objective is to have your survey finished by those who participate. The researcher ensured this by removing the ability to skip questions in her survey using the forced response Qualtrics™ command for all questions. This was primarily done because of the subscales used, explained below, but was applied to the entire survey to maintain consistency throughout. Consistency is noted as a benefit of computerized survey

administration as is the ability to ensure no questions are skipped (McBurney, 1998, p.158). Therefore, despite the fact that the collection of demographic information did not follow the suggested formula, the researcher obtained this information for all 50 survey respondents. Data will be correlated on the basis of age, gender, and tenure of employees to aid in deeper analysis of research findings.

### **Dimensions of Spirituality at Work (DSW) scale.**

Johnson and Christensen (2012) advise conducting a literature search to find already validated measures of your construct. The researcher decided to use the Dimensions of Spirituality at Work (DSW) scale as formulated by Ashmos and Duchon (2000) to test for spirituality in the workplace. The instrument was created based upon a literature review and is meant to test the author's conceptualization of the literature as it applies to spirituality at work. In Ashmos and Duchon's (2000) conceptualization, spirituality at work consists of various dimensions which include inner life, meaningful work, and community. The scale developed was reviewed and validated by academics, an organization development specialist, a former chief executive of a large hospital, and several members of the local business community (Ashmos & Duchon, 2000). Ashmos and Duchon (2000) tested the scale hospitals across three regions in the United States, the Midwest, the Mid-South, and the South-West. Data from 696 participants resulted in acceptable alphas, between .69 and .93, to demonstrate reliability for the various scales of this instrument. For the purposes of this study, the researcher will utilize the following subscales with the following alphas to obtain information about the feeling of spirituality evident in the workplace at Chick-fil-A©:

- Meaning at work

- Alpha= .858
- Organizational Values
  - Alpha=.929
- Individual and the Organization
  - Alpha=.837

Overall, the instrument is designed with a 7-point Likert scale from 1-Strongly disagree to 7- Strongly agree. The use of a 7-point scale is supported by McBurney (1998) who states that “attitudes elicited by questionnaire items are frequently measured on 7-point scale. Seven categories of agreement are the maximum that can be distinguished on most dimensions” (p.155). The anchors between all points on the scale remained the same. For example, there was the same amount of points between agree and strongly agree as there were between disagree and strongly disagree. This ensured that the scale was proper according to Johnson and Christensen (2012). Questions address participant’s feelings about themselves, their work environment and the organization as a whole.

**Chick-fil-A© core values.**

As explained in depth in the literature above, Chick-fil-A© core values are stewardship, customer service, teamwork, personal excellence, and continuous improvement. These values, when viewed through the Christian perspective of company founder Truett Cathy, have very practical application to the spiritual principles that govern practice. As such, the last portion of the survey questions are geared toward determining employee understanding and application of these principles. This portion of the survey consists of five questions, one question per value. The Chick-fil-A© training

manual was used to draw out statements that related to each value. Employees were asked to demonstrate level of agreement with each statement on a 7-point Likert scale (1-Strongly disagree to 7-Strongly agree). The researcher included these questions to determine whether the connection of these values to Christian spiritual principles is reflected to employees, whether Christian or non-Christian, through training and development within the company. A second scale tests the employee knowledge of the company's background and asks their opinion on how the background affects both them and the company personally. The survey then concludes with three open-ended questions (see Appendix F).

### **Interviews**

Johnson and Christensen (2012) note that “qualitative interviews... can be used to obtain in depth information about a participant's thoughts, beliefs, knowledge, reasoning, motivations, and feelings about a topic (p.202). Hence, the researcher used semi-structured interview protocol consisting of 12 questions (see Appendix E) to gather further information about variables of this study. Interview responses were used to further inform the data collected through the survey.

In order to ensure validity the researcher solicited a graduate student colleague, experienced in graduate research, to blind code her qualitative responses. Blind coding was compared with the researcher's codes. Through comparison it was verified that the researcher had properly coded all data.

**Overview**

This chapter has covered in detail the methodology associated with this study.

The population, proposed sample, and the survey and interview protocols were covered in detail. Results of the study will be discussed in the following chapter.

## **Results**

This study was designed to determine how training at Chick-fil-A© assisted the company in the fulfillment of its corporate purpose. Two sub questions were posed to assist the researcher in answering the overall question. The first question was created to determine the manner in which training and development positively impacts the lives of employees through the presence of a spiritual workplace. In other words, the researcher desired to determine whether there was any relation between training on the Chick-fil-A©'s vision and values, which reflect the organizational culture of the company, and the feelings of spirituality in the workplace among employees. Secondly, the researcher asked how the components of the organization's corporate purpose reflected through the vision and values contribute to the organization's success in terms of opening new stores and employee satisfaction

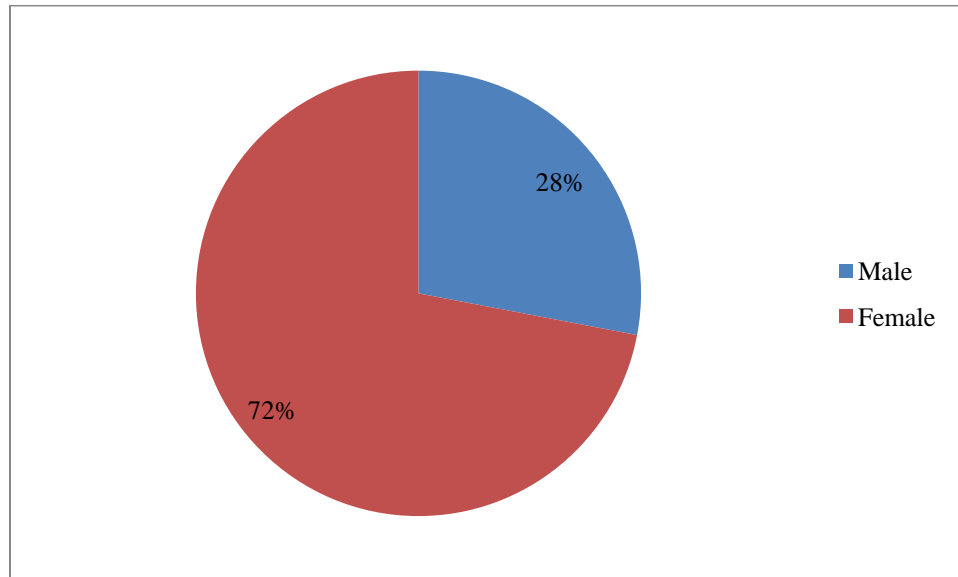
The researcher hypothesized that training and development is used as a major channel through which the corporate purpose of Chick-fil-A© is met. She also suggested that training and development yielded a positive impact on Chick-fil-A© employees through the presence of a spiritual work environment that promotes pride in work and excellence. In terms of organizational success, the researcher expected to find that training on customer service, continuous improvement, teamwork, personal excellence, and stewardship play a significant role in the success of the organization both financially and in terms of their desire to glorify God by positively influencing the lives of others, especially employees. Lastly, the researcher postulated that training and development within Chick-fil-A© will offer further insight into the concept of spirituality in the workplace.

The following segment discusses the results of this study in efforts to confirm or deny the aforementioned expectations of the researcher. Overall, the researcher collected 50 survey responses, 25 from each Chick-fil-A® location. This chapter will begin by discussing the demographic findings of this study and continue to look into the scales that measure spirituality, the core vision and values of Chick-fil-A®, and the knowledge of the organization. Cross tabulations of data will be represented in efforts to determine whether gender, age or tenure play a role in the factors being reviewed in this study. Lastly, qualitative data will be incorporated to support the findings of the quantitative survey data.

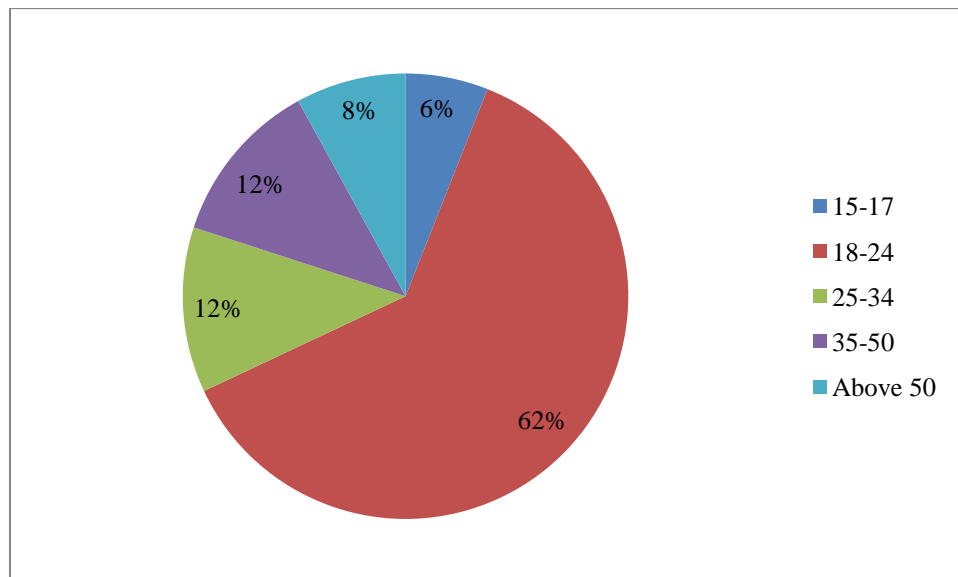
### **Demographics**

The first of three demographic questions was designed to determine the gender of participants. Figure 4.1 below illustrates the male to female ratio among the 50 participants. Data concerning the gender breakdown of fast food workers indicated, according to PayScale.com, that the male to female ratio presented here is off by approximately 23% toward female workers in Chick-fil-A® (<http://www.payscale.com>). According to averages posted on the site, male fast food employees are slightly more common, 51% than females, 49%. Of the 50 survey participants, 34, or 72%, were female and 14, or 28%, were male. The second demographic question was intended to gather the age range of participants. The majority of participants, 62%, fell within the 18-24 age range. The remainder of the age ranges is broken down for review in Figure 4.2, with the lowest range being aged 15-17, or 6% of the sample. The researcher noted that the low ratio of aged fifteen to seventeen year-old employees is not representative of the Chick-fil-A® population. The necessity for parental consent forms and assent forms resulted in

low participation from this age group in the convenience sample. Numerous employees within this age range were denied participation in the study for lack of necessary documentation.



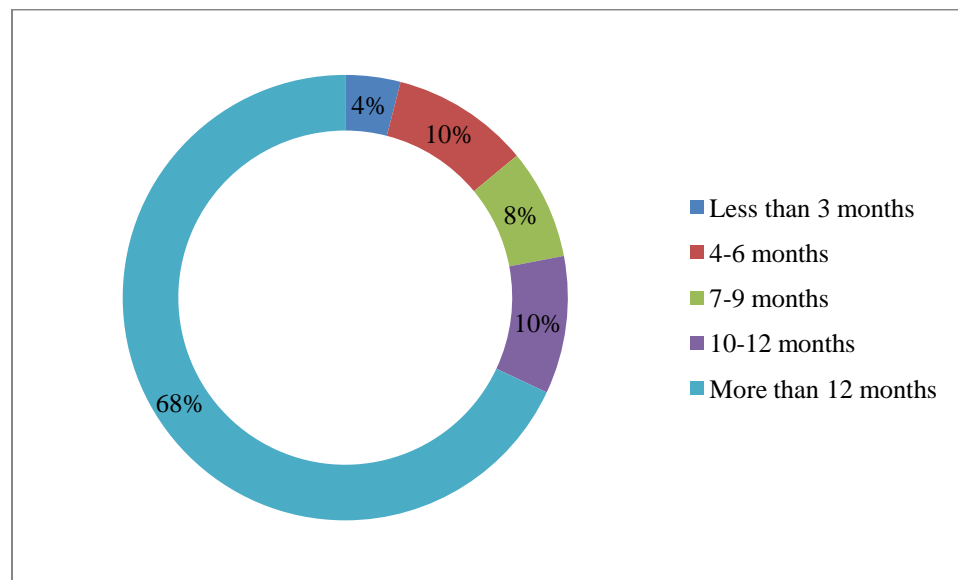
*Figure 4.1.* Gender of survey participants



*Figure 4.2.* Age range of survey participants



Lastly, concerning demographics, the researcher explored the employee's length of employment with Chick-fil-A®. Figure 4.3, below illustrates the fact that a majority of employees, 68%, at the two franchises have been employed for more than a year. This finding is supported by data reports given on PayScale.com which state that 64% of fast food employees have between one to four years of experience in the field (<http://www.payscale.com>).

