

ASSESSING ORGANIZATIONAL CHANGE:

QUALITY OF WORK LIFE INTERVENTIONS
IN THE UNITED STATES POSTAL SERVICE

by

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(ABSTRACT)

Because of the changing nature of our society, it is agreed by scholars and practitioners that both private and public organizations face many uncertainties. Diverse solutions have been advanced to remedy these organizational maladies. One of the most popular solutions, theoretical and applied, has been the utilization of Quality of WorkLife (QWL) interventions.

The position taken in this dissertation is that in spite of the glowing testimonials about the effectiveness of QWL applications, it is still difficult to reach any definitive conclusions pertaining to the success(es) of this approach to the organizational change process. Previous research has offered little empirical data to support many of the theoretical assumptions QWL is based on.

Furthermore, most organizations have utilized the human relations conceptual framework (i.e., satisfaction causes performance) to describe the implementation and diffusion of the QWL process. Indeed, the organization evaluated in this study utilized this approach in its QWL endeavor. However, this investigation endorses a different concept, subsystems congruence,

to achieve the institutionalization of QWL. A growing body of research literature strongly suggests that this integrated approach offers the best model for successful QWL intervention. Enhancing our understanding of QWL applications and processes is the focus of this study. This knowledge is necessary so organizational leaders, consultants, and academicians will better understand the nature and complexity of implementing, evaluating and institutionalizing various QWL interventions.

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Deepest expressions of love and gratitude are extended to my wife, . Words alone are inadequate to convey these feelings of appreciation for your never-wavering support. Thanks for always believing in me!! and

- your pride in what I was attempting to accomplish was always a source of encouragement. Though my children, you're also two of my closest friends and I love you deeply.

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TABLE OF CONTENTS

	<u>Page</u>
ABSTRACT.....	ii
ACKNOWLEDGEMENTS.....	iv
I. INTRODUCTION.....	1
Background of the Problem.....	1
The USPS Experience.....	3
The USPS as a Fertile QWL Environment.....	7
✓ Statement of the Problem.....	9
✓ Scope of the Study.....	9
✓ Parameters of the Study.....	14
✓ Hypotheses.....	15
Summary.....	19
II. REVIEW OF THE LITERATURE.....	21
Organizational Development.....	21
Participative Problem Solving.....	22
Quality Circles/Workteams.....	23
Joint Union Management Efforts.....	26
Human Resource Development and Training.....	29
Planned Change/Leadership.....	32
Leadership.....	33
Supervision.....	34
Related Management Concepts.....	39
Motivation.....	42
Stress and Alienation.....	45
Management By Objectives.....	46
III. MODELS OF QWL: A THEORETICAL PERSPECTIVE....	48
The Guest Model.....	49
The Tarrytown GM Plant.....	50
Measurable Results of QWL at Tarrytown.....	51
The Subsystem Congruence Model.....	52
Subsystem Congruence & Organizational Change: A Schematic Presentation.....	57
Summary.....	92
IV. THE IMPLEMENTATION AND DIFFUSION OF QWL/EI IN THE ROANOKE MANAGEMENT SECTIONAL CENTER...	96
Training for QWL/EI.....	102
Politics, Power and Joint Union-Management Ventures.....	109
Summary.....	111

	<u>Page</u>
V. METHODOLOGY.....	113
Study Background.....	113
Discussion of the Case Study Method.....	117
The Population and the Sample.....	122
Questionnaire Reliability and Validity.....	125
Data Collection.....	126
Administration of Questionnaire.....	132
Administering the Interview.....	139
Documentary Evidence.....	143
Statistical Methodology.....	143
Data Analysis.....	144
Qualitative Analysis.....	147
Summary.....	149
VI. FINDINGS CONCERNING HYPOTHESES FOR LETTER CARRIERS.....	150
Introduction.....	150
Statistical Significance vs. Practical Importance.....	151
Quantitative Data and EI/QWL Research.....	152
Demographic Hypotheses.....	154
Data Analysis: Findings and Interpretation..	161
Variable Categorization.....	161
Employee Satisfaction.....	162
Hypothesis 1.....	162
Hypothesis 2.....	167
Hypothesis 3.....	172
Hypothesis 4.....	174
Summary.....	179
Supervisory/Subordinate Relations.....	181
Hypothesis 5.....	181
Hypothesis 6.....	184
Hypothesis 7.....	189
Summary.....	192
Local Joint Steering Committee (LJSC).....	194
Hypothesis 8.....	194
Hypothesis 9.....	201
Hypothesis 10.....	207
Hypothesis 11.....	209
Hypothesis 12.....	213
Hypothesis 13.....	214
Hypothesis 14.....	216
Hypothesis 15.....	218
Summary.....	221

	<u>Page</u>
VII. FINDINGS CONCERNING HYPOTHESES FOR MANAGERS..	223
Introduction.....	223
Employee Satisfaction Hypothesis.....	224
Hypothesis 1.....	224
Hypothesis 2.....	227
Hypothesis 3.....	229
Hypothesis 4.....	234
Summary.....	238
Supervisory/Subordinate Relations Hypotheses.	238
Hypothesis 5.....	239
Hypothesis 6.....	244
Hypothesis 7.....	247
Summary.....	251
LJSC Hypothesis.....	252
Hypothesis 8.....	252
Hypothesis 9.....	255
Hypothesis 10.....	261
Hypothesis 11.....	262
Hypothesis 12.....	264
Hypothesis 13.....	267
Hypothesis 14.....	269
Hypothesis 15.....	272
Summary.....	274
VIII. CLASSIFYING STATISTICAL RELATIONSHIPS BETWEEN SELECTED VARIABLES.....	275
Introduction.....	275
Simple Relationship Between Major Variables..	275
Pearson r Correlation.....	275
Employee Satisfaction.....	276
Supervisor/Subordinate Relations.....	279
LJSC Perceptions.....	286
Complex Relationships Between Variables.....	293
Multiple Regression Analysis.....	293
Discriminant Analysis.....	295
Summary.....	296
IX. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	298
Summary.....	298
Purpose of the Study.....	298
Methodology.....	299
Results of the Study.....	300

	<u>Page</u>
Conclusions.....	305
Limitations.....	307
Recommendations for Future Study.....	309
Reflections.....	311
 BIBLIOGRAPHY.....	 316
 APPENDICES.....	 328
Appendix A.....	328
Appendix B.....	330
Appendix C.....	343
Appendix D.....	383
Appendix E.....	384
Appendix F.....	387
Appendix G.....	388
Appendix H.....	389
Appendix I.....	390
Appendix J.....	391
Appendix K.....	404
Appendix L.....	410
Appendix M.....	420
Appendix N.....	423
Appendix O.....	425

LIST OF TABLES

<u>Table</u>	<u>Page</u>
5-1 Postal Stations Participating in the Study.....	134
5-2 Postal Employees Taking EI Questionnaire.....	136
5-3 Questionnaires Returned.....	138
6-1 Chi-Square Test of Significance.....	157
6-2 Chi-Square Test of Significance.....	158
6-3 Chi-Square Test of Significance.....	159
6-4 Chi-Square Test of Significance.....	160
6-5 ANOVA Results: Letter Carrier Group Employee Satisfaction Category.....	164
6-6 Descriptive Statistics for Employee Satisfaction Category.....	165
6-7 Income Range for Letter Carriers.....	176
6-8 ANOVA Results: Letter Carrier Group Employee Satisfaction Category.....	185
6-9 Descriptive Statistics for Employee Satisfaction Category.....	186
6-10 ANOVA Results: Supervisory/Subordinate Relations Category.....	196
6-11 Descriptive Statistics for Supervisor/Subordinate Relations Category.....	197
6-12 ANOVA Results: LJSC Perception.....	204
6-13 Descriptive Statistics for LJSC Category.....	205
7-1 ANOVA Results: Managerial Group Manager Satisfaction Category.....	232
7-2 Descriptive Statistics for Manager Satisfaction Category.....	233

<u>Table</u>	<u>Page</u>
7-3 Educational Attainment for Letter Carriers and Management Personnel.....	236
7-4 ANOVA Results: Managerial Group Manager, Supervisor/Subordinate Category.....	240
7-5 Descriptive Statistics for Manager Satisfaction Category.....	241
7-6 ANOVA Results: Managerial Group LJSC Perception.....	259
7-7 Descriptive Statistics for Managers LJSC Perception.....	260
8-1 Correlations of Group and Program Measures.....	277
8-2 Intercorrelations for the Job Satisfaction Measures (Trained Letter Carriers).....	280
8-3 Intercorrelations for the Job Satisfaction Measures (Untrained Letter Carriers).....	281
8-4 Intercorrelations for the Job Satisfaction Measures (Trained Managers).....	282
8-5 Intercorrelations for the Job Satisfaction Measures (Untrained Managers).....	283
8-6 Intercorrelations for the Supervisor/Subordinate Relations Measures (Trained Carriers).....	284
8-7 Intercorrelations for the Supervisor/Subordinate Relations Measures (Untrained Carriers).....	285
8-8 Intercorrelations for the Supervisor/Subordinate Relations Measures (Trained Managers).....	287
8-9 Intercorrelations for the Supervisor/Subordinate Relations Measures (Untrained Managers).....	288
8-10 Intercorrelations for LJSC Perception (Trained Carriers).....	289
8-11 Intercorrelations for LJSC Perception (Untrained Carriers).....	291

<u>Table</u>	<u>Page</u>
8-12 Intercorrelations for LJSC Perception (Trained Managers).....	292
8-13 Intercorrelations for LJSC Perception (Untrained Managers).....	294
9-1 Summary of Significant Findings (Letter Carriers).....	301
9-2 Summary of Significant Findings (USPS Managers).....	303

LIST OF FIGURES

<u>Figure</u>		<u>Page</u>
1	EI and Job Satisfaction.....	58
2	EI and Extrinsic Rewards and Satisfaction.....	59
3	EI Influence Satisfaction.....	61
4	EI and Intrinsic Reward Satisfaction.....	62
5	EI and Participation.....	63
6	EI and Decision Decentralization.....	64
7	EI and Supervisor/Subordinate Relations.....	66
8	EI and LJSC Equity.....	67
9	EI and Effectiveness.....	68
10	EI and Role Problems.....	69
11	EI and LJSC Fairness.....	71
12	EI and Program Desirability.....	72
13	EI and Organizational Change.....	73
14	EI and Impact.....	74
15	EI and Program Clarity.....	76
16	EI and Job Satisfaction.....	77
17	EI and Extrinsic Reward Satisfaction.....	78
18	EI and Influence Satisfaction.....	79
19	EI and Intrinsic Reward Satisfaction.....	80
20	EI and Participation for Managers.....	82
21	EI and Decision Decentralization.....	83
22	EI and Supervisor/Subordinate Relations.....	84

<u>Figure</u>		<u>Page</u>
23	QWL and LJSC Equity.....	85
24	LJSC and Program Effectiveness.....	87
25	LJSC and Role Problems.....	88
26	Relationship Between the LJSC and Perceptions of Fairness of Program.....	89
27	LJSC and Program Desirability.....	90
28	LJSC and Program Overload.....	91
29	Causal Variables and Program Impact.....	93
30	LJSC and Program Clarity.....	94

Chapter I

INTRODUCTION

Background of the Problem

Over the past several decades, a number of organizations in the United States have been faced with the need to alter the ways they have traditionally conducted business. This organizational climate has been influenced by a number of factors - increased expectations about work from employees, a desire to influence job-related decisions, and lower productivity from workers. These concerns have resulted in the questioning of the traditional hierarchical approaches to management and encouraged the development of a number of new management approaches.

The Quality of Work Life (QWL) movement is a direct product of these organizational difficulties and potentially can be viewed as providing impetus for a major paradigmatic shift in management theory. QWL can be defined as a philosophy - a set of beliefs that an organization can enhance both individual and organizational outcomes if it stresses worker task involvement, maintenance of worker task involvement, preservation of worker dignity, and the elimination of dysfunctional aspects of hierarchy (Mohrman and Cummings, 1982). QWL activities can include

participation problem solving, work design, innovative reward systems and work environment improvements (Huse and Cummings, 1985). A. Mohrman and Lawler (1982; 9) characterize QWL as a paradigmatic shift from "management practices which are hierarchical, unilateral, theory X, control-oriented nature to a management style that values democracy, equity, personal growth, human dignity and due process."

The examination of Quality of Worklife as a new management paradigm has been used to study this complex organizational phenomenon. Kuhn (1970; 10) defined a paradigm as "accepted examples of actual scientific practice - examples which include law, theory, application, and instrumentation together - provide models from which spring coherent traditions of scientific research." Furthermore, Kuhn presents three broadly defined stages of a paradigmatic shift: (1) the shift is sandwiched between periods of normalcy within the prevailing paradigms and the emergence of anomalies which do not conform to the prevailing paradigm; (2) the second stage occurs when anomalies accumulate and result in a growing state of crisis, accompanied by a strong insecurity felt by those practicing under the existing paradigm; and (3) a large-scale paradigm

destruction and its replacement by a new paradigm.¹

One area where QWL has made inroads into the dominant paradigm of autocratic management is union management cooperative projects (Huse and Cummings, 1985; Lawler and Ozley, 1979). The literature reveals that a number of these joint ventures have taken place in recent years (e.g. Lawler, 1986; Lawler, Nadler and Cammann, 1980; Goodman, 1979; Davis and Sullivan, 1979; Guest, 1979). However, the QWL literature consists largely of descriptions of techniques and impressionistic treatment of results (Mohrman and Lawler, 1984).

The USPS Experience

With this research context in mind, the United States Postal Service (USPS) began to view QWL as a promising management alternative and entered into a joint QWL agreement with the National Association of Letter Carriers (NALC). This agreement came about for a number of reasons. A 1970 strike in the Northeast, subsequent near strikes, and bitter antagonism between labor and management had convinced both groups that significant changes had to be made if the organization was to remain viable.

¹The QWL paradigm has many of the characteristics that appeal to values which are fundamental in the United States: democracy, equity, personal growth, human dignity, and due process (A. Mohrman and Lawler, 1982).

Both USPS management and Union leadership felt that mounting grievances and EEO complaints occurred because of resentment against management and revenge for past hostilities (Training Manual, NALC/USPS Joint Employee Involvement Process, 1988). Increased absenteeism was viewed as resulting from a strong disinterest in monotonous work and poor job performance was viewed as a result of the attitudes of bored, indifferent employees. (NALC/USPS Training Manual, Joint Employee Involvement Process, 1988).

Increasing competition was another reason the two groups attempted the QWL endeavor. In 1979, "urgent mail" was exempted from the statute prohibiting private express. This "exemption" has resulted in several private companies handling an ever-increasing proportion of this profitable class of mail. For example, in 1986 Federal Express handled 178 million pieces of mail and United Parcel Service now controls 90 percent of the parcel market (Roanoke Times & World News, April 6, 1987).

Organizational viability is also threatened from another source - technology. There exists a burgeoning and wide variety of print and electronic media with the capacity to effectively transmit the mail (Frank, 1988).