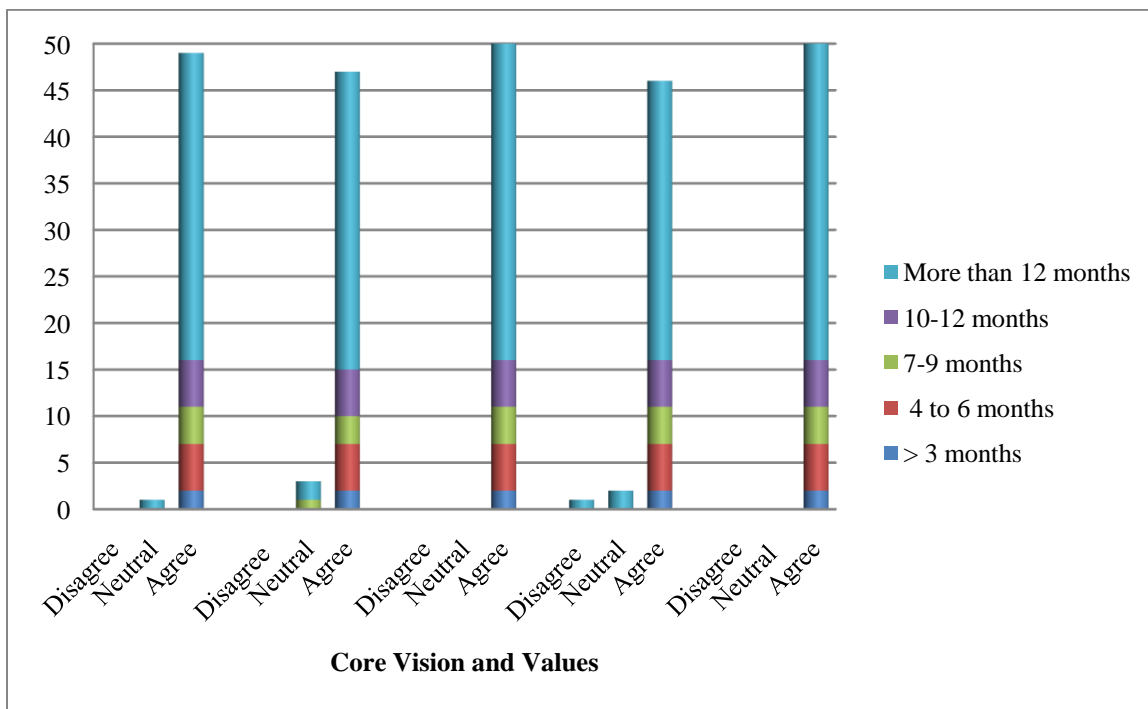


*Figure 4.3.* Length of employment with Chick-fil-A®

This measure was of importance to the researcher when looking at spirituality in the workplace as she had interest in learning whether the length of employment with Chick-fil-A® held a significant role in the employee's ability to relate to the core values of the organization. In hopes to determine a correlation, the researcher created the following cross tabulation between the length of employment and the scale that measured

employee agreement or association with the core value statements of Chick-fil-A©

(Figure 4.4).



*Figure 4.4.* Cross tabulation between tenure and the Chick-fil-A© core vision and value statements. Aggregate results for all five value statements are represented above in the following order: customer service, teamwork, continuous improvement, personal excellence, and stewardship.

Figure 4.4 represents the findings of cross tabulating tenure with the core vision and values. In this figure the researcher rolled strongly agree, agree, and somewhat agree Likert scale options into one agreement variable. She also combined all answers on the disagreement scale within one disagreement variable. Figure 4.4 illustrates that the significance of tenure in relation to the level of agreement with the core vision and values was not as widely spread across variables as the researcher expected. When combining tenure of employees with the level of agreement with statements of Chick-fil-A©'s core

vision and values, the researcher found a positively skewed correlation as represented in Figure 4.4 above. Overall, the researcher noted that much of the data reflected a skewed opinion among participants toward the positive side of the Likert scale. Very few employees shared negative responses to questions. These negative responses will be highlighted where relevant to data presented.

The researcher also desired to look for correlations between employee's age and gender with respect to spirituality in the workplace. However, she realized that these measures would not have proved useful in answering of the research question as spirituality and gender appear to have no significant correlation. Both males and females have the same potential to be spiritual. Measures of age and spirituality may have proven useful to this study but the convenience sample did not produce a varied range of employee ages so that such analysis could be accurately completed. Furthermore, cross tabulations between age and agreement with Chick-fil-A®'s core vision and values training factors produced a result similar to Figure 4.4 above.

### **Core Vision and Values Scale**

The core vision and values scale was the major scale used to measure training and development in Chick-fil-A® as the researcher found that these concepts most closely related to the beliefs that form the foundation of the company's organizational culture and corporate purpose. All of the core vision and values are listed in Table 4.1 as defined by franchise owner Derrick Ward.

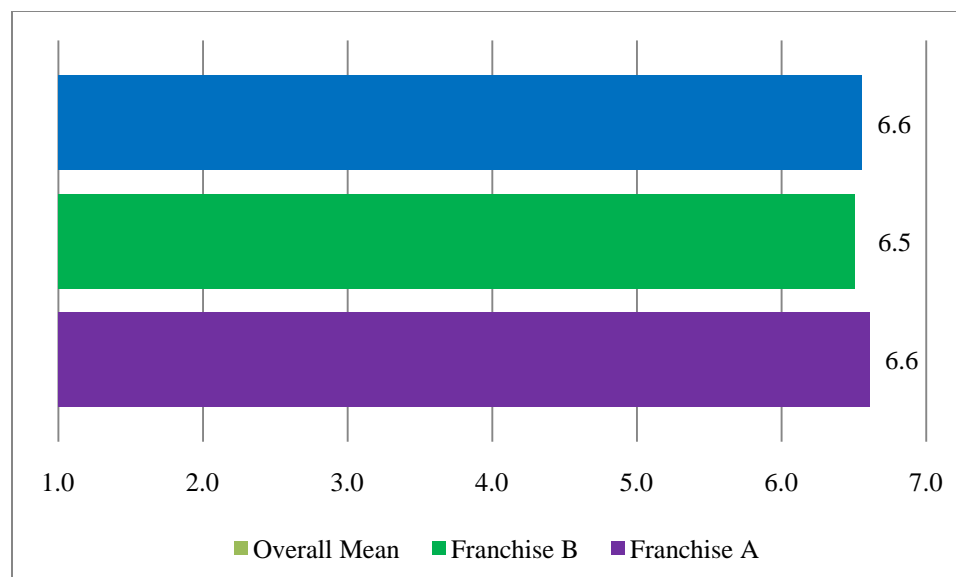
Table 4.1

*Definitions and Measurement of Core Vision and Values*

Vision and Values	Definition	Survey Statement
Customers First (Service)	simply to set aside all distractions. Put the needs of others before yourself and to do it with a humble attitude that communicates to them a genuine concern for them.	The art and practice of hospitality should be preserved.
Personal Excellence	a measure that indicates whether you are maximizing your potential to the desired result. It is not a comparison between individuals.	It is better to fail an attempt at excellence than to succeed at being average.
Working together	a group of individual laying aside personal rights and agendas to come together for a common purpose and goal that will benefit others and the group.	Collective efforts are an important factor for success
Continuous Improvement	the ability and willingness to change for the purpose of achieving better results.	There is always the potential to improve upon things.

Stewardship	managing the resources and relationships in a way that will yield the greatest return on investment in light of the goals, standards and principals without sacrificing any one of them. We must have awareness that all resources are Gods and we will have to give an account to Him on how we managed them.	It is important to handle with care things that others entrust to you.
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Employees were asked to rate their level of agreement or disagreement with statements that relate specifically to one of the five core vision and values (column three of Table 4.1 above) using a 7-point Likert scale. The mean of this scale for all fifty respondents is depicted below in Figure 4.5. Franchise A and B represent the data of the 25 participants from each specific store.



*Figure 4.5.* Means for Core Vision and Values

As Figure 4.5 illustrates, means for core visions and values of the organization show a high level of agreement with statements for all fifty employees combined and among the twenty five from each franchise. The highest variance for this scale was calculated to be .97, for question four (which used a Likert scale) which contained the statement “it is better to fail an attempt at excellence than to succeed at being average.” This question was meant to test employee agreement with the variable on personal excellence and resulted in data that ranged from a 2, disagree, to a 7, strongly agree, on the Likert scale. Despite the few employees who disagreed or who were undecided about this statement, the majority of respondents agreed with the idea of forgoing being average to reach for personal excellence. The researcher also incurred a technical issue with this question. Although the overall survey data recorded 50 completed tests, this question only had 49 respondents as Qualtrics™ failed to appropriately save the answer of one participant for this question. This respondent was a participant from franchise A.

## Spirituality at Work

Spirituality at work was tested through three subscales from the overall assessment developed by Ashmos and Duchon (2000). Mean results from each of the three subscales are presented below and like other graphs depicted in this chapter reflect a generally high level of spirituality felt in the workplace. Table 4.2 and Figures 4.6 through 4.8, below show the means from each franchise and the overall mean for the fifty survey participants.

Table 4.2

### *Mean Responses for Spirituality at Work*

	Franchise A Mean	Franchise B Mean	Overall Mean
Meaning at Work	6.3	5.5	5.9
Organizational Values	6.3	6.0	6.2
Individual and Organization	5.8	5.5	5.7

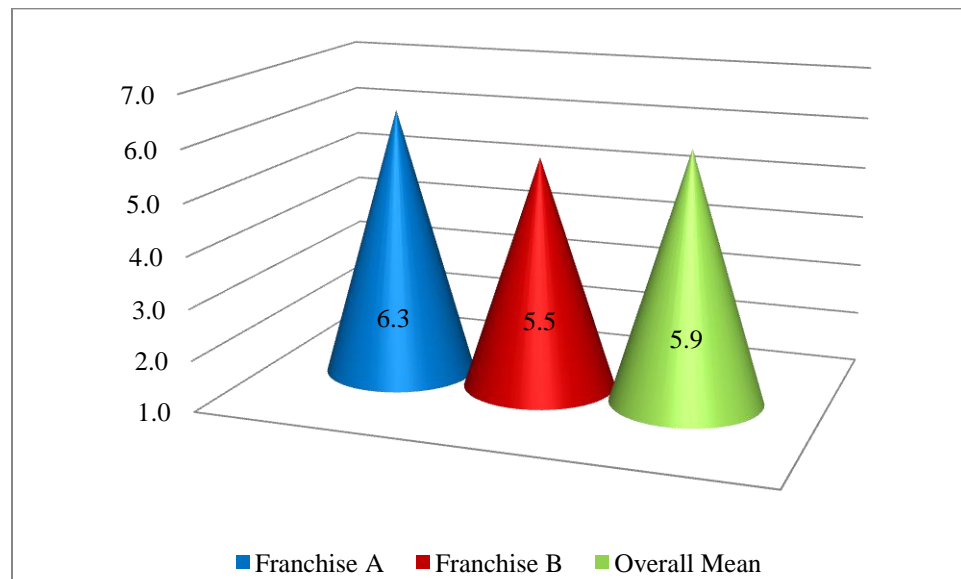
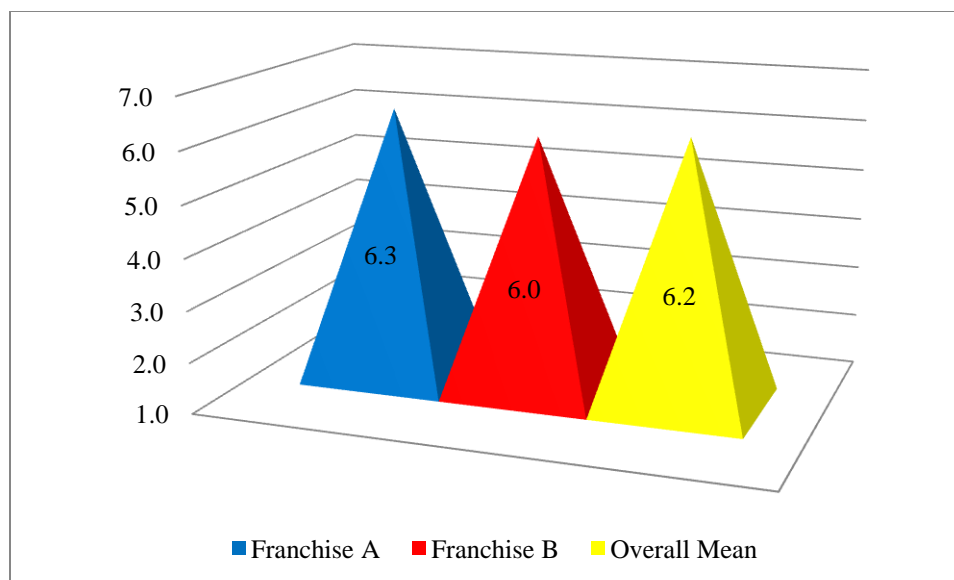
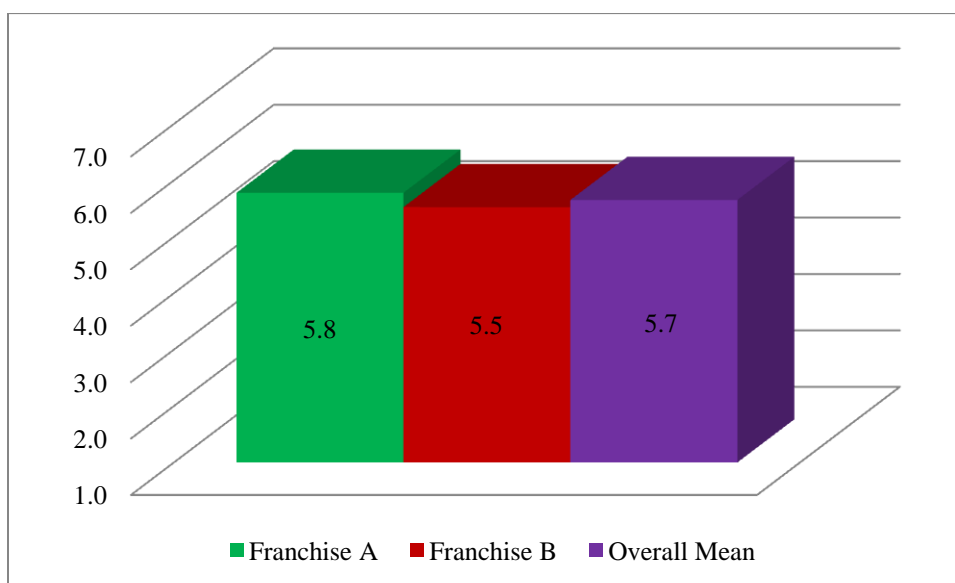


Figure 4.6. Means for the Meaning at Work scale



*Figure 4.7.* Means for the Organizational Values scale

Table 4.2 and Figure 4.7 indicate that the highest rated overall scale for measurement of spirituality within both franchises was organizational values. Hence, this high rating of organizational values helped the researcher to understand the outcome of the scale on core vision and values, Figure 4.5 above.



*Figure 4.8.* Means for the Individual and the Organization scale



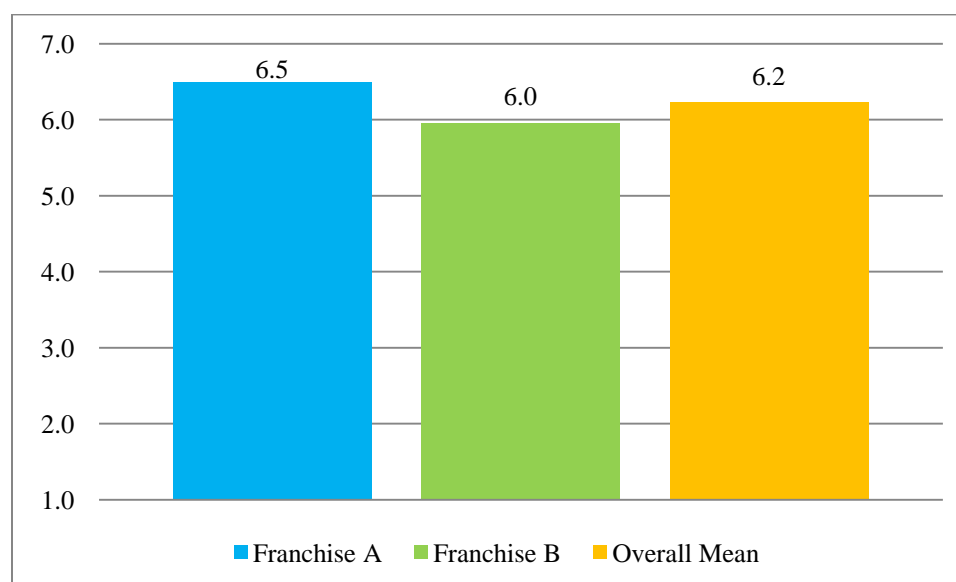
Figure 4.8 shows that the lowest mean was for the subscale meant to measure feelings of alignment between the individual and organization. This subscale questioned things such as employee thoughts of their future at this workplace and feelings about their abilities to use skills within the workplace. The subscale also asked whether employees felt they had a significant role within the organization. While the majority of participants answered these three questions positively, these three questions showed the greatest variance among responses. Each question had a variance slightly above 2. The researcher found that reasons for the variances on this question and the lower mean of this scale in particular may be explained in terms of employee answers to qualitative questions. When asked whether they would suggest Chick-fil-A® as a positive work experience for others, some noted that the work environment “can be positive not always.” They stated reasons such as,

- “sometimes people tend to make work negative and make it feel like a place you don't want to work and be there.”
- “a lot [a lot] of the time this type of job is a lot [a lot] of pressure dealing with customers and employees.”

Hence, not everyone experiences personal feelings of being drawn to the workplace on a long term basis. Others who do report that they feel a connection with their workplace note very specifically, that the managers of the organization play a large part creating in those feelings. Franchise owners Greg and Ashley Bellamy note that they desire that all employees do well. They understand when it comes to tenure, “most of them aren't seeking Chick-fil-A® out to make a career out of it. They're only passing through” (personal communication, March 17, 2011). During the time of employment franchise

owner Derrick Ward states that Chick-fil-A® desires to “develop knowledge and skills that is compatible with a person’s God given strengths” (personal communication, March 9, 2011). Greg Bellamy notes “We encourage them... we hope they’re going on to college, or [to] do a family, or military, whatever the case may be. I mean we want...the best for them” (personal communication, March 17, 2011).

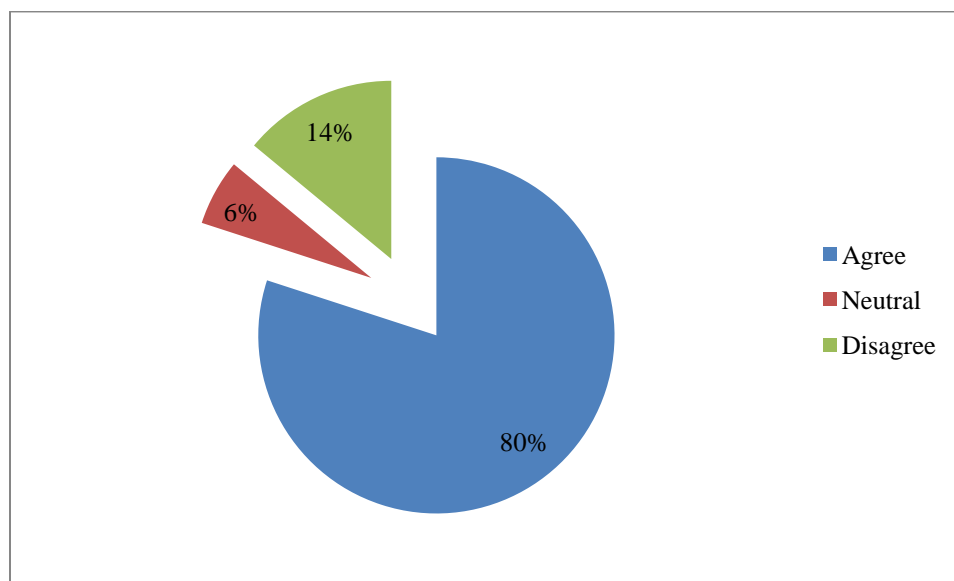
The final reasoning for the mean of this subscale may be related to employee answers to the Likert scale that asked questions about their knowledge of the organizational culture. The means for this scale are depicted in Figure 4.9.



*Figure 4.9. Means for Organizational Culture*

Questions associated with Figure 4.9 asked participants to note whether they agree or disagree with statements concerning the foundation of Chick-fil-A®, it’s relation to their choosing to work for the organization, and it’s relation to the success of the organization. Again for this scale, averages are high. However, the researcher wishes to note that although means for this scale were high, the variance was also the highest of any scales

when employees were asked whether the foundation of Chick-fil-A, as a Christian-based organization, played any role in their desire to work there. Figure 4.10 illustrates participant responses to this question.



*Figure 4.10.* Employee decision to work at Chick-fil-A© based on Christian foundation of the company.

Results shown above in Figure 4.10 were again collapsed into general agreement, disagreement, and neutral responses. These responses indicate that 20% of Chick-fil-A© employees are either neutral or in disagreement that their employment is based upon the Christian foundation of the organization. Thus, it is safe to assume that at least 14% of the 20% who did not answer this question positively are employees whose decision to work at Chick-fil-A© was not based on the Christian foundation of the company. Of the fifty respondents, three strongly disagreed that the Christian foundation of the organization fueled their decision to work at Chick-fil-A© while two disagreed and two somewhat disagreed. In contrast, 19 strongly agreed that their decision to work at Chick-fil-A© was based upon the religious foundation of the company. This difference in data,

and the fact that three people, the most for any question, strongly disagreed created the largest variance of the entire survey, 3.10. Furthermore, the fact that some employees' personal belief system does not align with those of the organization may give light to the reasons why the third spirituality subscale, 4.8, which measured the connection between the individual and the organization was the lowest of the three. Franchise owners acknowledge that while they don't attempt to force employees into sharing the Christian beliefs of the organization's founder, they have no desire to hinder the possibility that an employee might decide to follow Christian values or make a profession of faith someday. The 6% who are neutral with reference to their reasons for being employed at the organization may have potential to choose to follow Christian values, although they are not coerced to do so. Instead, as expressed by the researcher in discussion of the work of Mitroff and Denton (1999) and Ibrahim et. al (1991), employers note a desire to model proper Christian principles before employees and to approach them through encouragement and support rather than "legalism and judgment" (personal communication, March 17, 2011).

### **Research question 1.1.**

Research question 1.1 may be answered with the use of inferential statistics. Inferential statistics for this study were conducted in Microsoft Excel and SPSS™. The researcher, with the help of an experienced statistics professor, ran two correlation statistical tests on the data collected to answer research question 1.1. The first test was Pearson's product-moment correlation and the second was Spearman's rank correlation. The researcher elected to run Pearson's and Spearman's correlation coefficients per the suggestion of a subject matter expert (SME) in the department of mathematics and

statistics at James Madison University (JMU). Due to the researcher's lack of experience with inferential data analysis she attempted to run various tests including a Chi-squared test. However, the researcher was informed by the SME that the nature of her data set, lacking a necessary minimum of five responses in each category, and the population size of her research would produce faulty outcomes for inferential findings. The researcher instead opted to utilize cross-tabulations of data to search for significant trends and connections between data. Again, the most significant finding of such cross tabulations was that data is positively skewed in most of the variables, excepting those cases identified above.

Both Pearson's and Spearman's tests are designed to discover correlations between a variable "x" and a variable "y". The independent variable, training and development on core vision and values, as measured through the employee's agreement with vision and value statements is represented by "x." The combination of the means for the three subscales on spirituality is represented by the variable "y." Significance among tests run was found high in terms of the p-values for both tests. Such rating is applied to p-values that are below .05 and .01. Pearson's product-moment correlation coefficient showed a p-value of 0.0002328 while Spearman's rank correlation coefficient gave a p-value of 0.0001111. The researcher's calculated p-values were well below .01, resulting in the rejection of the null hypothesis. Actual statistical correlations for Pearson's and Spearman's correlation coefficients indicate that a correlation of .5 or higher is significant. Table 4.3 below illustrates the findings of both tests.

Table 4.3

*Pearson's product-moment correlation for Spirituality and Core Values*

	CV1	S1
CV1	1	0.4980541**
S1	---	1

*Notes.* \*\*  $p < 0.01$ . CV = Core Vision and Values; S = Spirituality in the workplace.