The success of private organizations delivering mail was also instrumental in the initiation of QWL

applications. These "successes" fueled calls for the privatization of mail service. Privatization is not a new concept or idea but had gained added currency with the Reagan Administration. In fact, the President's Commission on Privatization submitted a number of proposals that would make USPS compete competitively with private carriers (Roanoke Times & World News, April 6, 1987). Former OMB Director James Miller was a leading proponent of privatization during this period and both USPS management and labor see privatization as its most serious threat to organizational survival.

Budget constraints have also forced USPS to change the way it operates. The Omnibus Reconciliation Act of 1987 has caused the cutback of office hours and the elimination of capital projects and improvements over the next two years. Many in the organization view this as a prelude to privatization.

In order to ensure organizational survival, USPS/NALC initiated a joint QWL endeavor designed to expedite organizational change that was called The Quality of Working Life Process (1985). Organizational leadership realized that the achievement of service and fiscal integrity depended upon employee satisfaction. This goal was to be accomplished through greater worker involvement in decision-

making.² To successfully involve employees in this new organizational activity, all letter carriers and managers were to be trained in "Employee Involvement" (EI) techniques including effective communications, group dynamics, structuring collaboration and team building. EI workteams, consisting of union members and management, were to be established at each Postal Station.

QWL was viewed as a long-term management process by USPS. Many organizations, like the USPS, begin QWL endeavors with work teams or quality circles and use these applications as transitional vehicles to more advanced forms of participation (Mohrman and Lawler, 1985). For example, the QWL/EI process in the Roanoke Management Sectional Center (MSC) is currently shifting its primary focus from workteam development to more evolved employee involvement including self-managing workteams and task forces.

Training and education are key to the EI process because they provide managers and subordinates with the knowledge, skills and confidence to practice EI (NALC-USPS Training Manual, Joint Employee Involvement Process, 1988). Organizational members must develop a shared view of

²Employee decision-making was considered the lead variable in this organizational change process.

the kind of organization they desire and they must learn the behavior necessary to design, implement and maintain it (Mohrman and Cummings, 1982). For example, subordinates aren't generally accustomed to interacting with management in the dynamics of problem solving or decision-making and must be trained in these techniques. Likewise, managers must be taught to be involved in behaviors such as engaged listening, actively including subordinates in the decision-making process, and in delegation (Peters, 1987).

USPS/NALC leadership accepted the internal and external challenges to organizational viability. They also accepted the premises of QWL as an enhancer of satisfactory performances and as a powerful agent for organizational cultural change.

The USPS as a Fertile QWL Environment

In 1983, the USPS and three of its four unions entered into an agreement to jointly fund and jointly manage a QWL project for their members. This endeavor received the strongest possible endorsement from USPS management and union leadership. The primary emphasis of QWL in this arrangement is not increased work productivity but rather an attempt to change the organizational culture and foster a more cooperative work environment between management and union members.

To date, some 60,000 individuals have participated in the process during this period and over 5,000 workteams currently meet to discuss and resolve a variety of operational, business and human relations issues (NALC/USPS Joint Committee, 1988). However, tensions and antagonisms remain at high levels at many work locations and the number of work grievances and arbitrations conducted continues at astronomical proportions (NALC/USPS Joint Committee, 1988).

Thus, an evaluation of the QWL process is needed to determine whether indeed there has been a change in employee satisfaction, a change in management attitudes, styles and philosophy, a change in management relations, and a change in organizational procedures, systems and structures (The Quality of Working Life Process, 1985). This study, therefore, seeks to assess whether there has been a shift from an autocratic environment to a more participative culture.

Using USPS as a model of a public organization, this dissertation will attempt to clarify the success of specific QWL applications in meeting their goals. The USPS provides an ideal organization to study because: the joint QWL agreement has reached a level of maturity; both parties continue to contribute a significant amount of human and

material resources; and a continued long-term organizational commitment to the process exists among both parties (NALC/USPS Joint Committee, 1988).

Statement of the Problem

The problem to be addressed in this study concerns the determination of whether USPS/NALC QWL training is effective in terms of: (A) Improving employee satisfaction; (B) Improving subordinate/supervisory relationships and (C) Creating an understanding of the Local Joint Steering Committee (LJSC) in the EI process.

Another secondary but important question that this study will analyze concerns the perceptions of the QWL/EI process held by USPS employees (craft and management).

Purpose of the Study

The purpose of this dissertation is to assess and better understand the effectiveness of major QWL applications. The concept of effectiveness in this study is defined as "conditions that encourage employee self-development and maturity; authentic, open, and confronting relations between members; and mutual problem-solving between task-linked groups" (Miles, 1980; 360).³ The organizational development/organizational transformation

³This definition focuses on the effectiveness of QWL applications in facilitating a shift to a participative climate.

literature offers many strategies for changing the culture of organizations (Adams, 1984; French, 1978). This study proposes to evaluate the quantitative and qualitative effectiveness of the QWL/EI applications utilized in the USPS/NALC Joint Union-Management venture. The results of this assessment should provide greater understanding of these joint endeavors as major QWL intervention techniques for organizational change.

Moreover, the Mohrman and Lawler (1984) contention that there exists a need to "capture the realities of what is actually happening in the workplace" establishes further justification for this research study because it will attempt to explain and capture those "realities". Consequently, a major goal of the study is to gain more knowledge about what interventions work, why they work, and under what circumstances such interventions are useful to similar organizations.

Additionally, very little research has explored the impact of training in the QWL/EI model (S. Mohrman, Ledford, Lawler, and A. Mohrman, 1985). These authors assert that organizational level and workgroup level should be the targets of the research on training. Furthermore, they call for an examination of the pervasiveness of training, both in terms of employees exposed and breadth of

exposure, as important variables in determining outcomes.

Theories about management are abundant but there is a need for research that evaluates new management practices and guides their development (Mohrman and Lawler, 1984). It appears that theory-building is the resultant casualty of these knowledge gaps. This dissertation should help fill a major void in the literature by offering empirically-based explanations of "why" and "how" certain QWL training and QWL applications have or have not facilitated organizational change in a large public organization.

An ever-increasing number of organizations are turning to QWL as a means of improving employee well-being and organizational effectiveness. Many organizations appear to have developed a long-term commitment to QWL as a concept. Consequently, QWL appears to be more than a passing fad or management gimmick. This is evidenced by the increasing number of joint union/management agreements (Huse and Cummings, 1985; Mohrman and Lawler, 1984) and the number of organizations that have implemented quality circles (Smeltzer and Kedia, 1985).

Yet, a review of the literature reveals there have been few studies that have attempted empirical evaluations of QWL interventions (Mohrman and Lawler, 1984). The Lawford/Ledford and Goodman studies are two attempts to

apply rigorous analysis to a QWL venture. Significantly, both studies were attempting to find a definite correlational link between QWL and productivity.

The Lawler/Ledford research (1981) was conducted at a southern auto plant and found that bonus incentives, training and operating cost reduction were all related to productivity. Goodman's (1979) study at a coal mine showed that productivity improved after implementing job training and autonomous work groups.

On the other hand, QWL at USPS is focused primarily on improving well-being with productivity a secondary (however important) goal (USPS/NRLCA QWL Guidelines, 1986). Borrowing on Professor Robert Guest's (1979) research at GM, USPS adopted the dictum "a satisfied worker is a happy worker." Of course, this philosophical theme is taken directly from Mayo's and Roethlisberger's seminal "human-relations school" research which advocated that the interface between the individual and the organization was the key to effectiveness (Miles, 1980).

The theoretical essence of this approach is that there is a positive relationship between employee satisfaction and performance. Thus, Professor Guest's study at the Tarrytown, N.Y. plant did not promise "bottom line" results from the QWL effort. Dr. Guest (1979) writes that:

"Getting the process of worker involvement going was a primary goal with its own intrinsic rewards. The organizational benefits followed."

Obviously, the philosophical bent of these two approaches to the formulation of the QWL process is different. Little empirical data exists on the "Guest Model". Because it is a different strategy in the design of QWL interventions, field research is needed to increase understanding of whether these applications achieve organizational success.

Furthermore, very little research has been done on the effects of training and participation. Ledford and Mohrman's (1988) recent research attempting to measure the strength and persistency of organizational attitudes in employee participation groups is a precursor of my research endeavor. Their study attempted to measure the organizational attitudes of current and former participation group members (essentially, employees trained in QWL/EI processes) and employees who have never been members of participation groups. Their various hypotheses compared the attitudes of current and former members, current members and those who have never participated, and former members with those who have never participated in such groups.

The results of the Ledford and Mohrman investigation were mixed. Current and former participants scored higher

on all eleven attitudinal variables measured (i.e., communication, effectiveness, impact, etc.) than those participants who had never been involved. Conversely, those employees who had never participated measured significantly higher on the job and reward system characteristics that were evaluated (i.e., variety, teamwork, and security). The results of this dissertation should add to this incipient body of empirical literature.

Many organizations still face the problems of changing social values, economic challenges, and the changing nature of the workforce that was faced by USPS in the early 1980s. This study will help clarify whether or not these QWL interventions were successful change agents in an organization filled with its own unique management traditions, organizational culture and labor-relations strife.

Scope of the Study

1. The proposed dissertation is limited to QWL implementation and diffusion processes that are permanent in nature, attempt to alter organizational culture and are not directly related to increased productivity.
2. Some organizations view QWL as part of a "controlled" (i.e. high performing systems) process for improving their effectiveness. The results of this study,

however, can only be generalized to those organizations whose primary goals are to facilitate a shifting management paradigm and to enhance employee well-being.

3. The investigation of the sample was limited to data from:

(A) Questionnaires sent to letter carriers and management personnel in the Roanoke Management Section (MSC). Responses in the comments section of the questionnaire were also evaluated.

(B) Semi-structured interviews with additional letter carriers and management personnel.

4. The sample represents both USPS personnel who have, and have not, undergone the QWL/EI training approved by the USPS/NALC National Joint Employee Involvement Committee.

This does not represent the total population of Letter Carriers or managers in the Roanoke Management Sectional Center (MSC). These findings cannot be generalized to Letter Carriers outside the Roanoke MSC unless they have been involved with identical QWL applications.

Hypotheses

The primary hypothesis of this study is to determine whether USPS personnel who had received EI training will have higher levels of quality-of-working-life than their

fellow employees who have not received this training. This hypothesis is based on the premise that employee participation in the decision-making/problem solving process will result in more positive organizational attitudes than for employees who had not been involved in the participatory process.

A total of fifteen hypotheses will be evaluated in this study. These hypotheses are grouped sequentially to measure attitudes and psychological states relevant to QWL issues, to evaluate the supervisor/subordinate relations in the organization and to analyze perceptions of the Local Joint Steering Committee (LJSC).

The hypotheses can be categorized in the following manner:

- A. Hypotheses 1-4 measure the satisfaction variables of overall employee satisfaction, extrinsic reward satisfaction, influence satisfaction and intrinsic reward satisfaction;
- B. Hypotheses 5-7 evaluate supervisor/subordinate relations including participation, decision decentralization and subordinate work relations; and
- C. Hypotheses 8-15 analyze the perception of the LJSC in the areas of management domination, role relations, effectiveness, fairness, desirability, overload, impact and clarity.

Hypothesis 1: Employees who have been trained and have participated in the QWL/EI process will have higher levels

of job satisfaction than employees who have not had this training.

Hypothesis 2: Employees who have been trained and have participated in the QWL/EI process will have higher levels of extrinsic reward satisfaction than employees who have not had this training.

Hypothesis 3: Employees who have been trained and have participated in the QWL/EI process will have higher levels of influence satisfaction than employees who have not had this training.

Hypothesis 4: Employees who have been trained and have participated in the QWL/EI process will have higher levels of intrinsic reward satisfaction than employees who have not had this training.

Hypothesis 5: Employees who have been trained and have participated in the QWL/EI process will be more positive toward management's acceptance of their participation than employees who have not been trained.

Hypothesis 6: Employees who have been trained and involved in the QWL/EI process will be more positive about organiza-

tional decision decentralization than employees who have not been trained.

Hypothesis 7: Employees who have been trained and involved in the QWL/EI process will be more positive about supervision/subordinate relations than employees who have not been trained.

Hypothesis 8: Employees who have been trained and have participated in the QWL/EI process will be more positive toward equity in power-sharing on the LJSC than employees who have not been trained.

Hypothesis 9: Employees who have been trained and have participated in the QWL/EI process will be more positive toward the effectiveness of the LJSC than employees who have not been trained.

Hypothesis 10: Employees who have been trained and have participated in the QWL/EI process will be more positive toward role problems between the LJSC and Letter Carriers than those employees who have not been trained.

Hypothesis 11: Employees who have been trained and have participated in the QWL/EI process will be more positive toward the fairness of the program directed by the LJSC than those employees who have not been trained.

Hypothesis 12: Employees who have been trained and have participated in the QWL/EI process will be more positive toward the desirability of the program than employees who have not been trained.

Hypothesis 13: Employees who have been trained and have participated in the QWL/EI process will be more positive toward the amount of organizational changes allowed by the LJSC than employees who have not been trained.

Hypothesis 14: Employees who have been trained in the QWL/EI process will have a more positive view of the impact of the program directed by the LJSC than employees who have not been trained.

Hypothesis 15: Employees who have been trained in the QWL/EI process will have a more positive understanding of the organizational changes allowed by the LJSC than employees who have not been trained.

Summary

To summarize, the purpose of this study is to evaluate the effectiveness of a major QWL intervention (joint union management venture) in facilitating the transition from a top down management environment to a more participative organizational climate. This attempted shift was

facilitated by the use of process interventions including job enrichment, participative problem-solving/decision-making, and shared responsibility.

Chapter Two presents the relevant literature. Specifically, this chapter discusses the QWL/EI theoretical background and research findings pertinent to this study.

Chapter II

REVIEW OF THE LITERATURE

The emergence of QWL as an organizational management and change tool is a prevalent one in scholarly journals and monographs. As mentioned earlier, many reasons are given for this phenomenon. The theoretical roots of QWL, however, can be traced to several distinct, yet closely related, bodies of literature: organization development and planned change/leadership. Additionally, humanistic management concepts are reviewed because they also provide a substantive theoretical basis for QWL.

Organizational Development

Huse and Cummings (1985; 1) define Organizational Development (OD)/Planned Change (PC) in the following manner:

"OD is a process by which behavioral science knowledge and practices are used to help organizations achieve greater effectiveness, including improved quality of work life and increased productivity. OD differs from other planned change efforts because the focus is on human resources and their motivation, utilization, and integration within the organization."

The theoretical roots of QWL can be traced back to the early 1950's in the famous organizational studies that were conducted by Trist and others at the Tavistock Institute in

London (Huse and Cummings, 1985). The growth and development of QWL has gone through many definitions and phases but can generally be identified by any one of the following major components (Huse and Cummings, 1985):

Participative Problem Solving

This pervasive technique provides individuals in the organization, whether managers or subordinates, with the opportunity to participate in the decision-making process. (McGregor, 1960; Likert, 1961; Argyris, 1964; Katz and Kahn, 1966; Ouichi, 1981). This literature theorizes that when participants are involved in decision-making and "own" part of the decision, they become personally involved with their own needs, such as achievement (Abdel-Halem, 1983). Additionally, deriving such satisfaction reinforces successful performance, thus providing a further impetus (Dessler, 1986). Furthermore, participation in decision-making is effective because employees become ego-involved and develop a sense of ownership with the decisions that emerge from the process (Dessler, 1986).