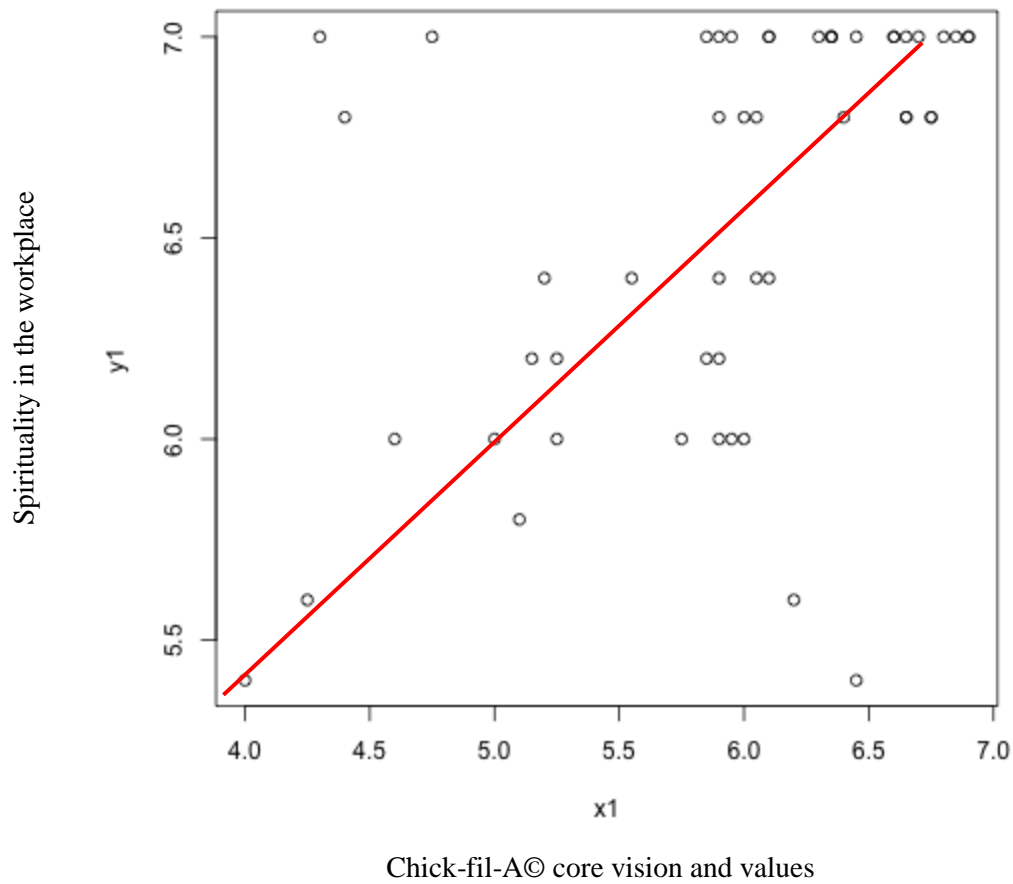
Table 4.4

*Spearman's Rank Correlation for Spirituality and Core Values*

	CV1	S1
CV1	1	0.5193913**
S1	---	1

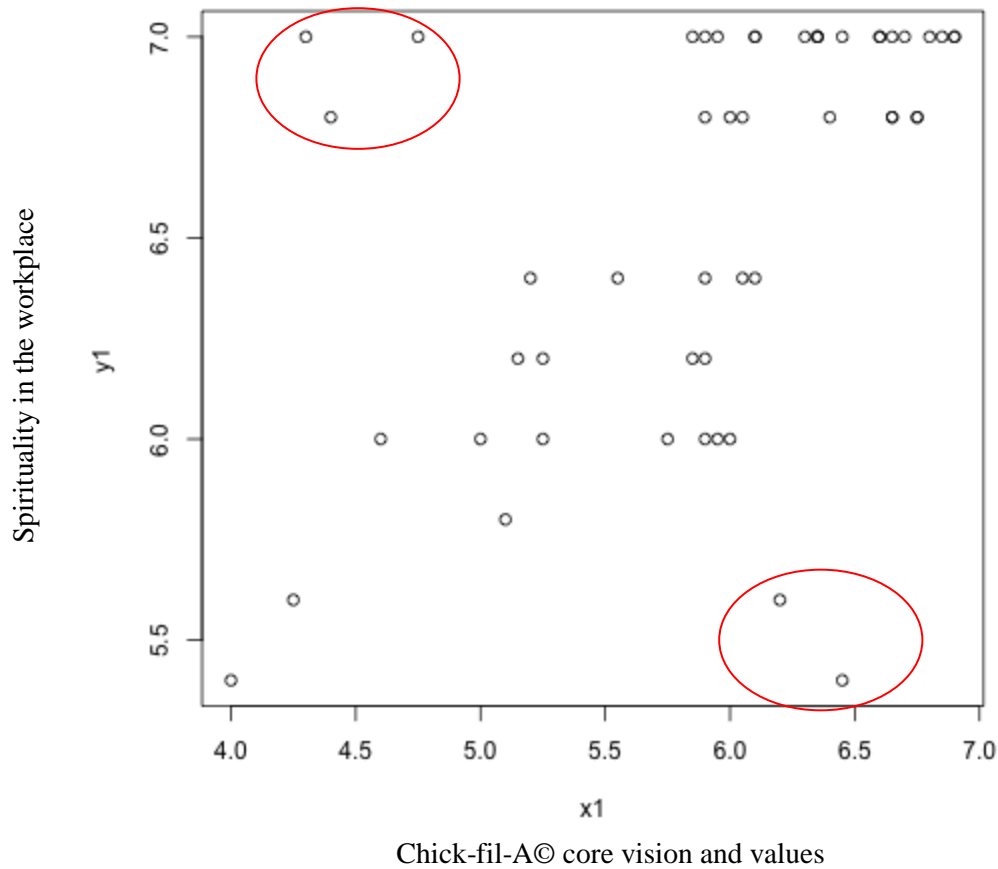
*Notes.* \*\* $p < 0.01$ . CV= Core Vision and Values; S = Spirituality in the workplace.

According to the noted p-values and correlations above, when rounded to two decimal places, both tests indicate a significant correlation. The statistical analysis run show that there is a positive correlation between the variables of spirituality in the workplace and the vision and value statements of Chick-fil-A. When comparing the means of data along both axes, Figure 4.11 below illustrates how a fair amount of the data tends to lump around the higher ends of the mean values, between 6 and 7 on both sides of the scale.



*Figure 4.11.* Correlation between spirituality and training on vision and values

While an overall positive correlation was shown, there were outliers who greatly supported the ideas of Chick-fil-A©'s vision and values while only minimally giving reference to the presence of a spiritual workplace. In contrast, there were those employees who are noted to greatly experience spirituality in the workplace, yet only slightly agree to the relationship between their feelings of spirituality and the Chick-fil-A© core vision and values. These outliers are highlighted below in Figure 4.12. Such outliers are consistent with the data shown above.



*Figure 4.12.* Outliers in inferential analysis of spirituality in the workplace and training on Chick-fil-A© vision and values.

Overall, both inferential and descriptive statistical analysis confirms the researcher's hypothesis concerning research question 1.1. In short, training and development on Chick-fil-A©'s vision and values within the two tested franchises is positively related to employee feelings of spirituality in the workplace.

### **Research question 1.2.**

In addressing the concept of organizational success through expansion, Chick-fil-A© was noted to have reached a sales record of \$3.6 billion in the 2010 fiscal year. This increase in profits reflects various changes that the organization made over the year to



include adding new menu items. However, profit growth is also related to the addition of 80 new restaurants consisting of 66 free standing, two mall stores, and 12 licensed stores on college campuses, in airports, etc. (Anonymous, 2011). Furthermore, this fiscal year, Chick-fil-A© is said to have intentions of opening 90 new locations, some of which will be located in new markets such as Chicago, San Francisco, and Idaho (Anonymous, 2011). Hence, such expansions show evidence that from a financial standpoint Chick-fil-A is experiencing success.

Concerning employee satisfaction, research question 1.2 is best answered in terms of qualitative data collected both through open ended survey questions and interviews with franchise owners. In response to this research question, the researcher will address the qualitative responses according to the categories of the survey instrument questions to draw appropriate conclusions.

Concerning the core vision and values of Chick-fil-A©, employees in qualitative responses referred to the positive values approximately nine times, five times in reference to the reason that they chose to work for Chick-fil-A© and four times in reference to why they would suggest that others work at the restaurant. For the question aimed at determining the use of the Chick-fil-A core values outside of the organization, most employees cited using the values in school, at home, and in the community at large. Of the five values, examples of service and continuous improvement were noted the most, approximately 21 times and 13 times respectively. Other employees elected to answer the question in terms of how they utilize all of the core values in everyday life outside of Chick-fil-A©. Such responses included the following:

- “I definitely value each of these things because I like Chick-Fil-A and founded on the teachings of Jesus Christ which encourage me to demonstrate [demonstrate] these values to the best of my capability”
- “I did not until I joined the Chick-Fil-A team, but ever since I became an employee, I find myself doing everything I can to be the most welcoming person I can in my daily life.”
- “I believe these are basics principles that help contribute to a wise and successful life.”

Among those who praised the vision and values of Chick-fil-A®, there was also one respondent who claimed “some of these are used in my everyday life but not a whole lot.” Fry and Slocum (2008) state that “core values reflect the moral principles that an individual considers to be important and act as guidelines for his or her decisions....they make up the foundation for the moral principles that collectively form an organization’s ethical system” (p.87). Findings of survey research are consistent with feedback from franchise owner Derrick Ward, who notes that “training consists of instilling first and foremost our vision, values and purpose...My goal is for every individual to know the standards and principals, so that no matter what circumstance arises they would know how to make the best decision to positively impact the customer and business” (personal communication, March 9, 2011). Franchise owners Greg and Ashley Bellamy echo a similar sentiment as they mention the “clicking” that occurs when employees apply those things taught in training to the solving of problems in the workplace (personal communication, March 17, 2011).

Furthermore, owners from both locations reported seeing growth in employees since their employment with the organization. Growth was noted in areas such as problem solving, communication, leadership skills and maturity (personal communication, March 17, 2011). Such skills match those listed by employees who noted personal growth as a positive aspect of the workplace. One employee noted, “[Chick-fil-A©] helps me to become a better leader.” While another states, “Since starting work here, I have noticed improvement with my communication with others (whether at college classes or with my family). Furthermore, I have learnt [learned] leadership skills which have helped me to become a more rounded individual.” Still others note the following concerning their workplace:

- “Chick-Fil A will cultivate your gifts and talents and help you become a better person overall.”
- “I’ve also grown a lot in every aspect of my life since beginning my job here.”
- “good starting ground for people to learn good communication and inter-personal skills. This workplace is a good training ground for future life experiences.”
- “Working here has taught me so much”
- “Chick-fil-A empowers any team member to grow in Education and Leadership”

With reference to feelings of spirituality in the workplace, approximately twenty-six open-ended responses give reference to the Christian foundation of the organization with mention to the spiritual and Christian principles or the fact that the organization is closed on Sundays. Many state that their personal values and beliefs align with those of the organization. These employees express gratefulness for the ability to candidly acknowledge their spiritual beliefs in the workplace. For those who do not share these

Christian beliefs, there are no reports of feeling coerced to do so. With reference to treatment of employees, franchise owner Ashley Bellamy notes her desire to treat everyone with “honor, dignity, and respect” (personal communication, March, 17, 2011).

Franchise owner Derrick Ward explains the workplace of Chick-fil-A© in relation to all of the measures of this study as follows:

“People need to fill [feel] a part of something that is bigger than them, that brings about meaning for them and others. People want to be significant that there [their] life means something whether they are selling a chicken sandwich, selling cars, being a secretary, or finding the next cure for a disease. Those companies who can help their employees correlate what they do and how it impacts the customer’s life will go from good to great.. The result is employees who find significance and purpose, and customers who are loyal as a result of value they have received from your organization. It all hinges on building relationships that are built upon vision and values and skills” (personal communication, March 9, 2011).

Thus, in answering research sub question 2.2, the study determined that employee satisfaction in the Chick-fil-A© is high. The researcher determined this to be related to the statement of Greg Bellamy as he quotes founder Truett Cathy, explaining “we’re in the people business and we happen to sell chicken. That’s what it boils down to” (personal communication, March 17, 2011). Implications of what it means to be in the people business will be discussed in the next chapter where the researcher will offer her conclusions and discuss her findings.

## **Conclusions, Discussion, and Implications of Research**

This study was conducted to determine the usefulness of training and development in conveying the corporate purpose of an organization through its core vision and values. Furthermore, the researcher desired to determine the effect that such training would have on employee's feelings of spirituality in the workplace and the contribution to organizational success. Thus, the following research questions guided the researcher in studying these factors:

What role does training and development at Chick-fil-A© play in meeting the corporate purpose "to glorify God by being a good steward over all that is entrusted...To have a positive influence on all who come into contact with Chick-fil-A©"?

*1.1. Does the organizational culture of Chick-fil-A© as expressed through training and development positively impact the lives of employees through the presence of a spiritual workplace?*

*1.2 How do the factors of Chick-fil-A©'s corporate purpose as reflected in training and development, through the teaching of the company's vision and values, contribute to the organization's success as measured by company expansion(opening new stores) and employee satisfaction?*

### **Explanation of Findings**

The researcher's hypothesis concerning all questions was confirmed. Results of the study (see Chapter 4) illustrated the importance of training and development for conveying the core vision and values that met with the corporate purpose of Chick-fil-A©. Results also showed that the vision and values stemmed from the organizational culture built upon founder Truett Cathy's belief in the application of biblical principles to

business. These results confirmed the findings of Ventura's (2006) qualitative study concerning the communication of values throughout Chick-fil-A®. The researcher discovered that these values do indeed begin with the organization's founder, and move forth into various franchises through the organization's leaders. Moreover, training and development, both formally and informally, assists in the process of spreading knowledge and promoting application of these values in employee's lives, resulting in satisfaction among the work force. High degrees of spirituality were found to exist in the workplace through the use of Ashmos and Duchon's (2000) scales. In fact, the positive responses of the 50 Chick-fil-A® employee survey participants tended to skew the data toward the higher end of the Likert rankings in most of the scales.