Many theorists feel that participation allows group members to "own their work practices; therefore, the group will develop a norm of support for those practices" (Dessler, 1986). Also, participation can increase extrinsic motivation and satisfaction (McGregor, 1960; Katz

and Kahn, 1966; Herzberg, 1970; Dessler, 1986). Becoming involved in the process adds meaning to work, allows members to identify with it, and satisfies egotistic needs by a sense of accomplishment in work (Longenecker/Pringle, 1984). For example, there is evidence that employees are more motivated to achieve goals if they are determined in a participative manner than if set autocratically (Vroom, 1960).

Participative decisions that are made by a group result in mutual expectations of implementation and invoke the social power of the group in enforcement of the decision (Mohrman and Lawler, 1984). Research also supports the hypothesis that productivity related behaviors occur within bounds which are determined and enforced by peer pressure (Hackman and Morris, 1975).

Participative groups also represent structural change and offer a new style of decision-making/problem-solving to the organization. QWL projects may impact the organizational structure in several ways (Mohrman and Lawler, 1984): (1) levels of hierarchy are sometimes eliminated as decisions are made down where the work is done, and (2) parallel organizational structures, such as task forces, quality circles, and union-management committees are often established to attend to communication and problem-solving

functions which are not adequately addressed in the primary structure. These adaptive organizational structures offset the dysfunctions of traditional bureaucratic attributes on hierarchical power, departmentalization and narrowly defined jobs (Mohrman and Lawler, 1984).

Joint union-management endeavors, for example, directly impact organizational structures because they attempt to create integrative links between two groups which previously acted in an adversarial manner (Mohrman and Lawler, 1984). These structures are generally parallel and temporary because either group can withdraw from the structures if continuation does not seem to be in their best interest (Mohrman and Lawler, 1984). To complete the management shift, parallel structures must eventually be eliminated and participatory processes fully integrated into mainstream decision-making (A. Mohrman and Lawler, 1981; S. Mohrman and Ledford, 1984).

Quality Circles/Workteams

Quality Circles are probably the most popular form of participative management. The literature reveals that many companies have reported reductions in cost, improved communications between departments, money saving ideas, and improved skill development (Yaeger, 1981; Smeltzer and Kedia, 1985; Marks, 1986).

Many organizational experts, however, believe that QC's fail more often than they succeed and are really no more than a quick-fix to avoid the real causes underlying poor productivity and employee morale (Marks, 1986). It is argued that QC's cannot be successful in the United States because of the heterogeneous value orientation of American workers (Cole, 1980; Pascale and Othos, 1981; Ohmae, 1982). Others, however, argue that because of the increase of women, blacks, and other nationalities into the work place, quality circles can be an asset in alleviating supervisory and communication problems for management (Mohrman and Lawler, 1984).

In an even more disparaging tone, Dr. Edward Deming (the American professor who taught the Japanese statistical quality control and principles of management after World War II) writes of American mismanagement of Quality Circles:

". . . managers are willing to cope with vexing situations but shy away from the problems of people who work for them. To deal with "people problems," they all want to establish "employee involvement" programs. They are, he says, a "smokescreen," a way for a manager to pretend to be doing something about a problem. Such programs demonstrate a notable tendency to fade away because management never invests employees with any authority, nor does it act upon their decisions and recommendations. Employees become even more disillusioned" (Walton, 1985; 82).

Mohrman and Lawler (1985) speak of the limited life span of QC's and state that they should be utilized as a transitional vehicle to more sophisticated forms of participative management. They also argue, however, that using QC's as a transitional vehicle is a long and inefficient way to participative management. In conclusion, they state that there are better ways to start a movement toward greater employee involvement and participation.

Joint Union Management Efforts

One of the major QWL applications listed in the participative literature are joint union-management cooperative projects. Traditionally, union management relationships have been adversarial in the United States. There are limited advantages to this adversarial approach. Lawler (1986; 119) writes that:

"This adversarial relationship represents a way of moving powers to the rank and file workers in an organization. The very structure of collective bargaining is designed to allow employees to influence such areas as pay, job structure, discipline and working conditions."

Lawler (1986; 120) also lists several disadvantages of the adversarial relationships: (1) they involve great amounts of time and efforts; (2) they represent an enormous parallel structure since they require a union hierarchy as well as an organizational hierarchy and (3) when differences

between the union and management cannot be resolved amicably, they often end up in time-consuming and expensive formal grievances.

The development of collaborative union-management efforts have marked a major change in the thrust of organizational development (Huse and Cummings, 1985).

These projects are joint ventures to explore areas in which their cooperative efforts can result in changes which benefit the workforce, the organization, and the union (Goodman, 1979); Seashore, 1981). Mohrman and Lawler (1984) state that this approach recognizes three aspects of union/management settings: (1) the adversarial nature of traditional union/management relations spills over into daily events and seriously impacts the quality of worklife of all employees as well as the performance of the organization; (2) there are certain areas of concern (e.g., safety) where the interests of the management and those of the workforce are congruent and where a cooperative approach rather than an adversarial approach makes sense; (3) meaningful change in the unionized work setting can be accomplished most effectively through the joint activity of the representatives of union and management.

Mohrman's (1987) research into union-management cooperation focuses on the expanded array of stakeholders

(managers, supervisors, union officials, and hourly workers) that is necessary to jointly identify ways to improve the workplace and address the interests of all stakeholders. She states that "the constant component in all projects is the establishment of a committee structure or other mechanism by which the multiple stakeholder can come together to set mutual goals and plan and implement change" (p.2). However, her research has also shown that "it is very difficult to achieve the institutionalization of union/management cooperation through time, so that joint stakeholder decisions around issues that involve employee interests and effectiveness are regularly jointly addressed by the union and management" (p.2).

Some of the more famous joint union/management ventures included the UAW/GM agreement and the Atomic Workers International of Canada/Shell Oil. Though the success of these projects were difficult to assess, both received much media attention and helped advance the cause of these joint ventures (Guest, 1979; Davis and Sullivan, 1979; Lawler and Ozley, 1979).

A recent union-management cooperative venture has also gained media attention in General Motors' new car company, Saturn. As part of this project, management developed a unique cooperative agreement with the UAW (Lawler, 1986).

However, many union members and leaders do not accept the logic that these ventures are good for unionism. In fact, many writers claim that these efforts threaten the premises of unionism (Mohrman and Lawler, 1984; Parker, 1985). Some union leaders see QWL as a threat to their power base especially if they have built their power base on adversarial relationships and grievances, which are reduced in the QWL process (Lawler, 1986).

Parker (1985), in a definitive book on the threat of QWL to unionism, lists the following reasons why unions should not enter into cooperative efforts: (1) QWL training is not "neutral" and is designed to make workers think like management; (2) QWL destroys the traditional adversarial relationship between management and the union. QWL promotes competition between union members, pitting union brother against union brother; (3) QWL makes other union jobs less attractive because participants are looked upon more favorably by the organization.

Human Resource Development and Training

A number of writers have indicated that training is crucial to the success of any QWL/EI process (Mohrman and Lawler, 1984; Schlesinger, 1982; Walter and Marks, 1981). Goldstein (1974; 3) defines training and education as "the systematic acquisition of skills, rules, concepts, or

attitudes that results in improved performance in another environment." Another set of writers have stated that to be truly effective, the QWL/EI process must focus on managerial and employee development simultaneously (Miles and Ritchie, 1971). Bass and Barrett (1981; 427) have stated that training is probably "the most important way to achieve improved organizational performance, job satisfaction, and overall organizational performance."

Organizational emphasis on the growth and development of employees implies a commitment to provide training and other development opportunities (Mohrman and Lawler, 1984). These researchers assert that this commitment requires training in interpersonal processes, group dynamics, and problem-solving activities.

Participation in the absence of knowledge and skills may result in poor ideas, inefficient problem-solving processes, and feelings of frustration and exploitation as people see their efforts leading nowhere, and as lower-level participants feel at a disadvantage because of unequal distributions of expertise (Mulder and Wilke, 1970). Also, being a manager in an environment where one is expected to contribute to the growth and development of one's subordinates and to be concerned with human as well as organizational outcomes demands a different orientation and set of

skills; consequently, leadership and supervisory training is often a central component of QWL projects (Schlesinger, 1982).

Significantly, QWL/EI training is a radical departure from traditional forms of organizational training. Traditional approaches to training tend to reinforce the organizational division of labor - both functionally and hierarchically (S. Mohrman, Ledford, Lawler and A. Mohrman, 1985). For example, as an individual moves into management, different content training is viewed as appropriate (Mohrman, et al. 1985).

These authors write the following concerning training in the QWL environment:

"The QWL/EI paradigm implies significant shifts from tradition/assumptions about the division of labor and responsibility in the organization. Training is desired both to facilitate and reinforce the transition to a new mode of operation, and also as a value itself...Because all members of an EI setting identify and solve problems and are given increased responsibility, the distinction between the kinds of training that are received at different levels of the organization become blurred. In a traditional setting, individuals are generally assigned to training and development on an "as needed" basis. Within the QWL/EI framework, training is an on-going process - a method of constantly updating the skills and knowledge of employees, and a reminder of the commitment of the organization to high performance and human development" (pp.22-23).

A good example of this non-traditional approach to

training is Lawler's (1986) call for economic education for all workers so they will be informed about the financial condition of their organization. He theorizes that workers need to understand the competitive situation that their organization faces and how the organization is dealing with it. "Competition is a powerful motivation, individuals know who they are competing against, what they have to do to win, and how they are facing with the competition" (p.206).

Planned Change/Leadership

QWL application are efforts at planned organizational change (Mohrman and Lawler, 1984). In the past few years, corporate culture has become a topic of extreme importance in the planned change literature and is seen as the major strength of successful companies such as IBM, Proctor & Gamble, and Xerox (Huse and Cummings, 1985). Peters and Waterman (1982) stated explicitly that "without exception, the dominance and coherence of culture proved to be an essential quality of excellent companies" (p.75).

Burns and Stalker (1961) were among the first theorists to recognize the importance this concept plays in organic - highly innovative - organizations. Kanter (1983) expanded Burns and Stalker's original concept and has written that corporate leaders must create a more participative culture if organizations are to transform

from segmentalist to innovative organizations.

Ouchi (1981), in his highly successful study of Japanese organizations, popularized an approach he called "Theory Z." This theory was characterized by a concern for people, participative decision-making, and lifetime employment. These values - a culture - were known and shared by organization members of the successful companies.

Research has shown that a strong company culture reduces the need for excessive rules, manuals, policies, etc. because employees throughout the organization know what to do because of existing guiding values (Peters and Waterman, 1982). These authors called this relationship the loose/tight phenomenon because of the "co-existence of firm central directives and maximum individual autonomy."

Much attention has been given in the literature to changing organizational culture. Huse and Cummings (1985) outline the following guides for cultural change: (1) clear strategic mission; (2) top management commitment; (3) symbolic leadership; and modified management styles.

Leadership

Many contemporary theorists are now actively calling for a new style of leadership which is capable of radically transforming organizations (Lawler, 1986; Bennis and Naumus, 1985; Tichy and Ulrich, 1984; Burns, 1978).

Popularly known as transformational leadership, this style of leadership is characterized by the leader being (1) vision-oriented; (2) creating a shared reality for all organization members and (3) empowering workers (Bennis and Naumus, 1985; Kanter, 1983). Furthermore, Lawler (1986; 209) states that this is the only style of leadership compatible with an QWL involved organization as "Traditional managerial behavior are not needed because of the self-regulatory nature of the design."

Proponents of this brand of leadership also make a sharp distinction between transformational leaders and managers (Bennis and Naumus, 1985; Zaleznick, 1977). Bennis and Naumus (1985; 21) argue that "to manage means to bring about, to accomplish, to have charge of or responsibility for while "leading is influencing, guiding in course, direction, action, opinion." Moreover, they write that "managers are people who do things right while leaders are people who do the right thing" (p.21).

Supervision

Cammann, Fichman, Jenkins, and Klesh (1983; 103) state that "in most organizations, a member's immediate supervisor is singularly important in determining the subordinate's quality of working life." Significantly, most organizational theorists agree that only through strong

management and union leadership can these collaborative ventures survive. Strong guidance and direction from well-respected leaders is the key ingredient of successful projects (Mohrman and Lawler, 1984).

Decentralization is an important concept of supervising in a participative environment. It can be defined as delegating authority to subordinates while maintaining control over essential company-wide matters. Finding the right balance between autonomy and control is of crucial importance in the act of decentralization (Dessler, 1986). Allowing individuals at lower levels of the organization to participate in decisions that most directly affect them can lead to intrinsic satisfaction (McGregor, 1960).

Much of the literature in this field is devoted to the fact that supervisors resist QWL processes more than any other managerial group (Schlesinger, 1982; Walton/Schlesinger, 1979). Klein (1984) concluded from research that there are five reasons supervisors resist QWL. They are: (1) proponents of Theory X - managers believe workers need to be controlled closely and told exactly what to do; (2) status seekers - these resisters enjoy the prestige of their positions and do not want to relinquish any of their status prerogative; (3) skeptics - these resisters question the ability and desire of an organization to change; (4)

equality seekers - this group wants more involvement for themselves because employee-oriented programs should not be merely "the top telling the middle what to do for the bottom"; and (5) deal makers - traditionally supervisors had to deal one-on-one with an employee, now they increasingly have to manage through a team or group. This has seriously eroded their influence on employees.

Mohrman and Cummings' (1982) research has shown that the fear of QWL is most pervasive in front-line supervisors who have to struggle daily with ambiguous requests as "be responsive to the requests of subordinates" or "let the workers decide how this should be done." These writers contend that this kind of system places the supervisor in a situation that has historically rewarded predictability and tight control and now requires him/her to take a risk by responding to subordinates in a new way.

Another related issue in the literature addresses the commitment that a supervisor's superior has to the change concept. Research has shown that the beliefs and attitudes of supervisors were greatly influenced by the attitudes of their superiors (French, 1978). Other authors have also found that there exists a strong relationship between managerial leadership behaviors and peer leadership behaviors (Bowers and Seashore, 1966).

A recent investigation calls for a new style of supervisor whose new role would consist of two major functions: (1) working with and developing group members and (2) assisting the group in maintaining its boundaries (Huse and Cummings, 1985). The supervisor must possess the necessary abilities to help members organize themselves in a way that allows them to become more independent and responsible and assist members in developing a new set of skills (Huse and Cummings, 1985).

Managerial and supervisory training is a crucial element in the QWL process (Schlesinger, 1982). Huse and Cummings (1985; 248) write the following concerning training:

"Such training is aimed at giving supervisors concepts for understanding their roles, as well as hands-on experience in team building, process consultation, and third-party intervention."

Another leading theorist calls for the complete elimination of the front line supervisor or dramatically redefining his responsibilities (Peters, 1987). These newly defined accountabilities call for, among other things, (1) greater span of control; (2) coach and sounding board for QC's and semi-autonomous groups; and (3) facilitator between departments to get problems solved.

Mohrman and Lawler (1988) have introduced a

revolutionary approach to creating a participative culture. They advocate that managerial behavior become the primary target variable in the organizational change process instead of quality circles, self-managing teams, joint union-management agreements or other traditional QWL interventions. Thus, from this perspective, managerial role and the way it is enacted is the primary change an organization must make (Mohrman and Lawler, 1988).

One of the most exciting areas of study in the OD/Planned Change research is the emergent field of Organizational Transformation (OT). Organizational Transformation can be contrasted with Organizational Development in the following manner:

"OD is useful for helping a given organization operate as effectively as it can, within the parameters of its charter. OT will help a given organization explore its purpose and charter in relation to the larger environment and facilitate the necessary fundamental realignments."
(Adams, 1984; 4).

Key concepts in OT include: (1) alignment - occurs when organization members act as parts of an integrated whole, each finding the opportunity to express his or her true purpose through the organization's purpose; (2) attunement - a resonance or harmony among the parts of the system and between the parts and the whole; and (3)

meaning/purpose - an intuitive process in which the goals and activities of the organization are examined against the criteria of the heart: does the task enliven the doer, giving value and meaning to life (Harrison, 1984).

Related Management Concepts

No review of the literature on QWL would be complete without mentioning the general management theory that underlies and integrates the fields of organizational development/behavior and planned change.

For example, job satisfaction has always been considered a crucial variable in defining and measuring the quality of working life (Seashore, 1981; Lawler, Nadler, and Mirvis, 1983). In the context of QWL, although job satisfaction may not increase high productivity, it has been shown to enhance favorable employee attitudes and impact employee turnover and absenteeism (Katz and Kahn, 1978).

Research conducted by Lawler and Ledford (1982) contends that QWL endeavors based on what I have called the "Guest Model" (viz. a happy worker is a productive worker) is ill-conceived and has little chance of improving employee satisfaction and well-being. These authors have established a causal chain of participative management, bonus rewards, and productivity culminating in increased employee satisfaction.

Mohrman's 1983 research showed that several variables, most importantly "implementation of ideas," are crucial for increased job satisfaction (p.4). Further research by Lawler and Mohrman (1984) revealed that in situations where ideas were accepted but not implemented both management and the program suffered a loss of prestige and creditability.

Lawler's 1984 exploration on the relationship between management and education disclosed that participative management styles, as opposed to authoritarian styles, are more congruent with the rising educational attainment of American workers. He concluded that unless American organizations begin to employ more democratic styles of management they will be faced with higher levels of employee dissatisfaction.

Also, job satisfaction, motivation, and performance have been shown to be closely related to rewards (Lawler, 1980). Rewards provide satisfaction to the subordinate if they value those particular rewards and if they are provided in sufficient magnitude (Longenecker/Pringle, 1984). A study by Lawler and Ledford (1982) concluded that monetary rewards, promotion, and employee recognition can lead to increased satisfaction by linking performance to valued rewards. They strongly encourage a Gain-Sharing Plan, a bonus system linked to performance, in all organizations

attempting QWL activities.

Additional research by Lawler (1984) tied an open public information system with extrinsic rewards. Characteristics of an open communication system that can lead to increased employee reward satisfaction would include: (1) communicating and tying performance explicitly to a reward system; (2) economic education concerning organization's performance; and (3) intraorganization communication to assist in adapting to an ever-changing environment.

Influence satisfaction, a subset of job satisfaction and an important variable in QWL activities, attempts to determine what areas of organizational life employees want to have influence related to decision-making processes. One study found that many employees wanted some influence over the activities that affected their day-to-day work activities (Lawler, Renick, Bullock, 1981). The study also revealed age, education, and income all showed significant relationships to feelings about influence. Importantly, this research found that the older, the better educated, and higher paid employees are, the more influence they feel they should have in all areas.

Although the research is inconclusive, pay has been shown to motivate under certain conditions (Lawler, 1971).

Specifically, pay must be tied explicitly to job performance and be directly, objectively measurable. Obviously, this is often difficult for managers to do because of inflation, organization size and benefits growth (Lawler, 1980). Because of the evidence that most organizations are unable to create a perceived relationship between pay and performance, Lawler (1980) advocates the use of bonuses or gainsharing as vehicles to make pay a viable motivator in the workplace.

Intrinsically rewarding jobs feature "high levels of skill variety, task identity, task significance, autonomy and feedback from the job (Mohrman, Ledman, Lawler, Mohrman, 1985; 8). Lawler's (1984) study of education and management styles found that as education rises intrinsic rewards become more important to workers.

Lawler and Ledford (1982) found that all job design changes except job rotation increase intrinsic reward satisfaction. The implication from this research is that job enlargement, job enrichment and innovative job structure (i.e., self-managing teams) will help facilitate increased feelings of intrinsic reward satisfaction.

Motivation

Rensis Likert (1967) sought to increase motivation by creating an organizational structure in which employees made

decisions in a supportive supervisory environment. Douglas McGregor's (1960) Theory X and Theory Y assumptions focused on two distinct beliefs about human nature. Theory X, conventional management, argued that the worker is: (1) lazy by nature; (2) lacks ambition and prefers to be led; (3) inherently self-centered; (4) by nature resistant to change; and (5) gullible and not very bright. Conversely, the Theory Y vision of human nature was the exact opposite of Theory X and placed a premium on worker self-control and self-direction. McGregor's original suggestions, now deeply embedded in QWL philosophy, included decentralization and delegation, job enlargement, and participative, consultative management.

Chris Argyris (1957) also associated organizational structure with employee motivation. He felt that the rules of the formal organization actually create feelings of frustration, conflict and failure in the psychologically healthy individual. Argyris maintains that if the healthy individual is to maintain a minimum degree of health, he will respond by creating an informal set of rules that decrease feelings of dependence, submissiveness, subordination and passivity toward management. Like McGregor, Argyris feels that job enlargement and participation are sound prescriptions for organizational

ills and employee maturation.

Cammann, et al. (1983) writes that four classical theories of motivation are essential to the underlying premise of QWL-type activities. The theories are: (1) Abraham Maslow's (1943) needs theory which proposed a hierarchy of five needs culminating in self-actualization for the individual; (2) Frederick Herzberg's (1966) two factor theory of motivation suggested two major categories of job factors - hygiene and motivators. Hygiene factors (fair salary, job security, work relationship, etc.) are concerned with job content and keeping employees from becoming dissatisfied. Motivators, on the other hand, include achievement, recognition, and responsibility; (3) Victor Vroom's (1964) expectancy theory of motivation postulates that employee effort will only come if his/her expectation can be attained. In this theory, the value of the outcome must be important to the person and the person must feel that there is a good chance of accomplishing the outcome; and (4) Herzberg's job enrichment concept attempts to build into the job "motivators" by allowing a person to schedule his own work in order to experience a feeling of responsibility, achievement, growth and recognition (Dessler, 1986; French, 1978; Herzberg, 1974). Moreover, job enrichment builds into job design more

challenge, control, and participation resulting in increasing levels of intrinsic satisfaction. According to Katz and Kahn (1966):

"These activities carry their own rewards; they are so much a pattern of motive satisfaction that they need no additional incentives" (p.345).

The QWL/EI paradigm suggests that traditional principles of specialization do not provide intrinsic motivation (S. Mohrman, Ledford, Lawler, and A. Mohrman, 1985). Significantly, intrinsic motivation is a "buzz" word in the QWL literature (e.g., Peters and Waterman, 1982; Dessler, 1986).

Stress and Alienation

Mitigating the harmful effects of stress in the workplace is an inherent goal of any QWL endeavor. Stress is usually viewed in terms of the fit between people's needs, abilities, expectations, environmental demands, and change/opportunities (Cummings and Cooper, 1979). Organizational sources of stress can include the job itself, career progress, structure and climate, role on the job, and relationships (Huse and Cummings, 1985). Research has shown that supportive relations between employees and their managers, the ideal types of relationships envisioned by QWL proponents, can buffer the destructive effects of organizational stress (Huse and Cummings, 1985).

Prolonged stress can lead to a condition commonly known as "burnout." Burnout is a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment that can occur as a result of chronic emotional strain (Maslach and Zimbardo, 1982). Characteristics of burnout can include chronic fatigue, boredom and cynicism, paranoia, and depression (Freundenberger, 1980).

Lacking organizational purpose, feeling alienated from job tasks, and having little control over the institutional events that affect day-to-day activities makes many workers candidates for burnout. Indeed, one writer has stated that the process of requesting suggestions for improving work activities, the key component of QC's, and managements refusal to implement those ideas is a leading cause of employee burnout (Freudenberger, 1980).

Management By Objectives

Management by Objectives (MBO) is a form of employee involvement that is often overlooked by advocates of QWL. MBO can be defined as "systematic and periodic management-subordinate meetings designed to accomplish organizational goals by mutual planning, periodic review of accomplishments, and mutual problem solving of problems that arise in the course of getting the job done" (Huse and Cummings,

1985, pp.263-264).

McGregor (1957) wrote that MBO could be used as a tool for development and growth on the job. He felt that this process would help change the supervisor's role from judge to helper, reduce role ambiguity, and increase communication between role incumbents (Huse and Cummings, 1985).

In sum, the question of whether this particular QWL application, a joint union-management venture based on human relations theory, is effective in precipitating organizational change remains to be answered. According to the collected data, much of the research conducted on this theoretical perspective appears to be anecdotal and impressionistic.

Chapter 3 offers a theoretical construct of the two models most commonly used to introduce a QWL intervention. The chapter also highlights the salient philosophical differences between the Guest Model and Subsystem Congruence Model.

Chapter III

MODELS OF QWL: A THEORETICAL PERSPECTIVE

Two distinct models have primarily been used in the implementation and diffusion of QWL in organizational change projects. Both approaches are unique in their theoretical orientation and underlying assumptions of how the organization views people. These assumptions also reflect the core values of the institution.

One of these popularly used methods is what I have chosen to call the "Guest Model." As mentioned in the previous chapter, this model is borrowed from the Human Relations School and is based on the proposition that a "happy worker is a productive worker." Thus, this classical approach views the worker as a social actor and is linear in its application to QWL activities.

The other model, subsystem congruence, argues that "organizations are effective partially as a function of the degree to which their multiple subsystems are internally congruent or consistent (S. Mohrman, G. Ledford, E. Lawler, A. Mohrman, 1985, p.6). From the QWL perspective, all subsystems must be fully integrated with other major organizational systems to enhance effectiveness or organizational change. Theoretically, this model has

evolved from a "distillation from the large brew of ideas in organizational behavior, including two-factor theory, need theory, expectancy theory, and job design theory (Cammann, et al., 1983, p.81). Hence, this model emphasizes a multivariate, non-linear approach to the QWL process and views man from a complex needs perspective. Specifically, the congruent subsystem approach obligates the organization to create mechanisms that satisfy these various employee needs.

The Guest Model

The Guest Model is the most commonly used conceptual orientation in the introduction and facilitation of company-sponsored QWL projects. Lawler (1986, p.192) lists four basic assumptions of the human relations approach to QWL:

1. People should be treated fairly and with respect;
2. People want to participate;
3. When people participate, they accept change; and
4. When people participate, they are more satisfied and committed to the organization.

Additionally, Lawler (1986) states that organizations utilizing this approach in their participative activities "are likely to include attitude - survey programs, quality circle programs, and other suggestion programs" (p.192).

Typically, utilization of this model focuses primarily on the improvement of the physical workplace and a reduction

of employee grievances. The focus is directed at alleviating the sources of employee dissatisfaction in the work environment. This is a critical point to note in dissecting the "Guest Model" because its primary emphasis is on making the employee satisfied with his/her work environs as opposed to being fundamentally a catalyst for an organizational change process.

The first large-scale evaluation of this approach was conducted by Professor Robert Guest of Dartmouth College at the General Motors' Plant in Tarrytown, N.Y. This research was conducted in the mid-1970s, has set a standard for QWL institutionalization, and is cited prominently in the literature (see e.g. Huse and Cummings, 1985; Mohrman and Lawler, 1984; Guest, 1979). As a result of the success this approach had in bringing participative decision-making to the Tarrytown plant, and subsequently to Chevrolet's Lordstown, Ohio plant, the "Guest Model" has become a prototype for introducing QWL to organizational life.

The Tarrytown GM Plant

The General Motors' plant at Tarrytown, N.Y. was one of the company's most troubled in 1970. Dr. Guest (1979, p.77) describes these conditions and prevailing attitudes in the passage cited below:

"In the late 1960s and 1970s, Tarrytown suffered from much absenteeism and

labor turnover. Operating costs were high. Frustration, fear, and mistrust characterized the relationship between management and labor. At certain times, as many as 2,000 labor grievances were on the docket. ...Workers were mad at everyone. They disliked the job itself and the inexorable movement of the high-speed line. ...Employees saw their foremen as insensitive dictators, whose operating principle was "If you can't do the job like I tell you, get out." Warnings, disciplinary layoffs, and firings were commonplace."

The organizational improvements, resulting from the QWL venture, were both dramatic and impressive. For example, the union was involved in the design of a new section of the plant. Also, the 1973 UAW and GM agreement formally established means to improve the quality-of-working-life for its employees. This was significant because it "was the first time QWL was explicitly addressed in any major U.S. labor-management contract" (Guest, 1979, p.79). Finally, by 1977 the entire plant, over 3,800 employees, was involved in participative decision-making.

Measurable Results of QWL at Tarrytown

The results of Professor Guest's research are difficult to determine and are highly impressionistic. In his 1979 Harvard Business Review article he writes that:

"There are, however, some substantial results from the \$1.6 million QWL program. ...From a strictly production point of view - efficiency and costs - this entire experience has been

absolutely positive, and we can't begin to measure the savings that have taken place because of the hundreds of small problems that were solved on the shop floor before they accumulated into being problems."

"It reports that absenteeism went from 7-1/4% to between 2% and 3%. In December 1978, at the end of the training session, there were only 32 grievances on the docket. Seven years earlier there had been upwards of 2,000 grievances filed. Such substantial changes can hardly be explained by chance" (p.85).

Two salient questions are raised by this approach to QWL. First, what happens to the process when the majority of environmental demands are met by the employer? Secondly, can this model actually precipitate and sustain the organizational cultural change process that many institutions desire from a QWL effort?

The Subsystem Congruence Model

A second approach to the QWL process that has gained significant momentum in the past few years can be called the "subsystem congruent model." Huse and Cummings (1985) characterize subsystem congruence in high-involvement plants by stating:

"...this QWL intervention attempts to create organizational conditions supporting high levels of employee participation. What makes these interventions unique is the comprehensive nature of the design process. Almost all features of the organization are subject to change, including structure, work design,

information and control systems, physical layout, personnel policies, and reward systems.

Designers of high-involvement plants select design features which are congruent with each other. This assures that the different aspects of the organization will be mutually reinforcing and form a coherent pattern contributing to employee involvement" (p.211).