Employee satisfaction was determined to be high in accordance with qualitative responses received through the open-ended survey questions. Reasons for these responses greatly pointed back to the Christian-based values of the organization. For those who may not necessarily have associated with the Christian portion of the organization's culture, the values were still highly rated as was the positive work environment. Based upon these findings, the researcher proposes that whether Christian or non-Christian, employees in the two franchises studied are positively impacted by and highly satisfied with the nature of their organization.

In response to the learning experience that employees receive through training, franchise owners at both locations attest to the fact that learning is continuous and presents itself in both formal and informal fashion, as suggested by the researcher. Franchise owner Derrick Ward states

We must be careful not to make the mistake of defining training as only occurring from watching videos, reading materials, or listening to a lecture. Those all are good and appropriate in certain circumstances and should be a part of the training process, but in of itself is not necessarily training. I would define those methods as formal training. The goal of training is to present a concept that will change behavior to achieve the desired result over time. Most often real training occurs through conversations and relationships. I will call this informal training” (personal communication, March 9, 2011).

Overall, where employees are concerned, training and development, both formally and informally are of great assistance in meeting the corporate purpose of Chick-fil-A©. All in all, employees Christian and non-Christian are being trained to follow values that derive from a culture built on biblical principles. Thus, whether or not they recognize the root of the values, should they ever have interest in the origin of the values and their relation to the beliefs of their founder, the door is opened for value to be connected with the teaching of Jesus Christ. Hence, the researcher suggests that God is glorified through the spreading of the values in Chick-fil-A©, especially in those moments when values are related to the work of Christ.

### **Recommendations for Action**

With reference to what these finding mean for the Christian-based company, the researcher suggests that actions be taken to continuously model Christ-like skills or biblical principles in organizations because, whether beliefs of the founders are recognized by employees or not, there is still potential for positive impact on the work environment and the production of workplace spirituality as was found through Fry and

Slocum's (2008) study on Interstate Batteries. Moreover, where proselytizing or taking over your company for Christ (Ibrahim et. al, 1991; Mitroff & Denton, 1999) is concerned, the researcher maintains that if a company is able to present and adhere to the set of values, ethics, and morals that it proposes, that doors of opportunity will present themselves for pointing out what the actual line of demarcation is between general spirituality and spirituality from the Christian perspective. Thus, if they so choose, the organization will be able to optimize on the opportunity, when available, to point the finger back to their worldview, Jesus Christ. Franchise owner Ashley Bellamy mentioned this fact in her interview response explaining that "they [the employees] might not invite all of our values...like they might not believe Chick-fil-A's corporate purpose "To glorify God..." (personal communication, March 17, 2011). She states that their reaction may be "Uh, I don't know if I'm glorifying God" when technically they may be because they don't understand it (personal communication, March 17, 2011). Instead they may just acknowledge that "I know something's different about these people and I want to be around them" (personal communication, March 17, 2011). Thus, Ashley gives reference to the fact that " It might take years and years for them...where they come back around and go 'hey, I knew something was different about you [the organization's leaders] and now I know what it was [Christ]'" (personal communication, March 17, 2011).

For non-Christian-based companies, results of this study have implications that correspond with the findings of Mitroff (2002) that 30% of respondents to his study prefer the religious based organization, associated with a positive view of spirituality and religion while in contrast negative views of both religion and spirituality were associated



with value based approaches to spirituality in the workplace. In other words, in light of Mitroff's (2002) findings, the researcher suggest that companies not jump to the spectrum of just the value based organization lest they fall into a trap where actions do not meet with values, resulting in poor stewardship. Instead, for the organizations that are not affiliated with Christian religion, the researcher suggests that they embrace the possibility of incorporating spirituality in the workplace by some other means, such as social responsibility. The major premise here is that, if not Christ, something must serve as the motivator toward incorporating values and business in a manner that is not just spoken, but actively modeled in the organization.

Personally, the researcher can find no better motivation than Christ and as is seen in this study, and those of Mary Kay cosmetics and Interstate Batteries, the incorporation of belief in Christ holds the potential to produce favorable outcome for the organization and those employed there ( Benoit, 1997; Fry & Slocum, 2008). While the researcher greatly enjoyed her time within the two tested Chick-fil-A® franchises and was pleased to find that results matched her expectations of the organization, she suggests that further study be pursued.

In terms of practical recommendations for action, the researcher suggests per discussion with franchise owners from both study sites, that Chick-fil-A® seek to improve training through the use of technology that may be helpful in bridging the gap between the younger employees who have not known life without the use of technology, and “baby boomers” who grew up before social media. According to franchise owner Derrick Ward, “this gap makes it a challenge for information to be communicated and received in a manner to effect results. Chick-fil-A® must continue to stay relevant to the

current generational norms of communicating in order to reach and impact that generation. We must integrate technology and social media in our training process to communicate through avenues [with which] they are comfortable and intimately involved” (personal communication, March 9, 2011). Greg and Ashley Bellamy also suggest the incorporation of technology such as the iPad through which training might be made more interesting and relevant to younger generations.

### **Limitations and Implications for Future Research**

The researcher encountered various limitations that have informed her suggestions for future research. Among the most prevalent of these limitations were sample size and time. Due to the small sample size, and the use of a convenience sample within the two franchises, research findings do not apply to Chick-fil-A© as a whole.

Thus, the researcher suggests that further research incorporate the use of more Chick-fil-A© franchises in a longitudinal study that results might correspond more closely with the organization as a whole. This type of study would more closely relate to that conducted by Fry and Slocum (2008) concerning interstate batteries. In addition to extending the time and sample size of the organization, the researcher suggests that future studies incorporate a random sampling technique for survey responses as opposed to a convenience sampling technique. This will allow for the data to more closely represent the population (Johnson & Christensen, 2012). Lastly, the researcher suggests that data be collected in a manner that allows for correlations to be run between various franchises. The researcher initially intended to use this technique within her study to anonymously represent aggregate data from both Chick-fil-A© locations. However, during analysis, the researcher found that the method of data collection made it difficult to separate the

data between franchises; thus, only minimal reports of individual franchise data are presented in the results above.

## **Conclusion**

The researcher concludes this study with the observation that Christian-based companies may have something valuable to offer non-Christian organizations in terms of their ability to instill values and create change in employees. Therefore, the researcher asserts that the teachings of Christ may have further implications for bringing spirituality into the workplace beyond the realm of Christian-based businesses. According to Fry and Slocum (2008), a great contributor to the ways in which spirituality will be lived out in the workplace will reflect the spirit of the people leading the creation of the organization's culture and purpose. This idea is echoed by franchise owner Derrick Ward who states "It is important that you and your leadership model the correct desired behavior. Change occurs and will vary as individual's interpret [interpret] what is being modeled" (personal communication, March 9, 2011). While future research is needed to offer deeper insight into the exact manner in which the useful portions of Christian-based business practices may be brought forth into non-Christian-based organizations, the researcher finds that the comment of Chick-fil-A® franchise owner Ashley Bellamy comes close to 'hitting the nail on the head'. She states "there are moral, honest people that don't know the Lord...they're more like us than they think" (personal communication, March, 17, 2011). Her statement hails back to the Christian belief that mentioned many times throughout this study, that the earth and all who inhabit it belong to the Lord (Psalm 24:1). Furthermore, it reflects the belief that all are made in the image of God (Genesis 1:27 New International Version) (Schlossberg, Samuel, & Sider, 2004,

p.172). Colossians 1:16 reads “for in him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things have been created through him and for him” (Schlossberg, Samuel, & Sider, 2004, p.170). Thus, the researcher suggests that future research concentrate on outlining and bringing together the vital similarities in practice, training and development, and the establishment of corporate purpose based upon values that lead to success.

## Appendices

### Appendix A: Institutional Review Board (IRB) Submission Form

<i>Full Board or</i>	<i>James Madison University</i>  <b>HUMAN RESEARCH REVIEW REQUEST</b>	<i>Expedited</i>
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<p><b>Investigators:</b> This form is required for Full Board or Expedited review for all JMU research involving human subjects. If you are eligible for an exemption request, please use the alternate form at: <a href="http://www.jmu.edu/sponsprog/irb/irbExemptRequest.doc">http://www.jmu.edu/sponsprog/irb/irbExemptRequest.doc</a></p>	<p><b>FOR IRB USE ONLY:</b> Protocol Number: IRB- _____ Received: <u>09/17/10</u>                      1<sup>st</sup> Review: <u>X</u> 2<sup>nd</sup> Review: _____ 3<sup>rd</sup> Review: _____</p>
<p><b>Reviewer:</b>      <b>Full Board</b></p>	<p><input type="checkbox"/> <b>Approved</b>                      Date: _____</p>
<p><b>Reviewer:</b></p>	<p><input type="checkbox"/> <b>Disapproved</b>                      Date: _____</p>
	<p><input type="checkbox"/> <b>Exempt</b>                      Date: _____</p>

**External Funding:**                       YES       NO      If YES, Sponsor(s): \_\_\_\_\_

<b>Project Title:</b>	Aligning Organizational Culture to Training and Development in a Spiritually Based Company		
<b>Project Dates:</b>	From: 09/17/10	To: 05/06/11	<b>Minimum Number of Participants</b> 30
	MM/DD/YY	MM/DD/YY	<b>Maximum Number of Participants</b> 130
<b>Responsible Researcher(s):</b>	Jasmine Williams		<b>Department</b> Adult Education/ Human Resource Development
<b>E-mail:</b>	<a href="mailto:willi7jl@dukes.jmu.edu">willi7jl@dukes.jmu.edu</a>		<b>Address</b> 1014 Blue Ridge Drive Apt 6 Harrisonburg, VA 22802
<b>Telephone:</b>	757-342-4835		<b>and/or (MSC):</b>
<b>Please select:</b>	Visiting	Adjunct	Research Administrator/ Undergraduate Graduate

<input type="checkbox"/>	Faculty	<input type="checkbox"/>	Faculty	<input type="checkbox"/>	Faculty	<input type="checkbox"/>	Associate	<input type="checkbox"/>	Staff Member	<input type="checkbox"/>	Student	<input checked="" type="checkbox"/>	Student
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(if Applicable):			
<b>Research Advisor:</b>	Jane Thall	<b>Department:</b>	LTLE
<b>E-mail:</b>	<a href="mailto:thalljb@jmu.edu">thalljb@jmu.edu</a>	<b>Address:</b>	Harrisonburg, Virginia 22807
<b>Telephone:</b>	540-568-5531	<b>and/or (MSC):</b>	MSC 6913

**Investigator: Please respond to the questions below. The IRB will utilize your responses to evaluate your protocol submission.**

1.  **YES**  **NO** Does the James Madison University Institutional Review Board define the project as *research*?

The James Madison University IRB defines "research" as a "systematic investigation designed to develop or contribute to *generalizable knowledge*."

All research involving human participants conducted by James Madison University faculty, staff, and students is subject to IRB review.

Some, but not all, studies that involve human participants are considered research and are subject to full or expedited IRB review, including those:

- intended to satisfy the academic requirements for Independent Study, Bachelor's Essay, Honors/Senior Thesis, or the Master's Thesis;
  - intended or expected to result in publication, presentation outside the classroom, or public dissemination in some other form;
  - conducted outside the classroom and/or departmental research participant pool if they involve
    - external funding
    - minors (*i.e.*, persons under the age of 18),
    - a targeted population of adults whose ability to freely give informed consent may be compromised (*i.e.*, persons who are socio-economically, educationally, or linguistically disadvantaged, cognitively impaired, elderly, terminally ill, or incarcerated),
- pregnant women and/or fetuses who may be put at risk of physical harm,
- a topic of a sensitive or personal nature, the examination or reporting of which may place the research participant at more than minimal risk, or
- any type of activity that places research participants at more than minimal risk.

Other studies are eligible to *request* exemption from IRB review, including those

- conducted solely within the confines of the classroom or within a departmental research participant pool if they
  - are a general requirement of a course,
  - have the sole purpose of developing the student's research skills, and
  - will be overseen by a faculty member;
- conducted outside the classroom and outside departmental research participant pools, provided they do not involve minors, do not target special adult populations, do not pose a risk of physical harm to pregnant women and fetuses, do not deal with a topic of sensitive or personal nature, or do not involve any type of activity that places the participants at more than minimal risk (see details above); and provided the investigator does not intend to publish the results or share them with others in a public forum (i.e. conference presentations, senior theses).
- that are part of a larger research project that has current James Madison University IRB approval; or
- that are part of a larger research project that has current approval of a registered IRB at another institution, provided that, if research participants are to be recruited at James Madison University, the University's IRB has given permission for such on-campus recruitment.

2.  YES  NO Are the human participants in your study *living* individuals?

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3.  YES  NO Will you obtain data through *intervention* or *interaction* with these individuals?