Huse and Cummings (1985, p.212) outline the design features of a congruent participative system in the following manner:

Design Features for a Participative System

- A. Organizational Structure
 1. Flat
 2. Lean
 3. Minienterprise oriented
 4. Team based
 5. Participative council or structure
- B. Job Design
 1. Individually enriched
 2. Self-managing teams
- C. Information System
 1. Open
 2. Inclusive
 3. Tied to jobs
 4. Decentralized - team based
 5. Participatively set goals and standards
- D. Career System
 1. Tracks and counseling available
 2. Open job posting
- E. Selection
 1. Realistic job preview
 2. Team based
 3. Potential and process skill oriented

- F. Training
 - 1. Heavy commitment
 - 2. Peer training
 - 3. Economic education
 - 4. Interpersonal skills

- G. Reward System
 - 1. Open
 - 2. Skill based
 - 3. Gain sharing or ownership
 - 4. Flexible benefits
 - 5. All salary
 - 6. Egalitarian prerequisites

- H. Personnel Policies
 - 1. Stability of employment
 - 2. Participatively established through representative group

- I. Physical Layout
 - 1. Around organizational structure
 - 2. Egalitarian
 - 3. Safe and pleasant

Subsystem congruence theory is based on the premise that the various organizational subsystems are highly interdependent and adapt to each other. Furthermore, this theory postulates that the various subsystems must syncromesh in order for the organization to be truly effective. From this perspective, Mohrman and Lawler (1984) write:

"This also suggests that an effort to change one subsystem of an organization no matter how well intended and designed will set up an incongruity in the organization, which may detract from the ability of the organization to achieve its objective...a sufficiently powerful intervention may result in adaption of the remaining subsystems to the new

conditions which have been created. More likely, however, is that the innovative subsystem will revert to its previous state, as it experiences pressures for congruence from the remaining parts of the organization" (p.51).

Conceptually, the subsystem congruence model has evolved from a number of ideas commonly found in the organizational behavior literature. For example, expectancy theory underlies much of the theoretical perspective to QWL-activities from this model. Defined by Cammann, et al. (1983, p.81) as "the strongly perceived linkages between job activities and valued outcomes," expectancy theory contends that employees are motivated only when they are sure they have the ability, opportunity, and organizational support to achieve the goal.

Significantly, the congruent subsystem framework suggests that without an open information system the desired goals cannot be accomplished and employee motivation will be stifled. This model advocates that organizational information be explicitly tied to the means of accomplishing the objective. Consequently, the two subsystems have to "fit" in order to increase employee motivation.

Maslow's (1943) needs theory is also an important variable in QWL-activities employing this model. This is especially true when the higher-level psychological needs

are being satisfied. Ego needs, one of these higher-level psychological states, is defined by Dressler (1986) as "Those needs that relate to one's reputation - need for status, for recognition, for appreciation, for the deserved respect of one's fellows" (p.334).

The subsystem congruence strategy advocates a holistic and supportive reward system for QWL-sponsored activities. Thus, according to this theory, when goals are reached through the QWL process, the participants' ego needs must be fulfilled through some form of recognition and approval by organizational peers and supervisors. Unless this acknowledgement occurs, the likelihood of the desired behavior being repeated or enhanced is extremely remote.

Equity theory and pay are other organizational behavior theories that form the theoretical construct for the subsystem congruence model. Irrespective of the particular theory, the position taken by this approach is that the major organizational subsystems (i.e., training, performance appraisal, reward, etc.) must be synchronized with the sponsored QWL activity (participative decision-making, etc.) to achieve success. From this model's viewpoint, QWL represents dramatic and systemic organizational change.

**Subsystem Congruence and Organizational Change:
A Schematic Presentation**

In order to better understand the complimentary relationships between desired organizational outcomes and major subsystems, variable diagrams are presented below. Theoretically, the diagrams represent how the individual variables would be positively affected in an organizational system where subsystem congruence has been attained. For purposes of this demonstration, a diagram will be presented for each of the variables analyzed in this study. A brief explanation of each diagram is also included.

1. Job Satisfaction

Figure 1 shows the various linkages between the EI process and job satisfaction. The model proposes that the implementation of team generated ideas lead to increased levels of job satisfaction in addition to improved organizational effectiveness. Conversely, failure to implement these ideas will foster job dissatisfaction.

2. Extrinsic Reward Satisfaction

The relationship between extrinsic rewards and satisfaction are presented in Figure 2. This graphic illustrates the importance of an open information system that explicitly ties job performance and extrinsic rewards which culminates in increased reward satisfaction.

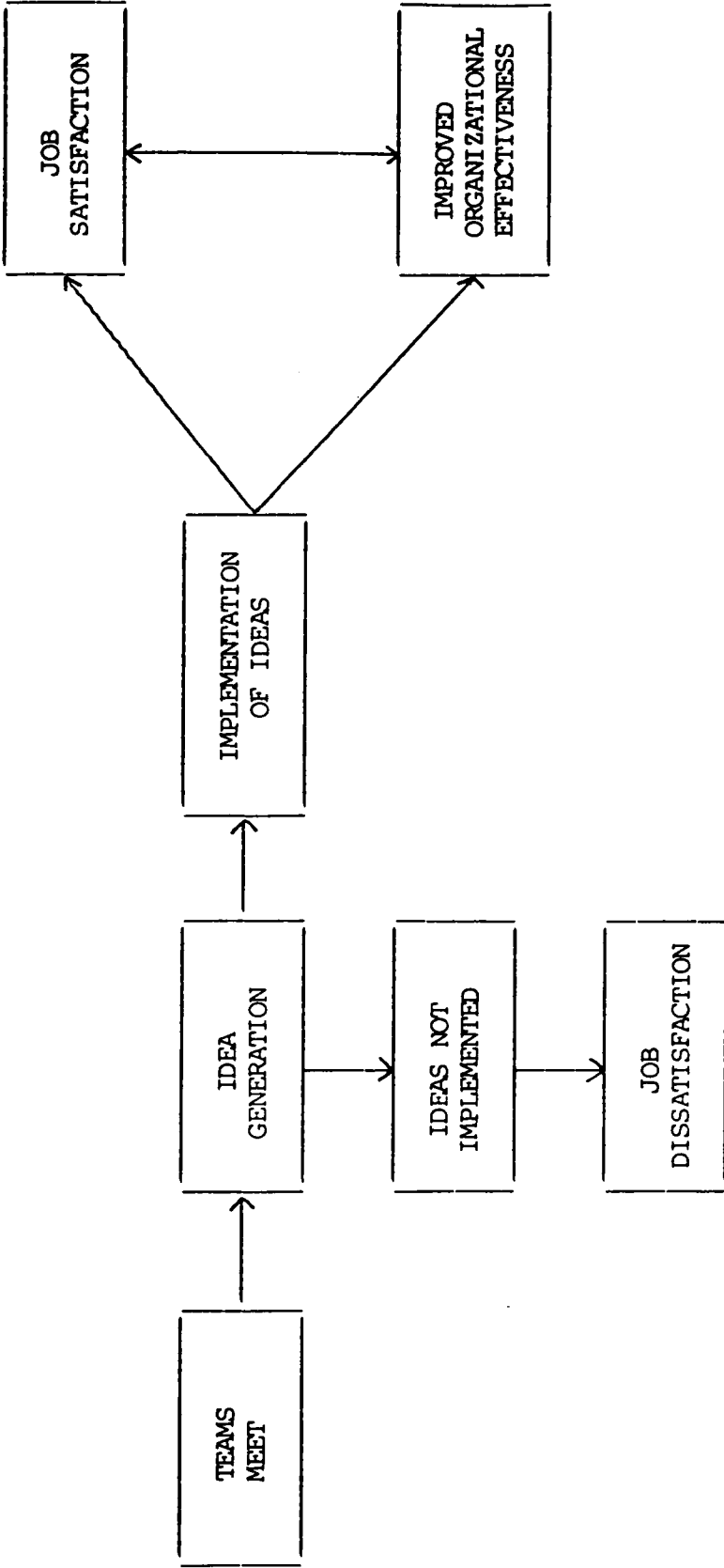


Figure 1
EI and Job Satisfaction

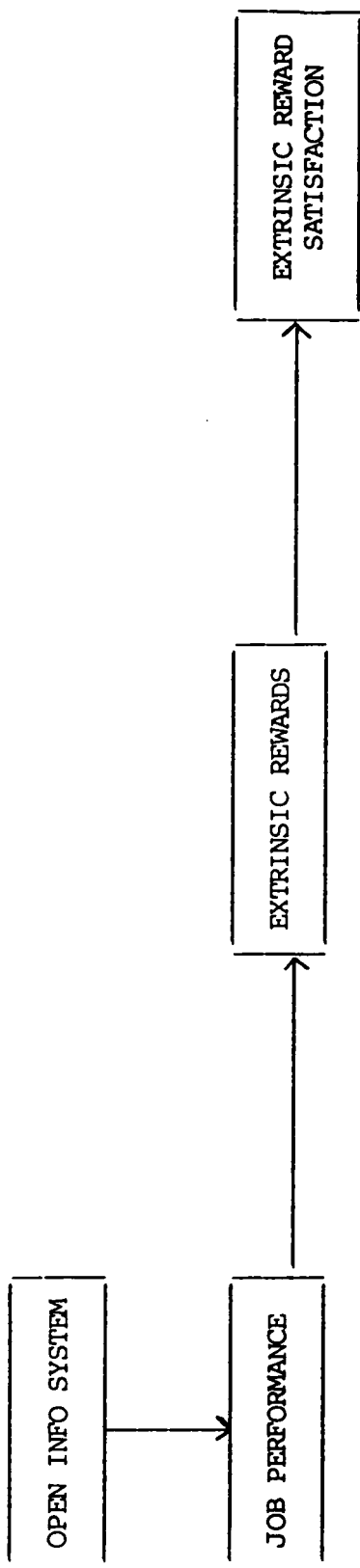


Figure 2
EI and Extrinsic Rewards and Satisfaction

3. Influence Satisfaction

Figure 3 highlights the various linkages that lead to influence satisfaction. Based on this model, it becomes apparent that only ideas which influence work related activities affect the influence satisfaction variable. This is especially true for older, higher paid employees.

4. Intrinsic Reward Satisfaction

Figure 4 provides the causal chain between EI and intrinsic reward satisfaction. The model clearly indicates that managerial support for autonomy and positive management feedback are crucial for employee intrinsic reward satisfaction.

5. Participation

A diagram showing the linear relationship between EI and participation is presented in Figure 5. This illustration shows that managerial support is essential for employee participation.

6. Decision Decentralization

A relationship between EI and decision decentralization is presented in Figure 6. The diagram again points out the crucial need for management's support in affecting a supervisor/subordinate variable. Additionally, this layout reveals that decentralization decisions can be of two types - satisfaction or productivity related.

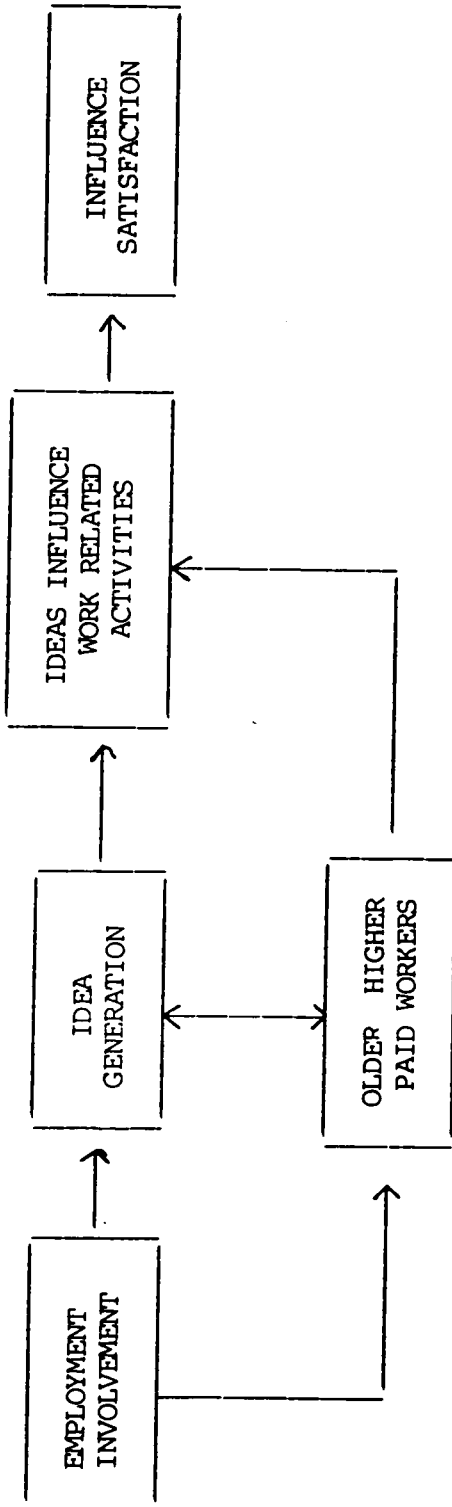


Figure 3
EI Influence Satisfaction

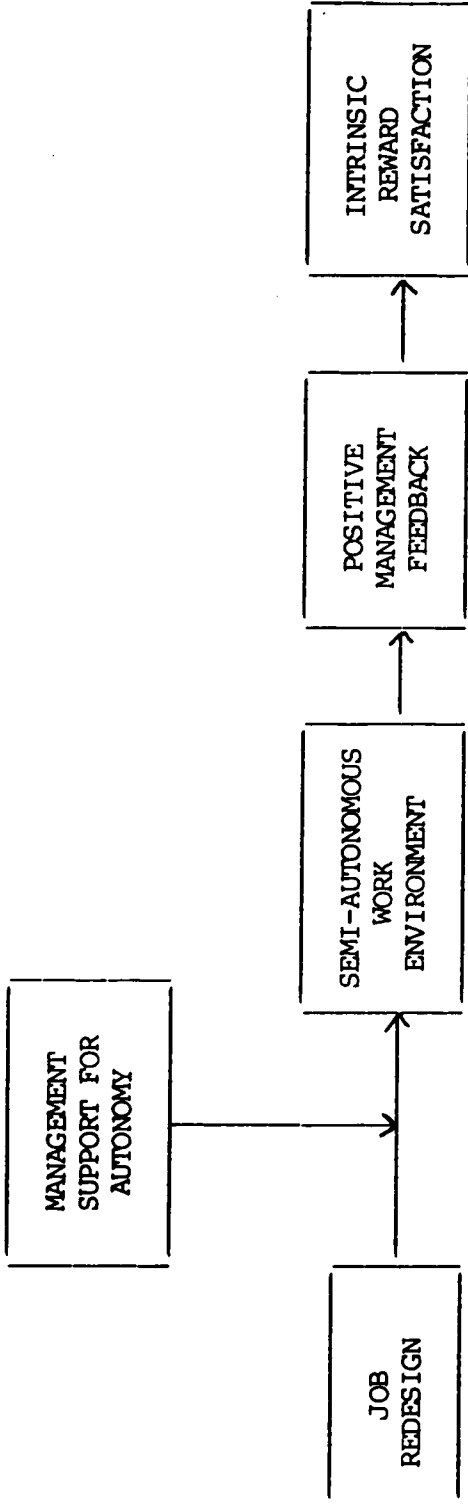


Figure 4
EI and Intrinsic Reward Satisfaction

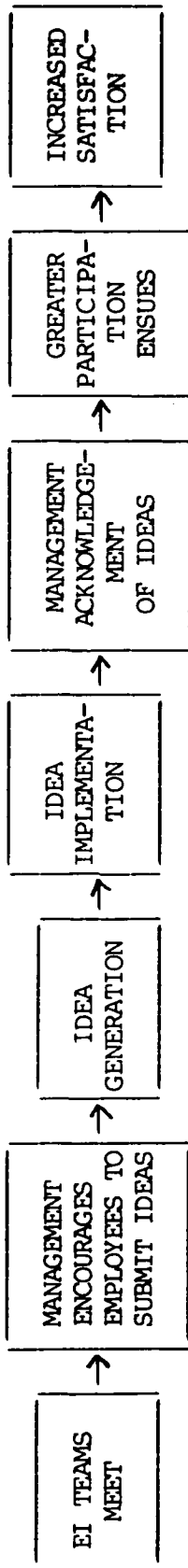


Figure 5
EI and Participation

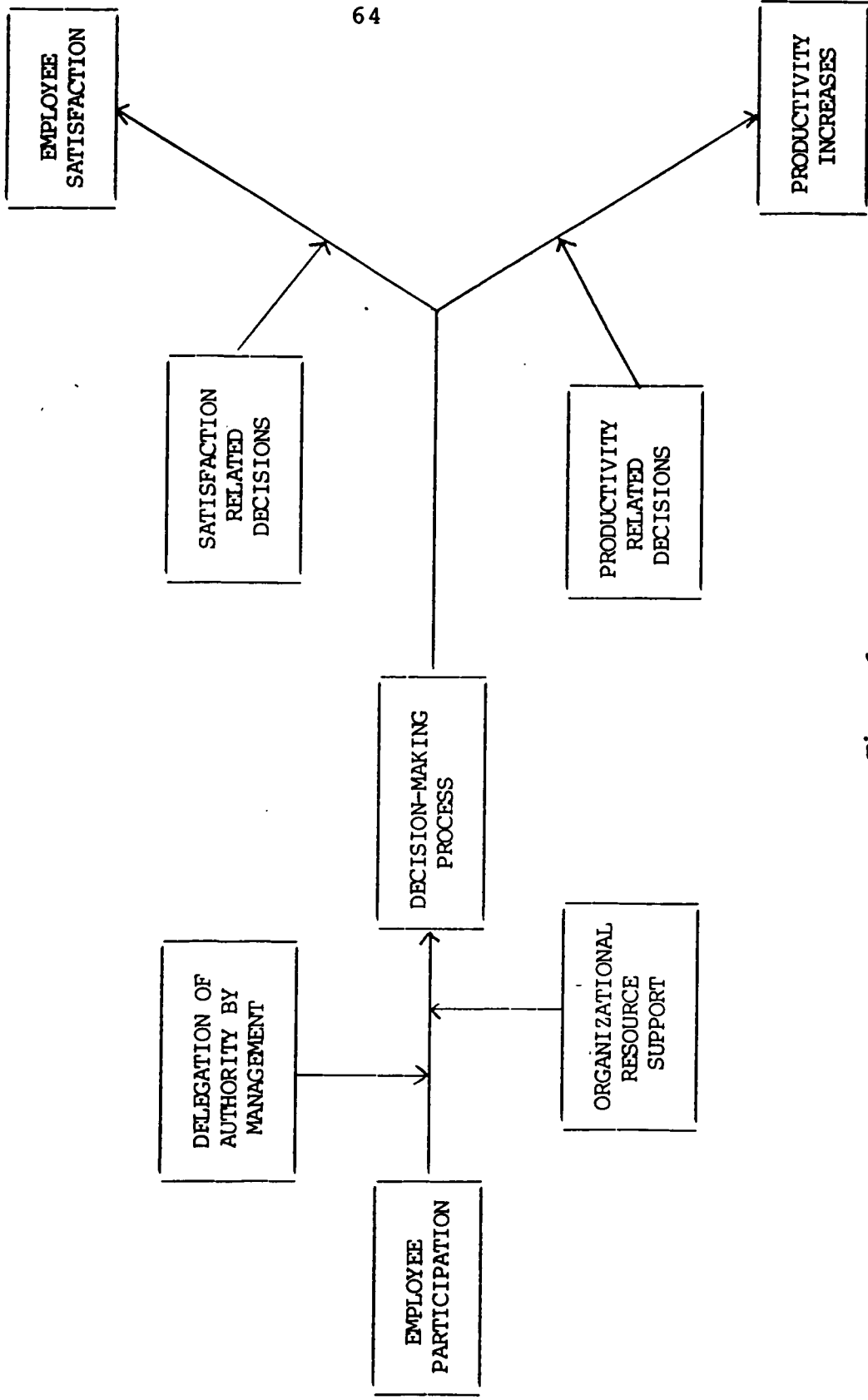


Figure 6

EI and Decision Decentralization

7. Supervisor/Subordinate Relations

The organizational linkages between EI and supervisor/subordinate relations are presented in Figure 7. This exhibit suggests that organizational support for Theory Y management practices are important as a lead variable in impacting supervisor/subordinate relations.

8. LJSC Decision-making Equity

Figure 8 presents a relationship between EI and LJSC Equity. The model suggests that the acceptance of ideas by the LJSC lead to valued organizational rewards. Furthermore, the display indicates that the LJSC must provide full explanations for the rejection of worker ideas. Moreover, organizational support for LJSC decision-making is highlighted in this graphic outline.

9. LJSC Effectiveness

Figure 9 presents linkages between EI and Effectiveness. This illustration shows that more autonomy-related suggestions, and their approval, enhance perceptions of LJSC effectiveness.

10. LJSC Role Relations

Figure 10 presents the relationship between EI and Role Problems. This diagram reveals the importance of a data feedback system and relaxation of budgetary constraints/work schedules in reducing LJSC role problems.