"Intervention" includes both physical procedures by which data are gathered (*e.g.*, measurement of heart rate or venipuncture) and manipulations of the participant or the participant's environment that are performed for research purposes. "Interaction" includes communication or interpersonal contact between the investigator and participant (*e.g.*, surveying or interviewing).

4.  YES  NO Will you obtain *identifiable private information* about these individuals?

"Private information" includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, or information provided for specific purposes which the individual can reasonably expect will not be made public (*e.g.*, a medical record or student record). "Identifiable" means that the identity of the participant may be ascertained by the investigator or associated with the information (*e.g.*, by name, code number, pattern of answers, etc.).

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5.  YES  NO Does the study present *more than minimal risk* to the participants?

"Minimal risk" means that the risks of harm or discomfort anticipated in the proposed research are not greater, considering probability and magnitude, than those ordinarily encountered in daily life or during performance of routine physical or psychological examinations or tests. Note that the concept of risk goes beyond physical risk and includes psychological, emotional, or behavioral risk as well as risks to employability, economic well being, social standing, and risks of civil and criminal liability.

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### **CERTIFICATIONS:**

For James Madison University to obtain a Federal Wide Assurance (FWA) with the Office of Human Research Protection (OHRP), U.S. Department of Health & Human Services, **all** research staff working with human participants must sign this form and receive training in ethical guidelines and regulations. "Research staff" is defined as persons who have direct and substantive involvement in proposing, performing, reviewing, or reporting research and includes students fulfilling these roles as well as their faculty advisors. The Office of Sponsored Programs maintains a roster of all researchers who have completed training within the past three years.

**By signing below, the Responsible Researcher(s), and the Faculty Advisor (if applicable), certifies that he/she is familiar with the ethical guidelines and regulations regarding the protection of human research participants from research risks. In addition, he/she agrees to abide by all sponsor and university policies and procedures in conducting the research. He/she further certifies that he/she has completed training regarding human participant research ethics within the last three years.**

Test module at OSP website

<http://www.jmu.edu/sponsprog/irb/irbtraining.html>

Name of Researcher(s)	Signature of Researcher(s) and Faculty Advisor (if applicable)	Date	Training Completed
Jasmine Williams		9/3/09	<input checked="" type="checkbox"/>
			<input type="checkbox"/>
Signature of Faculty Advisor also required (if Student protocol) ⇨		9/3/09	<input checked="" type="checkbox"/>

For additional training interests visit the National Institutes of Health Web Tutorial at:  
<http://cme.nci.nih.gov/>

**To Submit a Complete protocol, this document should include the following:**



- Human Research Review Request form (i.e. *the questions above*)
- IRB Checklist (included on this form)
- Research Narrative (use the categories indicated below. 10 pages maximum, do *not* include your literature review)
- Additional relevant research materials (i.e. letter of consent, questionnaire, survey, where used)

PLEASE SUBMIT AN ELECTRONIC VERSION OF YOUR **ENTIRE** PROTOCOL TO  
JMU\_GRANTS@JMU.EDU

PLEASE PROVIDE A **SIGNED** HARD COPY OF THE RESEARCH REVIEW REQUEST FORM TO:

OFFICE OF SPONSORED PROGRAMS, MSC 5728, JAMES MADISON ADMINISTRATIVE  
COMPLEX, BLDG #6, SUITE 26

## Research Proposal Checklist

### for Submission to the Institutional Review Board on the Use of Human Subjects in Research

<b>Title of Study:</b>	Aligning Organizational Culture to Training and Development in a Spiritually Based Company		
<b>Name of Investigator(s):</b>	Jasmine Williams	<b>Phone:</b>	757-342-4835
<b>Campus Address:</b>	1014 Blue Ridge Drive Apt. 6 Harrisonburg, VA 22802	<b>MSC:</b>	
<b>Email Address:</b>	<a href="mailto:Willi7jl@dukes.jmu.edu">Willi7jl@dukes.jmu.edu</a>		
<b>Research Advisor (if applicable):</b>	Dr. Jane Thall	<b>Phone :</b>	540-568-5531
<b>Email Address:</b>	<a href="mailto:thalljb@jmu.edu">thalljb@jmu.edu</a>	<b>MSC:</b>	

*(Investigator - Please Organize Material on the following page using the Topics Below)*

#### **PURPOSE OR OBJECTIVE(S)**

Limited to one page

#### **PROCEDURES** (Included are:)

Research design and sampling

Method of collecting data (emphasize possible risks, and protection of subjects)

Time frame of study

#### **DATA ANALYSIS**

Discussed how confidentiality of subjects and their responses will be maintained

- Discussed how data will be stored to ensure confidentiality of subjects

### **REPORTING PROCEDURES**

- Identified audience to be reached in the report of the study
- Identified the presentation method(s) to be used
- Discussed how feedback will be provided to subjects

### **EXPERIENCE OF THE RESEARCHER**

- Prior relevant experience of the researcher, supervisor, and/or consultants

### **ADDITIONAL ATTACHMENTS (if applicable:)**

- Consent forms
- Letters of permission
- Cover letter(s)
- Questionnaire
- Tests
- Additional attachments relevant to the study

### **NOTIFY OSP OF INTENT TO SUBMIT FOR EXTERNAL FUNDING**

- Project will be submitted for External Funding

If yes, submit proposal to Sponsored Programs: MSC 5728

Funding  
Agency

Program  
m

- \*SUBMIT PROPOSAL AND CHECKLIST ELECTRONICALLY TO:**  
[JMU\\_grants@jmu.edu](mailto:JMU_grants@jmu.edu)

### **TRAINING, TESTING AND FORM COMPLETION REQUIREMENTS**

Completed IRB training on (9/3/09) at <http://www.jmu.edu/sponsprog/irb.html>

\*Note: Proposals cannot be reviewed by the IRB until all *required* checklist items are present. A sample form that reviewers will use to evaluate your proposal is available from the Sponsored Programs web site at:

<http://www.jmu.edu/sponsprog/irb/ProtocalEvalForm.doc>

**Purpose and Objectives:**

The purpose of this study is to evaluate the effectiveness of training and development toward meeting the corporate purpose of a company founded upon spiritual principles. This study will evaluate the training and development that Christian-based company, Chick-fil-A®, offers to their employees. The researcher will attempt to ascertain and assess the degree to which said training incorporates the corporate culture of the company to produce a positive effect on the staff in Chick-fil-A® franchises located in Harrisonburg, Virginia and Chesapeake, Virginia. The goal of this research is to see if evidence exists that adherence to the overall principles upon which the company was founded provides employees with an improved lifestyle. Results of this study will prove beneficial to franchise owners who wish to maintain the integrity of the principles that the company was founded upon within their respective franchises.

**Procedures/Research Design/Methodology/Timeframe:**

This study will take two semesters to complete. Participating franchises were located and secured during the first semester and research will begin in the second semester pending IRB approval and end around April 2011. As an outside researcher at Chick-fil-A®, I will depend heavily on the cooperation of the franchise owners to determine times and dates to conduct my research. The research design employs both quantitative and qualitative data collection methodologies. Quantitative data will be obtained through the use of an electronic online survey (consisting of multiple choice, Likert scaled, and open ended questions). I will use the JMU sponsored Qualtrics online survey database system to create and distribute my survey. The survey consists of 36 questions, which will take

approximately 15 minutes to complete. Once participants have voluntarily agreed to participate in the research, they will be asked to answer all questions as allowing them to skip questions will ruin the integrity of the scale chosen for this study. Should participants wish to abandon the study they may do so at any point. Qualitative data collection consists of an interview conducted with the franchise owners, Greg and Ashley Bellamy, of the Harrisonburg Chick-fil-A®. The interview protocol will take place following the collection of all survey responses and prior to data analysis. I approximate the time for this interview to be 30 minutes. The interview will be tape recorded and transcribed to ensure accuracy. The online survey will be issued to approximately 65 employees via computer at each Chick-fil-A® location. The researcher will be available as surveys are taken to answer questions about the study as well as to supervise the use of the computers and answer any technical questions about Qualtrics. Between three to five computers will be set up within separate booths at Chick-fil-A®. Employees will be instructed to turn computers toward the wall of the booth to ensure confidentiality. Participants will be permitted to take the survey during break times and before or after their shifts. The researcher has determined that using computers set up at the various locations will provide the simplest means of data collection as she is not permitted to collect the personal email addresses of participants. As this study will question all employees at the aforementioned Chick-fil-A® franchises, to include those who are minors, the researcher will submit a letter to Chick-fil-A® explaining the necessity for parental consent and assent forms on the behalf of the minor employees. These forms will be issued anonymously as any minor interested in participation in this study will be instructed to obtain the proper parental consent and youth assent forms from a folder

located near the posting site of the research announcement. Forms will be due to the researcher on the day of the survey collection and only those who submit both parental consent and assent forms will be allowed into the survey area. For employees old enough to consent to participation, a cover letter will be provided in a word document that will contain the link to the survey. Each employee will be instructed to read the cover letter document and once the participant agrees to the cover letter, they can click to access the survey instrument. Employees will be assured that information will remain anonymous and in no way affect their employment with Chick-fil-A®. In order to increase the level of anonymity for employees, participants will not be separated between the two participating franchises. Therefore, those who refer to the results of my study will not be aware of which respondents work at the Harrisonburg or the Chesapeake franchise. The decision to participate in this study will rest solely with the individual employee. Neither the researcher nor the franchise owners will coerce participants. Employees who chose not to participate will not be penalized in any way. The Consent Form for the interview process will be given to each of the Harrisonburg franchise owners prior to the interview proceedings. Once informed consent is obtained from the interviewee by signing of the form, we will move on to the interview. Both franchise owners, husband and wife, will be interviewed together in one setting. Consent, parental consent, and assent forms will be stored securely in the manner discussed below.

I do not anticipate any more than minimal risk to the participants. Participants may derive some indirect benefits from the research as they will be able to express their thoughts and feelings toward their training and experience as Chick-fil-A® employees. The benefit for the researcher is to fulfill the requirements of a Master's Thesis Project.

The populations being studied are employees of the Harrisonburg Chick-fil-A® franchise located at 1691 East Market Street Harrisonburg, Virginia 22801 and the Chesapeake Chick-fil-A® franchise located at 205 Carmichael Way Chesapeake, Virginia 23322.

Participation for both minors and adults will be on a completely voluntary basis.

Participants can withdraw at any time without consequences of any kind. However, once their online survey responses have been submitted and anonymously recorded, they will not be able to withdraw from the study as Qualtrics does not allow for the identification of individual submissions. For the interview process, the participants have been asked if they are willing to participate in the interview process. Mr. and Mrs. Bellamy have agreed to the interview and have granted the researcher permission to use their names in the research findings; However, should the franchise owners change their minds and decline to be interviewed, managers may be randomly chosen. If managers and franchise owners express an interest to abstain from interviews, this desire will be respected and the researcher will withdraw the qualitative portion of the research study.

### **Data Analysis:**

All survey responses will be collected via Qualtrics. The researcher will collect all interview responses. I will analyze my survey data by using Qualtrics software and SPSS.

The researcher will use Excel to code all qualitative data. The researcher anticipates running statistical analysis between age and responses as well as tenure and responses.

The identity of the subjects will remain anonymous by using the web survey which will not ask any information that will reveal the participants true identities.

Data collected from the interviews will be kept in the strictest confidence. As the interview participants have consented to participate and have not requested to be kept



anonymous, their names will be used in the transcription of the interview. However, until final interview findings are presented within the thesis paper, the researcher will keep interview data in a safe storage location where it will not be readily accessible to anyone without prior authorization. Directly following the interview session, all interview data collected on site at Chick-fil-A® will be immediately secured in a closet in a locked file cabinet in 3345A Memorial Hall. Access to the locked file cabinet is controlled by the senior administrative assistant (Sandra Gilchrist) to the COE/LTLE Department Chair, Dr. Diane Foucar-Szocki. Access to the file cabinet must be approved by the Department Chairperson, Dr. Foucar-Szocki. Only Dr. Foucar-Szocki, Dr. Thall, Ms. Gilchrist and the researcher will have access to the raw data. Currently, the other drawers in the file cabinet contain all of the AHRD Program student records. Interview materials will be destroyed immediately following the successful defense of my Thesis project (plus or minus three months from 30 April 2011). All true name data collected to include cover letters, consent forms, researcher notes, the tape recorded interview session, and transcriptions will be stored in the aforementioned locked file cabinet in 3345A Memorial Hall under the support of Dr. Diane Foucar-Szocki. Survey materials and actual surveys will be stored electronically in a password protected word document file and in the password protected Qualtrics database.

**Reporting Procedures:**

Reporting results will be presented to my Thesis committee during a two hour defense in which I will confer my purpose, the methods used, the results, limitations, while also allowing for a question and answer portion of the presentation. The names of minors who consent to participate will be known to the researcher; however, there is no way for

the researcher to match these names to the Qualtrics responses gathered. No identifiable responses will be presented in the final form of this study. The researcher retains the right to use and publish non-identifiable data. Final aggregated results will be available to participants upon request.

**Experience of the researcher (and advisor, *if student*):**

As a graduate student in the College of Education in the Adult Education/Human Resource Development program, I have completed coursework in Research Methods (Quantitative and Qualitative), Performance Analysis, Adult Learning Theory, Educational Technology, Instructional Design, and Foundations of Human Resource Development.

**Dr. Jane Thall's Research Experience:**

Ed.D., The George Washington University, May 2005

M.S. Applied Behavioral Science, The Johns Hopkins University, May 1999

B.A., Spanish, May 1975

**JMU Course Taught by Dr. Jane Thall:**

JMU, COE, AHRD 600 Performance Analysis and Needs Assessment in AHRD –  
Fall 2006, Fall 2007, Fall 2008

JMU, COE, AHRD 640 Program Evaluation and Measurement in AHRD – Spring  
2007, Spring 2008

JMU, COE, AHRD 630 Research Methods, Fall 2008, Fall 2009

JMU, COE, AHRD 520 Foundations in AHRD, Fall 2008

JMU, COE, HRD 480 Foundations in HRD, Fall 2008, Fall 2009

Dr. Jane Thall has also served on the graduate thesis committee as an examiner for Dr. Cheryl Church for the degree of Ed.D., The George Washington University, July 2007.

Dr. Thall will help guide me through this research.

## Appendix B: Site Approval Forms

Institutional Review Board (IRB)

James Madison University

### Site Coordinator Letter of Permission

August 27, 2010

Institutional Review Board

James Madison University

MSC 5728

JMAC-6, Suite 26

Harrisonburg, VA 22807

Dear Institutional Review Board,

I hereby agree to allow Jasmine Williams, an AHRD Master of Science degree graduate student in the College of Education at James Madison University, to conduct her research at our Chick-fil-a franchise located at 1691 East Market Street Harrisonburg, Virginia 22801. I understand that the purpose of this study is to evaluate the effectiveness of training and development in a business founded upon spiritual principles.

By signing this letter of permission, I am agreeing to the following:

- JMU researcher has permission to be on the premise of Chick-fil-a in order to conduct both survey research and qualitative interviews.
- JMU researcher has access to the data collected to perform data analysis for publication purposes.

Sincerely,



Ashley Bellamy

Chick-fil-a Franchise Owner

Institutional Review Board (IRB)

James Madison University

## Site Coordinator Letter of Permission

December 29, 2010

Institutional Review Board

James Madison University

MSC 5728

JMAC-6, Suite 26

Harrisonburg, VA 22807

Dear Institutional Review Board,

I hereby agree to allow Jasmine Williams, an AHRD Master of Science degree graduate student in the College of Education at James Madison University, to conduct her research at our Chick-fil-a franchise located at 205 Carmichael Way Chesapeake, Virginia 23322. I understand that the purpose of this study is to evaluate the effectiveness of training and development in a business founded upon spiritual principles.

By signing this letter of permission, I am agreeing to the following:

- JMU researcher has permission to be on the premise of Chick-fil-a in order to conduct survey research.
- JMU researcher has access to the data collected to perform data analysis for publication purposes.

Sincerely,



Derrick Ward

Chick-fil-a Franchise Owner

## **Appendix C: Consent Forms**

### **Interview Consent Form (Harrisonburg Franchise Owners)**

#### **Identification of Investigators & Purpose of Study**

You are being asked to participate in a research study conducted by *Jasmine Williams* a graduate student from James Madison University. The purpose of this study is to evaluate the effectiveness of training and development toward the growth of a spiritually mature workforce within a company founded upon spiritual principles. This study will contribute to the researcher's completion of a Thesis to obtain a Masters Degree. Please read this form carefully and ask any questions you may have before agreeing to take part in this study.

#### **Research Procedures**

This study consists of a semi-structured interview that will be administered to participants through face-to-face conversations. You will be asked to provide answers to a series of questions related to your attitudes toward training and development in relation to the corporate purpose of Chick-fil-A®.

#### **Time Required**

Participation in this study will require 20-30 minutes of your time.

#### **Risks**

The investigator does not perceive more than minimal risks from your involvement in this study.

#### **Benefits**

Findings from this research will benefit you as franchise owners of the Chick-fil-A® in Harrisonburg, Virginia as you continue training to create a workforce that aligns with the vision and values of the overall Chick-fil-A® Corporation.

#### **Confidentiality**

The results of this research will be presented at James Madison University during a Thesis defense with three James Madison University professors present. Individual responses will be obtained confidentially and recorded by the researcher using a voice recorder. The data collected during the interview will be kept in a locked file cabinet at James Madison University, College of Education, Memorial Hall and then destroyed after (June 30th, 2011). No identifiable demographic information will be collected from the participant and no identifiable responses will be presented in the final form of this study. All data will be stored in a secure location only accessible to the researcher. The

researcher retains the right to use and publish non-identifiable data. Final aggregate results will be made available to participants upon request.

### **Participation & Withdrawal**

Your participation is entirely voluntary. You are free to choose not to participate. Should you choose to participate, you can withdraw at any time without consequences of any kind.

### **Questions about the Study**

If you have questions or concerns during the time of your participation in this study, or after its completion or you would like to receive a copy of the final aggregate results of this study, please contact:

Jasmine Williams

Dr. Jane Thall

Adult Education/Human Resources  
Education

Learning Technology and Leadership

James Madison University

James Madison University

[willi7jl@dukes.jmu.edu](mailto:willi7jl@dukes.jmu.edu)

Telephone: (540) 568-5531

[thalljb@jmu.edu](mailto:thalljb@jmu.edu)

### **Questions about Your Rights as a Research Subject**

Dr. David Cockley

Chair, Institutional Review Board

James Madison University

(540) 568-2834

[cocklede@jmu.edu](mailto:cocklede@jmu.edu)

### **Giving of Consent**

I have read this consent form and I understand what is being requested of me as a participant in this study. I freely consent to participate. I have been given satisfactory answers to my questions. I certify that I am at least 18 years of age.

I give consent to be audio taped during my interview. \_\_\_\_\_ (initials)

\_\_\_\_\_

Name of Participant (Printed)

\_\_\_\_\_

Name of Participant (Signed)

\_\_\_\_\_

Date

\_\_\_\_\_

Name of Researcher (Signed)

\_\_\_\_\_

Date



## **Survey Cover Letter**

### **Identification of Investigators & Purpose of Study**

You are being asked to participate in a research study conducted by *Jasmine Williams* a graduate student from James Madison University. The purpose of this study is to evaluate the effectiveness of training and development toward the growth of a spiritually mature workforce within a company founded upon spiritual principles. This study will contribute to the researcher's completion of a Thesis to obtain a Masters Degree. Please read this form carefully and ask any questions you may have before agreeing to take part in this study.

### **Research Procedures**

This study consists of an online survey that will be administered to individual participants via computer stations set up in Chick-fil-A®. You will be asked to provide answers to a series of questions related to your attitudes toward training and development that you receive as an employee of Chick-fil-A®. The researcher will be available to answer questions prior to your participation in this study.

### **Time Required**

Participation in this study will require approximately 15 minutes of your time.

### **Risks**

The investigator does not perceive more than minimal risks from your involvement in this study.

### **Benefits**

The benefit of your participation in this study includes the ability to voice your opinions concerning the training you've received. Furthermore, this study will enhance your self-awareness of how you personally identify with the visions and values of your workplace. Participants will also receive access to the findings of this study upon request. Aggregated results of this study will be shared with franchise owners so that they might learn the affect that training has on Chick-fil-A® employees. Participants may address franchise owners for results of this study.

### **Confidentiality**

The results of this research will be presented at James Madison University during a Thesis defense with three James Madison University professors present. While individual responses are anonymously obtained and recorded online through the Qualtrics software, data is kept in the strictest confidence. No identifiable information will be

collected from the participant and no identifiable responses will be presented in the final form of this study. All data will be stored in a secure location only accessible to the researcher. The researcher retains the right to use and publish non-identifiable data. At the end of the study, all records will be shredded. Final aggregate results will be made available to participants upon request.

### **Participation & Withdrawal**

Your participation is entirely voluntary. You are free to choose not to participate. To ensure accurate results, this research will require that no questions in the survey be skipped. Should you choose to participate, you can withdraw at any time without consequences of any kind. However, once your responses have been submitted and anonymously recorded you will not be able to withdraw from the study.

### **Questions about the Study**

If you have questions or concerns during the time of your participation in this study, or after its completion or you would like to receive a copy of the final aggregate results of this study, please contact:

Jasmine Williams

Adult Education/Human Resources  
Education

James Madison University

[willi7jl@dukes.jmu.edu](mailto:willi7jl@dukes.jmu.edu)

Dr. Jane Thall

Learning Technology and Leadership

James Madison University

Telephone: (540) 568-5531

[thalljb@jmu.edu](mailto:thalljb@jmu.edu)

### **Questions about Your Rights as a Research Subject**

Dr. David Cockley

Chair, Institutional Review Board

James Madison University

(540) 568-2834

[cocklede@jmu.edu](mailto:cocklede@jmu.edu)

### **Giving of Consent**

I have been given the opportunity to ask questions about this study. I have read this consent and I understand what is being requested of me as a participant in this study. I

certify that I am at least 18 years of age. By clicking on the link below, and completing and submitting this anonymous survey, I am consenting to participate in this research.

## **Parent/Guardian Informed Consent (Harrisonburg)**

### **Identification of Investigators & Purpose of Study**

Your child is being asked to participate in a research study conducted by *Jasmine Williams* from James Madison University. The purpose of this study is to evaluate the effectiveness of training and development toward the growth of a spiritually mature workforce within a company founded upon spiritual principles. These principles include hospitality through customer service, positive relationship building through teamwork, continuous improvement, integrity in reaching for personal excellence, and stewardship as outlined in the company's values. This study will contribute to the student's completion of her Master's Thesis.

### **Research Procedures**

Should you decide to allow your child to participate in this research study, you will be asked to sign this consent form once all your questions have been answered to your satisfaction. This study consists of an online survey that will be administered to individual participants via computer stations set up in Chick-fil-A®. Your child will be asked to provide answers to a series of questions related to their attitudes toward training and development that they've received as an employee of Chick-fil-A®. This survey will be administered to individual participants in Chick-fil-A® located at 1691 East Market Street Harrisonburg, Virginia 22801. The researcher will be present to answer questions prior to your child's participation in this study.

### **Time Required**

Participation in this study will require 15 minutes of your child's time.

### **Risks**

The investigator does not perceive more than minimal risks from your child's involvement in this study.

### **Benefits**

The benefit of your child's participation in this study includes the ability to voice his/her opinions concerning the training they've received as Chick-fil-A® employees. Furthermore, this study will enhance your child's self-awareness of how they personally identify with the visions and values of their workplace. The final result of this study is available to participants upon request. Results of this study will be shared with franchise owners so that they might learn the affect that training has on Chick-fil-A® employees. Participants may address franchise owners for results of this study.

### **Confidentiality**

The results of this research will be presented at James Madison University during a Thesis defense with three James Madison University professors present. While

individual responses are anonymously obtained and recorded online through the Qualtrics software, data is kept in the strictest confidence. No identifiable information will be collected from the participant and no identifiable responses will be presented in the final form of this study. All data will be stored in a secure location only accessible to the researcher. The researcher retains the right to use and publish non-identifiable data. At the end of the study, all records will be shredded. Final aggregate results will be made available to participants upon request.

### **Participation & Withdrawal**

Your child's participation is entirely voluntary. He/she is free to choose not to participate. To ensure accurate results, this research will require that no questions in the survey be skipped. Should you and your child choose to participate, he/she can withdraw at any time without consequences of any kind.

### **Questions about the Study**

If you have questions or concerns during the time of your child's participation in this study, or after its completion or you would like to receive a copy of the final aggregate results of this study, please contact:

Jasmine Williams

Dr. Jane Thall

Adult Education/Human Resources    Learning Technology and Leadership Education

James Madison University

James Madison University

[willi7jl@dukes.jmu.edu](mailto:willi7jl@dukes.jmu.edu)

Telephone: (540) 568-5531

[thalljb@jmu.edu](mailto:thalljb@jmu.edu)

### **Questions about Your Rights as a Research Subject**

Dr. David Cockley

Chair, Institutional Review Board

James Madison University

(540) 568-2834

[cocklede@jmu.edu](mailto:cocklede@jmu.edu)

### **Giving of Consent**

I have read this consent form and I understand what is being requested of my child as a participant in this study. I freely consent for my child to participate. I have been given

satisfactory answers to my questions. The investigator provided me with a copy of this form. I certify that I am at least 18 years of age.