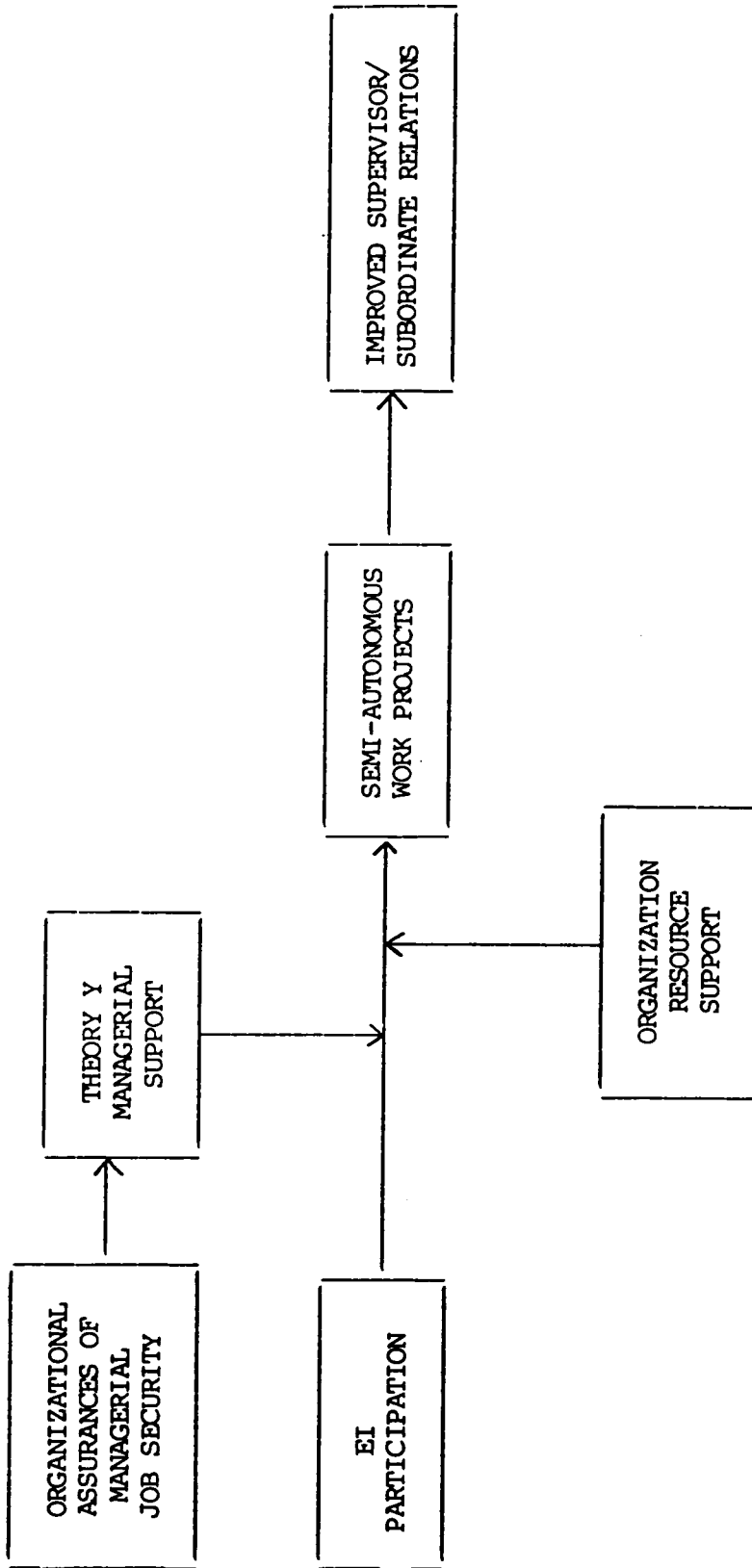


Figure 7
EI and Supervisor/Subordinate Relations

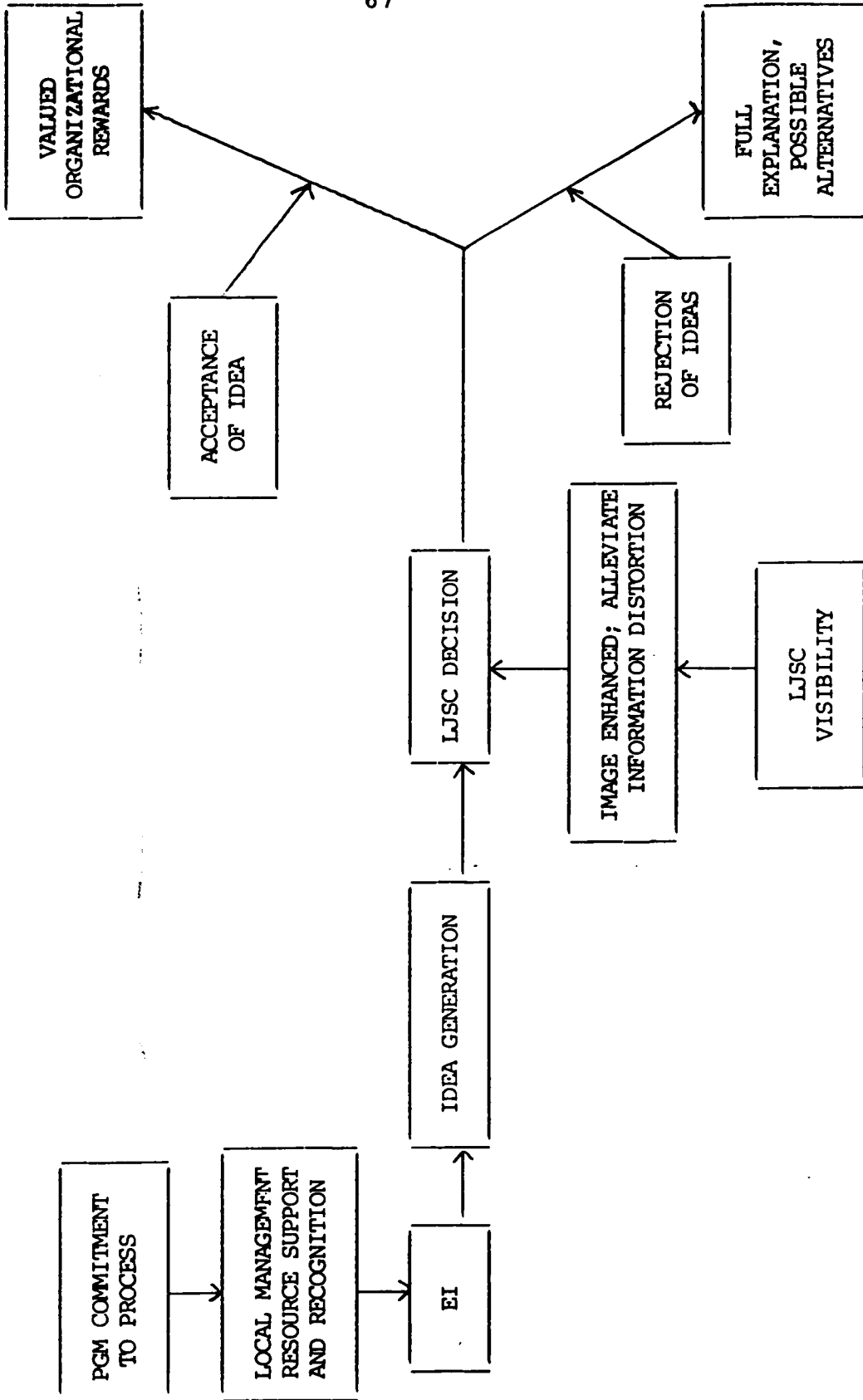


Figure 8

EI and LJSC Equity

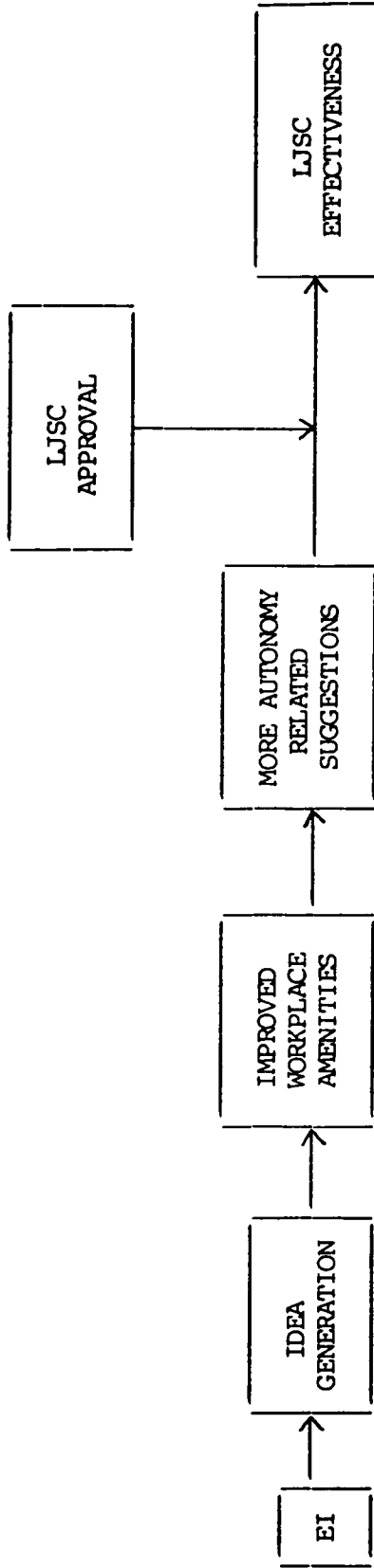


Figure 9
EI and Effectiveness

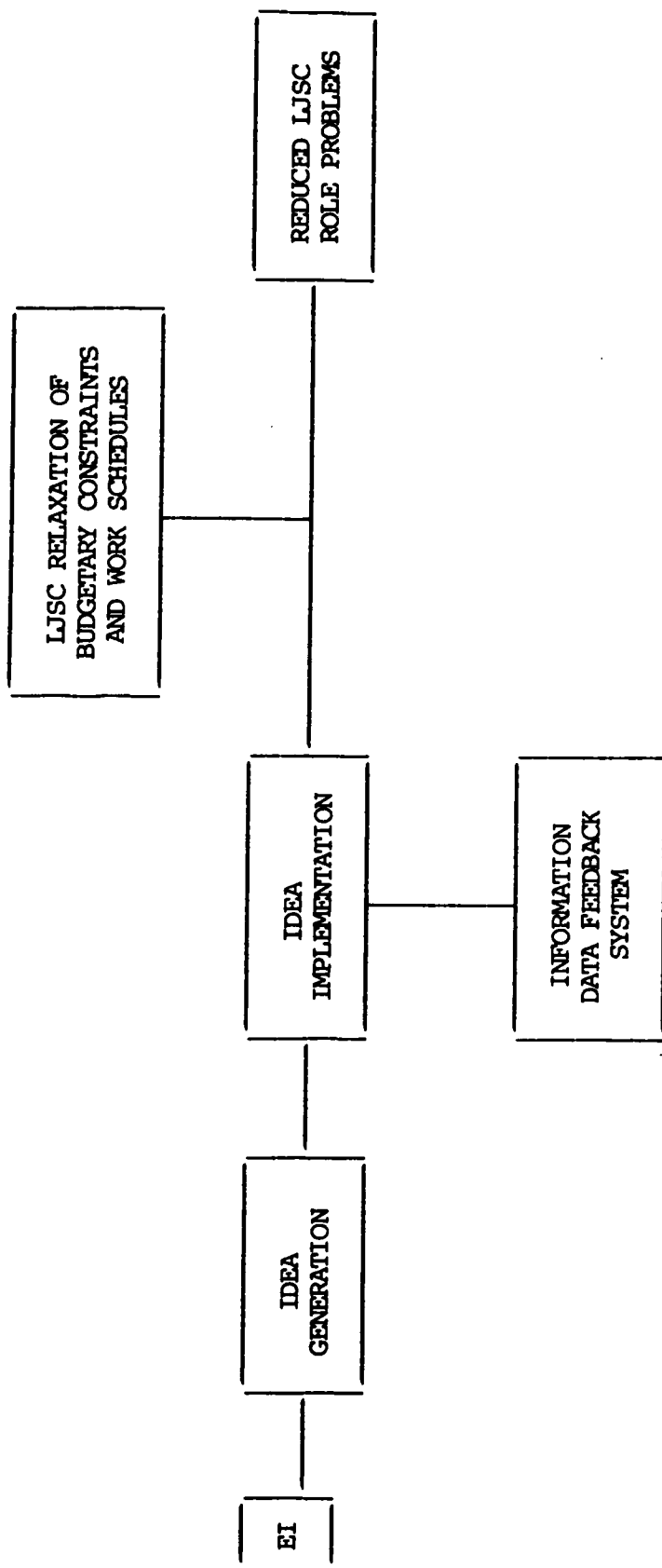


Figure 10

EI and Role Problems

11. LJSC Fairness

Figure 11 presents a relationship between EI and LJSC Fairness. The model indicates that more autonomous work suggestions by employees, and their approval by the LJSC, will result in increased levels of LJSC fairness.

12. LJSC and Program Desirability

Figure 12 presents a relationship between EI and Program Desirability. This display shows joint problem-solving job autonomy suggestions, and LJSC approval of employee suggestions culminate in employee program desirability.

13. LJSC and Organizational Change

Figure 13 presents various linkages between EI and organizational change. The graphic suggests that organizational resource support for the process and valued organizational rewards help facilitate the acceptance of organizational change.

14. LJSC and Program Impact

Figure 14 presents a relationship between EI and program impact. The illustration clearly shows that organizational redesign directly affects job autonomy and results in positive program impact.