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Name of Child (Printed)

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Name of Parent/Guardian (Printed)

---

Name of Parent/Guardian (Signed)

---

Date

---

Name of Researcher (Signed)

---

Date

## **Parent/Guardian Informed Consent (Chesapeake)**

### **Identification of Investigators & Purpose of Study**

Your child is being asked to participate in a research study conducted by *Jasmine Williams* from James Madison University. The purpose of this study is to evaluate the effectiveness of training and development toward the growth of a spiritually mature workforce within a company founded upon spiritual principles. These principles include hospitality through customer service, positive relationship building through teamwork, continuous improvement, integrity in reaching for personal excellence, and stewardship as outlined in the company's values. This study will contribute to the student's completion of her Master's Thesis.

### **Research Procedures**

Should you decide to allow your child to participate in this research study, you will be asked to sign this consent form once all your questions have been answered to your satisfaction. This study consists of an online survey that will be administered to individual participants via computer stations set up in Chick-fil-A®. Your child will be asked to provide answers to a series of questions related to their attitudes toward training and development that they've received as an employee of Chick-fil-A®. This survey will be administered to individual participants in Chick-fil-A® located at 205 Carmichael Way Chesapeake, Virginia 23322. The researcher will be present to answer questions prior to your child's participation in this study.

### **Time Required**

Participation in this study will require 15 minutes of your child's time.

### **Risks**

The investigator does not perceive more than minimal risks from your child's involvement in this study.

### **Benefits**

The benefit of your child's participation in this study includes the ability to voice his/her opinions concerning the training they've received as Chick-fil-A® employees. Furthermore, this study will enhance your child's self-awareness of how they personally identify with the visions and values of their workplace. The final result of this study is available to participants upon request. Results of this study will be shared with franchise owners so that they might learn the affect that training has on Chick-fil-A® employees. Participants may address franchise owners for results of this study.

### **Confidentiality**

The results of this research will be presented at James Madison University during a Thesis defense with three James Madison University professors present. While

individual responses are anonymously obtained and recorded online through the Qualtrics software, data is kept in the strictest confidence. No identifiable information will be collected from the participant and no identifiable responses will be presented in the final form of this study. All data will be stored in a secure location only accessible to the researcher. The researcher retains the right to use and publish non-identifiable data. At the end of the study, all records will be shredded. Final aggregate results will be made available to participants upon request.

### **Participation & Withdrawal**

Your child's participation is entirely voluntary. He/she is free to choose not to participate. To ensure accurate results, this research will require that no questions in the survey be skipped. Should you and your child choose to participate, he/she can withdraw at any time without consequences of any kind.

### **Questions about the Study**

If you have questions or concerns during the time of your child's participation in this study, or after its completion or you would like to receive a copy of the final aggregate results of this study, please contact:

Jasmine Williams

Dr. Jane Thall

Adult Education/Human Resources    Learning Technology and Leadership Education

James Madison University

James Madison University

[willi7jl@dukes.jmu.edu](mailto:willi7jl@dukes.jmu.edu)

Telephone: (540) 568-5531

[thalljb@jmu.edu](mailto:thalljb@jmu.edu)

### **Questions about Your Rights as a Research Subject**

Dr. David Cockley

Chair, Institutional Review Board

James Madison University

(540) 568-2834

[cocklede@jmu.edu](mailto:cocklede@jmu.edu)

### **Giving of Consent**

I have read this consent form and I understand what is being requested of my child as a participant in this study. I freely consent for my child to participate. I have been given satisfactory answers to my questions. The investigator provided me with a copy of this form. I certify that I am at least 18 years of age.



---

Name of Child (Printed)

---

Name of Parent/Guardian (Printed)

---

Name of Parent/Guardian (Signed)

---

Date

---

Name of Researcher (Signed)

---

Date

**YOUTH ASSENT FORM (Ages 15-17)**

IRB # 11-0077

**EVALUATING THE EFFECTIVENESS OF TRAINING AND DEVELOPMENT  
BASED UPON SPIRITUAL PRINCIPLES**

I am inviting you to participate in this study because you are a valuable employee at Chick-fil-A®, and I am interested in how the training that you have received since your employment here has contributed to your personal growth and maturity. This research will take you about 15 minutes to do.

Should you choose to participate in this study, you will be asked to complete a survey containing questions about your personal experiences as an employee at Chick-fil-A®. These questions will be based around the principles of hospitality through customer service, positive relationship building through teamwork, continuous improvement, integrity in reaching for personal excellence, and stewardship as outlined in the company's values.

The researcher does not perceive more than minimal risks from your involvement in this study. To ensure accurate results, this research will require that no questions in the survey be skipped. Should you become uncomfortable during this study, you may choose to end participation at any time, without consequence. This study is designed to benefit you personally through informing you of whether your chosen place of employment meets its proposed corporate standards through incorporating training and development that teaches those standards to all. Final aggregated results of this study will be shared with franchise owners so that they might learn the affect that training has on Chick-fil-A® employees. You may address franchise owners for results of this study.

Your responses will be completely confidential. The responses to your survey will be held in the online survey system and will only be viewed by the researcher. This is an anonymous survey. No questions will be asked that would personally identify you as the participant. When presented, all data will be combined to show the overall responses of all participants. Thus, your answers to the survey questions will not have any effect on your employment with Chick-fil-A®.

We will also ask your parents for their permission for you to do this study. Please talk this over with them before you decide whether or not to participate.

The researcher will be present at the time the survey is given to answer any questions.

If you check "yes," it means that you have decided to participate and have read everything that is on this form.

\_\_\_\_\_ Yes, I would like to participate in the study.

---

Signature of Subject

---

Date

---

Signature of Investigator

---

Date

Jasmine Williams

Dr. Jane Thall

Adult Education/Human Resources

Learning Technology and Leadership Education

James Madison University

James Madison University

[willi7jl@dukes.jmu.edu](mailto:willi7jl@dukes.jmu.edu)

Telephone: (540) 568-5531

[thalljb@jmu.edu](mailto:thalljb@jmu.edu)

## Appendix D: Announcement Letters



Dear Chick-fil-A© employees,

My name is Jasmine Williams. I am a graduate student at James Madison University. I am writing to provide you with the opportunity to voice your opinion about your experiences as a Chick-fil-A© employee. On Saturday, February 26, 2011 and Monday, February 28, 2011, I will be conducting a survey in your store as a requirement for my graduate thesis research. This survey is meant to document your personal experiences associated with the training that you have received in your time as a Chick-fil-A© employee. The survey will consist of questions geared toward understanding how your employment has helped to grow and develop you in the practice and application of the following principles: hospitality/service, continuous improvement, positive relationships, integrity, and stewardship. These principles are those that were covered in your training at Chick-fil-A©. I am interested in learning how the training has affected you.

I hope that you will consent to participate in this study. This survey will be beneficial in informing you of the manner in which your place of employment trains you to meet the standards that they profess in their corporate purpose statement. **If you are interested in participating in this study and are under the age of 18, a parental consent form and your assent form will be required.** Forms will be in a manila folder labeled consent. The folder will be located near the posting site of this letter. I ask that you bring the signed form with you on Saturday, February 26, 2011 in order to participate in the study. Thank you for your time. Have a wonderful day!

Should you have any questions, please do not hesitate to have Mr. and Mrs. Bellamy contact me.

Sincerely,

Jasmine Williams  
Adult Education/ Human Resource Development  
James Madison University



# ATTENTION:

Dear Chick-fil-A© employees,

My name is Jasmine Williams. I am a graduate student at James Madison University. I am writing to provide you with the opportunity to voice your opinion about your experiences as a Chick-fil-A© employee. On Saturday, February 5, 2011 and Monday, February 7, 2011, I will be conducting a survey in your store as a requirement for my graduate thesis research. This survey will be meant to document your personal experiences associated with the training that you have received in your time as a Chick-fil-A© employee. The survey will consist of questions geared toward understanding how your employment has helped to grow and develop you in the practice and application of the following principles: hospitality/service, continuous improvement, positive relationships, integrity, and stewardship. These principles are those that were covered in your training at Chick-fil-A©. I am interested in learning how the training has affected you.

I hope that you will consent to participate in this study. This survey will be beneficial in informing you of the manner in which your place of employment trains you to meet the standards that they profess in their corporate purpose statement. **If you are interested in participating in this study and are under the age of 18, a parental consent form and your assent form will be required.** Forms will be in a manila folder labeled consent. The folder will be located near the posting site of this letter. I ask that you bring the signed form with you on Saturday, February 5, 2011 or in order to participate in the study. Thank you for your time. Have a wonderful day!

Should you have any questions, please do not hesitate to have Mr. Ward contact me.

Sincerely,

Jasmine Williams  
Adult Education/ Human Resource Development  
James Madison University

## Appendix E: Interview Questions

1. Why did you decide to open this Chick-fil-A© franchise?
2. According to Mr. Cathy, serving chicken can be [is like] a ministry. What are your thoughts on his statement?
3. What does employee training at Chick-fil-A© consist of?
  - Is training a continuous process or a one-time event?
  - How often do the employees undergo training?
4. What improvements would you suggest in the training and development of Chick-fil-A© employees?
5. Outside of learning the practical skills needed to work in the fast food industry (ex. preparing food) what other skills do you hope that your employees will gain by working at this franchise?
6. What valuable lessons have assisted you in your spiritual development as you lead this franchise under Mr. Cathy's model?
7. What things offer you meaning in work?
8. Going through the values of Chick-fil-A©, (service, continuous improvement, working together, stewardship, personal excellence), please define each in your own terms.
9. Do you exemplify the Chick-fil-A© values in your personal life (service, continuous improvement, working together, stewardship, personal excellence)?
  - How are these values evident?

10. Have you seen any examples of personal growth in your employees as a result of the training and values demonstrated here?
11. To what degree would you consider the success of this franchise to be proportionate to the training and development practices?
12. To what degree would you consider the success of this franchise to be proportionate to the application of Chick-fil-A© vision and values?



## Appendix F: Survey Questions

The purpose of this study is to evaluate the effectiveness of training and development toward the growth of a spiritually mature workforce within a company founded upon spiritual principles. This study will contribute to the researcher's completion of a Thesis to obtain a Masters Degree. Please read and answer all questions. Thank you for your willingness to participate in this study. Select the Next arrow to begin.

0%  100%

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Please indicate your gender.

Male

Female

Please indicate your age.

15-17

18-24

25-34

35-50

Above 50

How long have you been an employee at Chick-fil-a?

Less than 3 months

4-6 months

7-9 months

10-12 months

More than 12 months

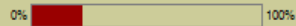
0%  100%

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Please answer the following questions pertaining to the Chick-fil-a organizational environment, and organizational values.

Please use the scale to indicate agreement or disagreement with each of the following statements.


	Strongly Agree	Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Disagree	Strongly Disagree
I experience joy in my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe others experience joy as a result of my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My spirit is energized by my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The work I do is connected to what I think is important in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look forward to coming to work most days.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see a connection between my work and the larger social good of my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand what gives my work personal meaning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Please use the scale to indicate agreement or disagreement with each of the following statements.


	Strongly Agree	Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Disagree	Strongly Disagree
The organization I work for cares about whether my spirit is energized by my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel positive about the values of this organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This organization is concerned about the poor in our community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This organization cares about all its employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This organization has a conscience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel connected with this organizations goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This organization is concerned about the health of those who work here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

0%  100%

[>>](#)

Please use the scale to indicate agreement or disagreement with each of the following statements.

	Strongly Agree	Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Disagree	Strongly Disagree
The organization I work for makes it easy for me to use my gifts and talents at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization encourages employees to develop new skills and abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I DO NOT have a significant role to play in this organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This organization encourages the creation of community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel positive about my future with this organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In this organization people are NOT encouraged to learn and grow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


0%  100%

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The following questions pertain to training that you received on the vision and values of Chick-fil-a.

Please indicate the degree to which your training at Chick-fil-a has caused you to believe the following statements by rating them from "Strongly Agree" to "Strongly Disagree".

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The art and practice of hospitality should be preserved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collective efforts are an important factor for success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is always the potential to improve upon things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is better to fail an attempt at excellence than to succeed at being average.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to handle with care things that others entrust to you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

0%  100%


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The following questions concentrate on the overall foundation of training at Chick-fil-a.

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Please rate the following questions between strongly disagree and strongly agree.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I am aware that Chick-fil-a's founder Truett Cathy built his business on spiritual principles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have seen evidence of Chick-fil-a's spiritual foundation since working here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing that Chick-fil-a was founded upon spiritual principles fueled my decision to work here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chick-fil-a trains employees to incorporate values that can be used in everyday life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that Chick-fil-a's foundation on spiritual principles contributes to the success of the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

0%  100%

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Why did you choose to work at Chick-fil-a?

Would you recommend Chick-fil-a as a positive work experience for others? Why?

Chick-fil-a values are service, continuous improvement, teamwork, stewardship, and personal excellence. Do you demonstrate these values in your personal life? In what ways?

0%  100%

We thank you for your time spent taking this survey.  
Your response has been recorded.

0%  100%

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