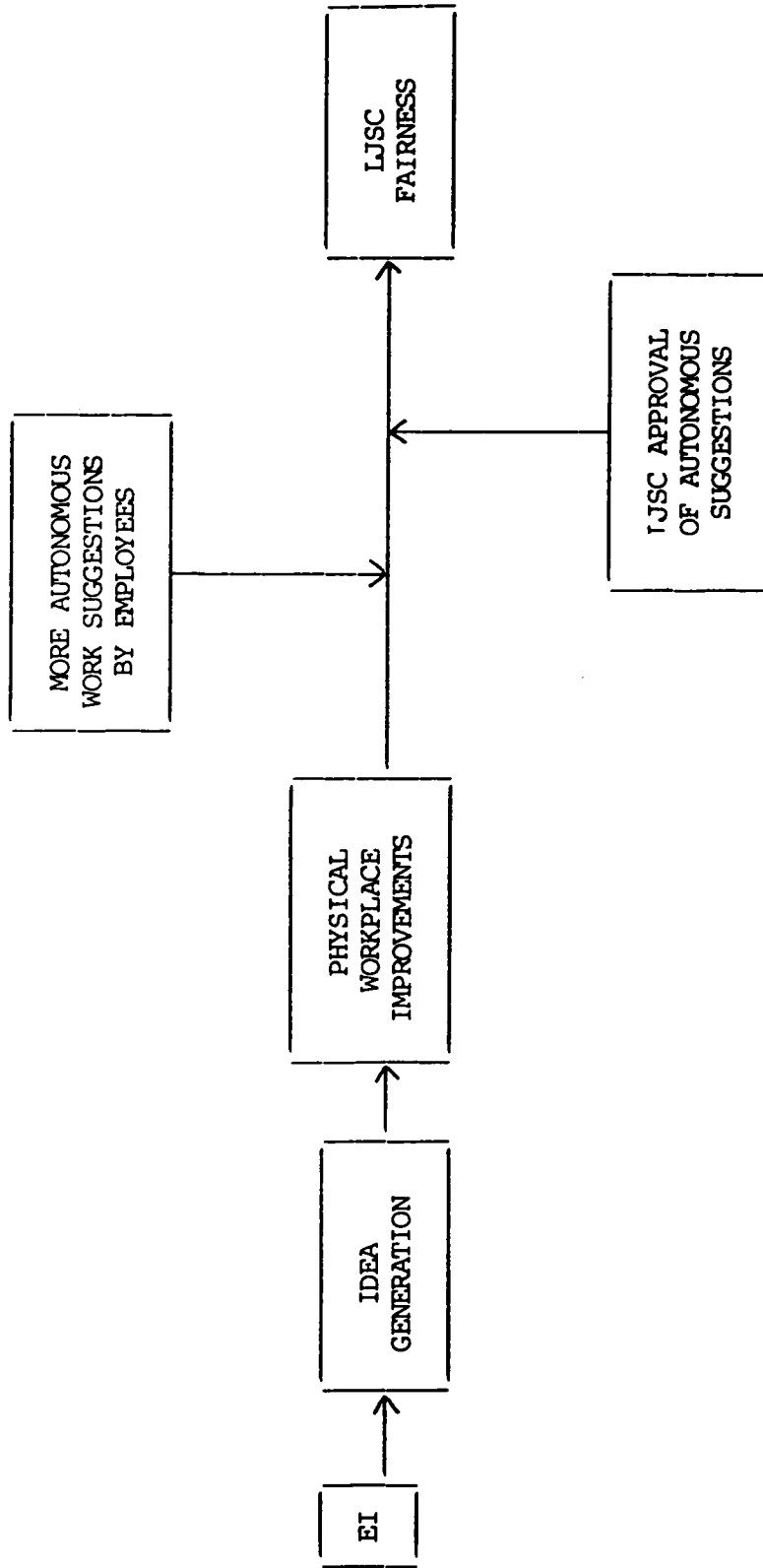


Figure 11
EI and LJSC Fairness

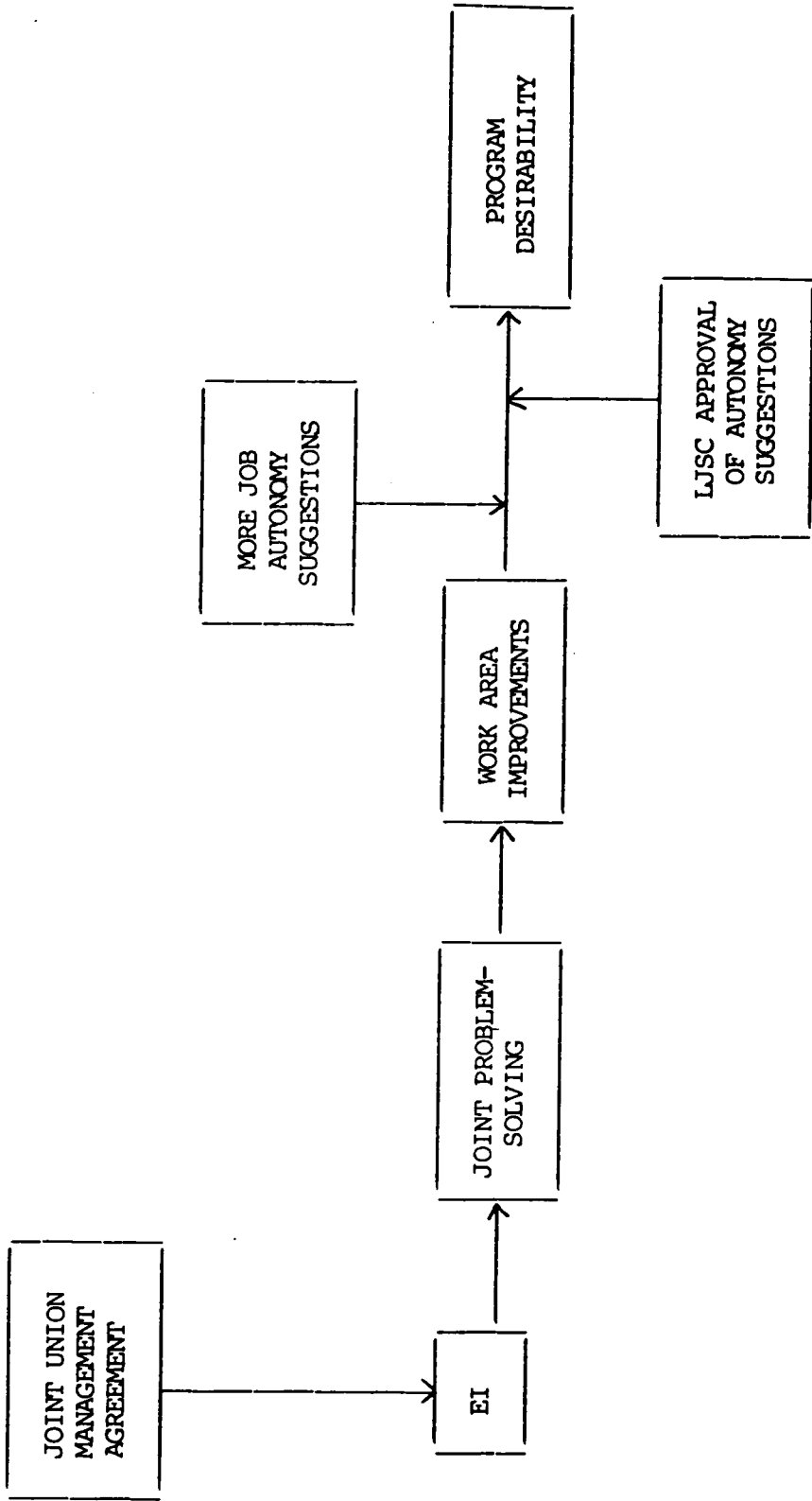


Figure 12
EI and Program Desirability

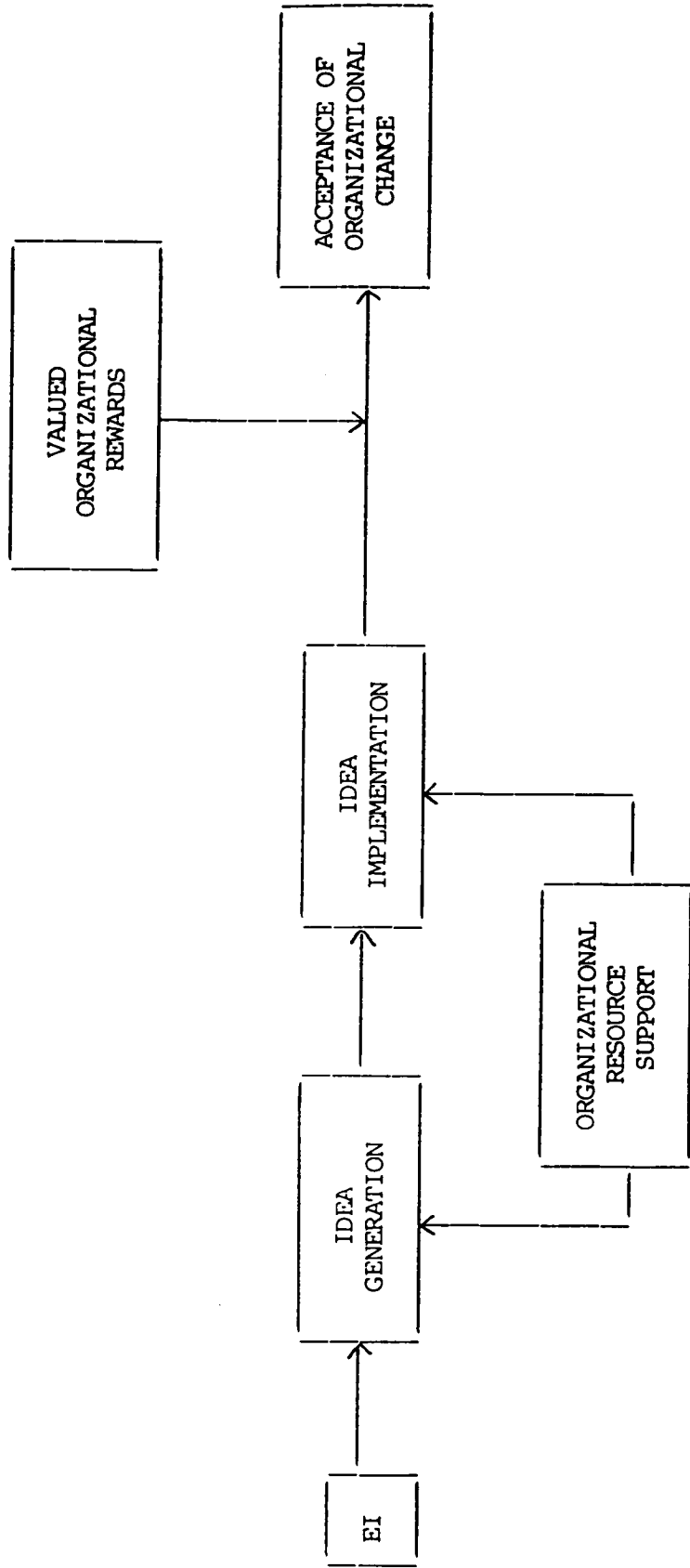


Figure 13
EI and Organizational Change

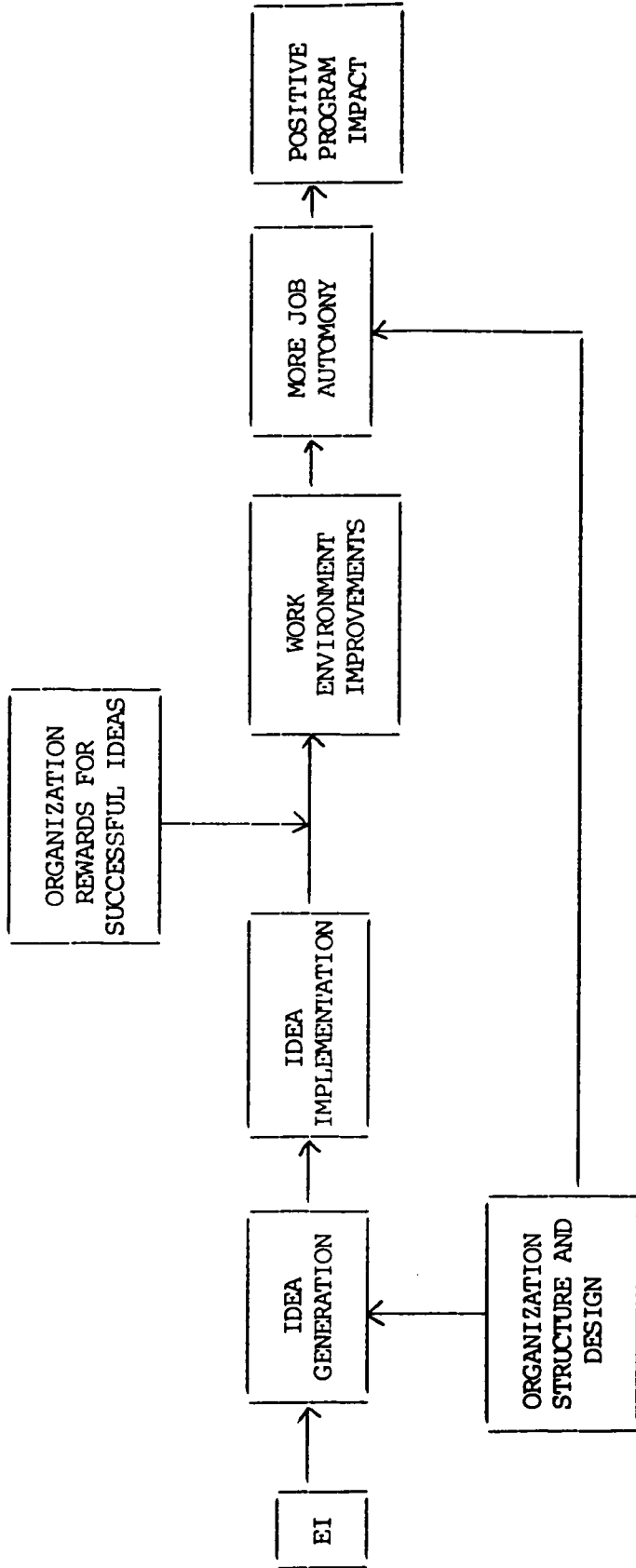


Figure 14

EI and Impact

15. LJSC and Clarity

Figure 15 provides a linkage between EI and Program Clarity. The model states that an open information system is pivotal in improving program clarity.

16. Managerial Job Satisfaction

Figure 16 presents a relationship between EI and job satisfaction for managers. This exhibit highlights the significance of organizational support for managers involved in the QWL process.

17. Managerial Extrinsic Reward Satisfaction

Figure 17 shows the various linear linkages between EI and extrinsic rewards. The model shows the importance of providing valued organizational rewards for participating managers.

18. Managerial Influence Satisfaction

Figure 18 provides the relationship between EI and influence satisfaction. This display reveals managerial decisions that impact the workplace, especially in the areas of job autonomy and job redesign, are crucial in improving the influence satisfaction variable.

19. Managerial Intrinsic Reward Satisfaction

Figure 19 provides the relationship between EI and intrinsic satisfaction. This schematic design points out the prominence of organizational support, managerial job

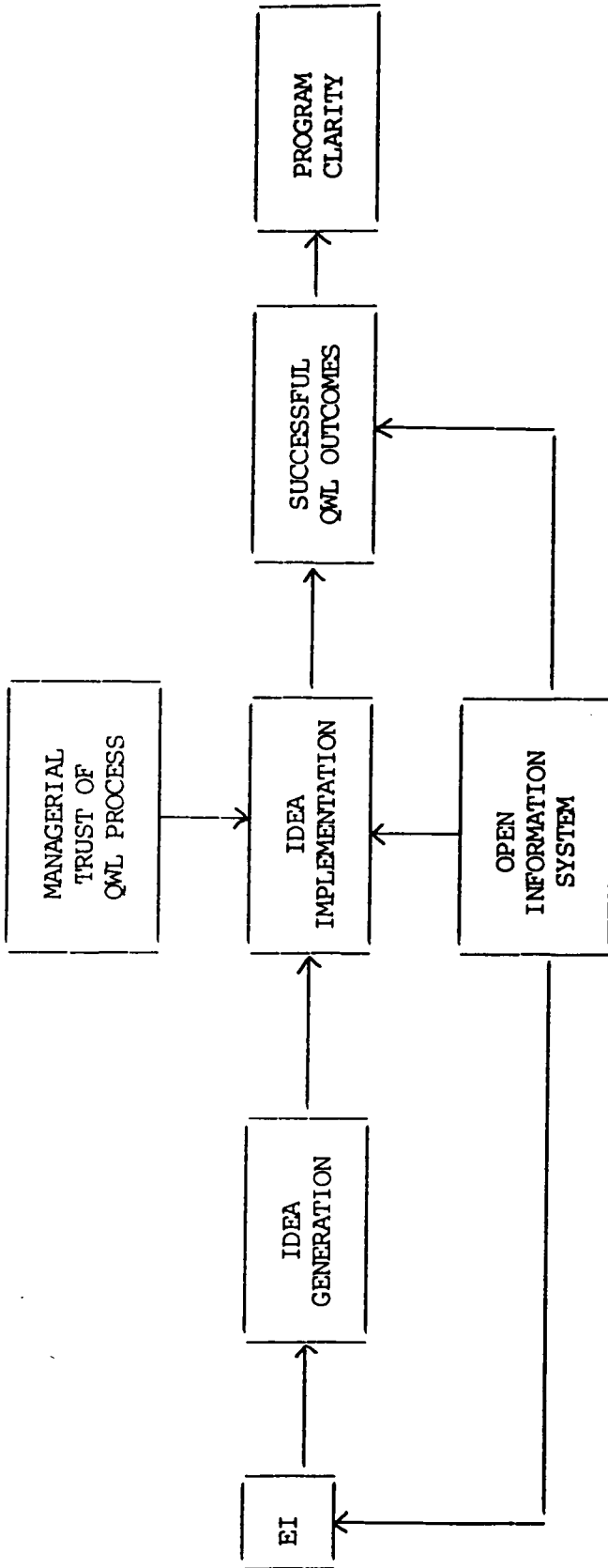


Figure 15
EI and Program Clarity

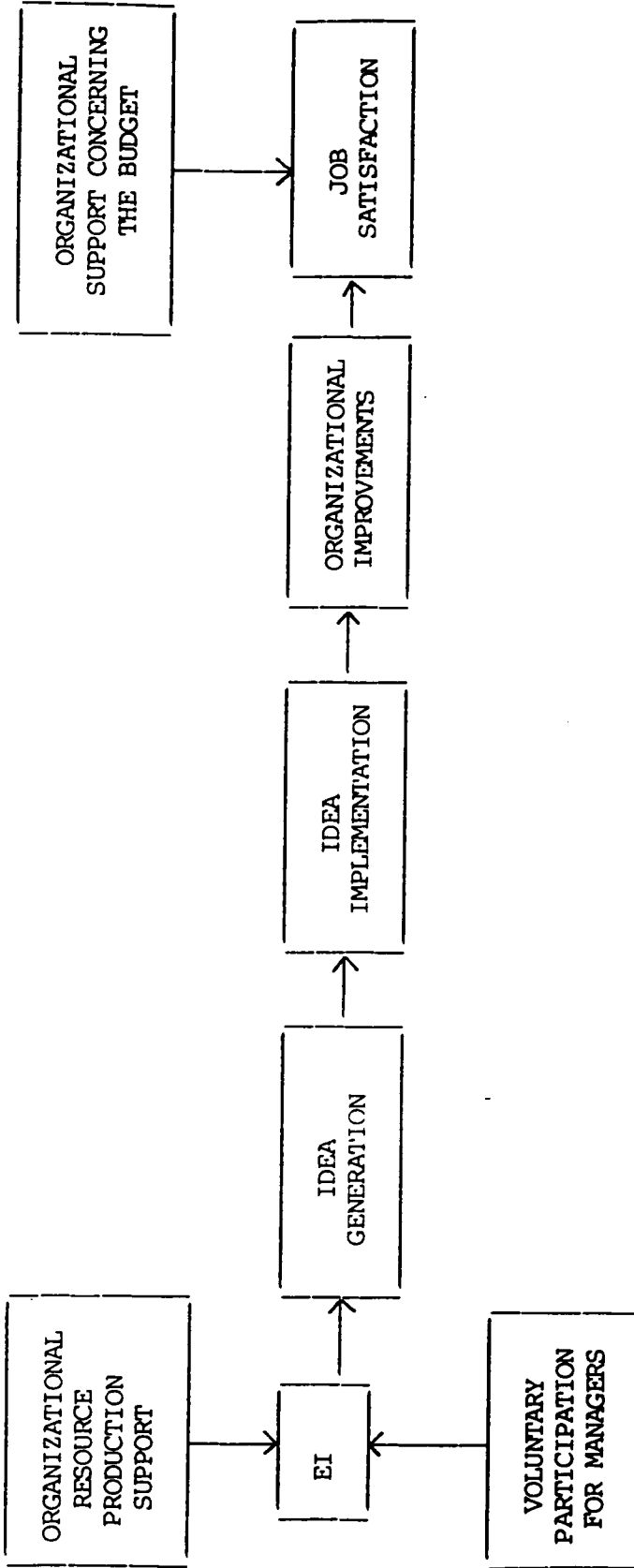


Figure 16
EI and Job Satisfaction

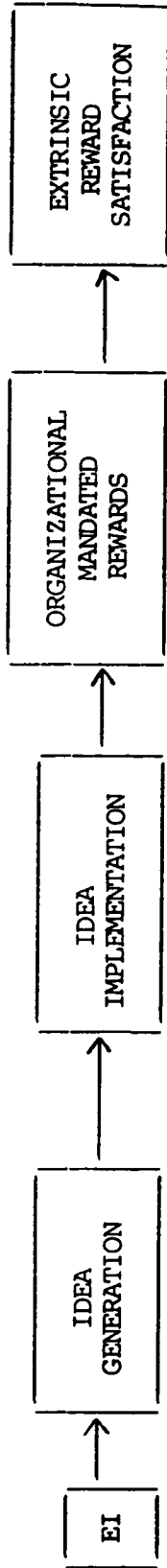


Figure 17
EI and Extrinsic Reward Satisfaction

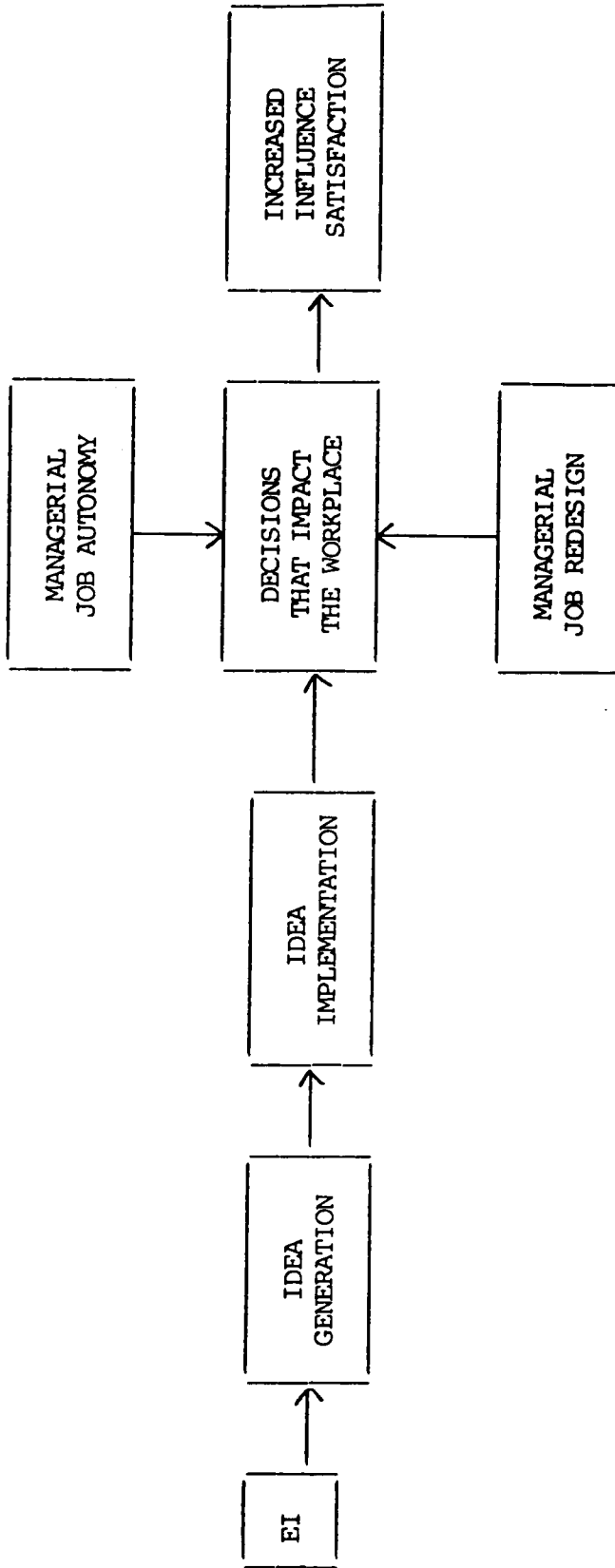


Figure 18
EI and Influence Satisfaction

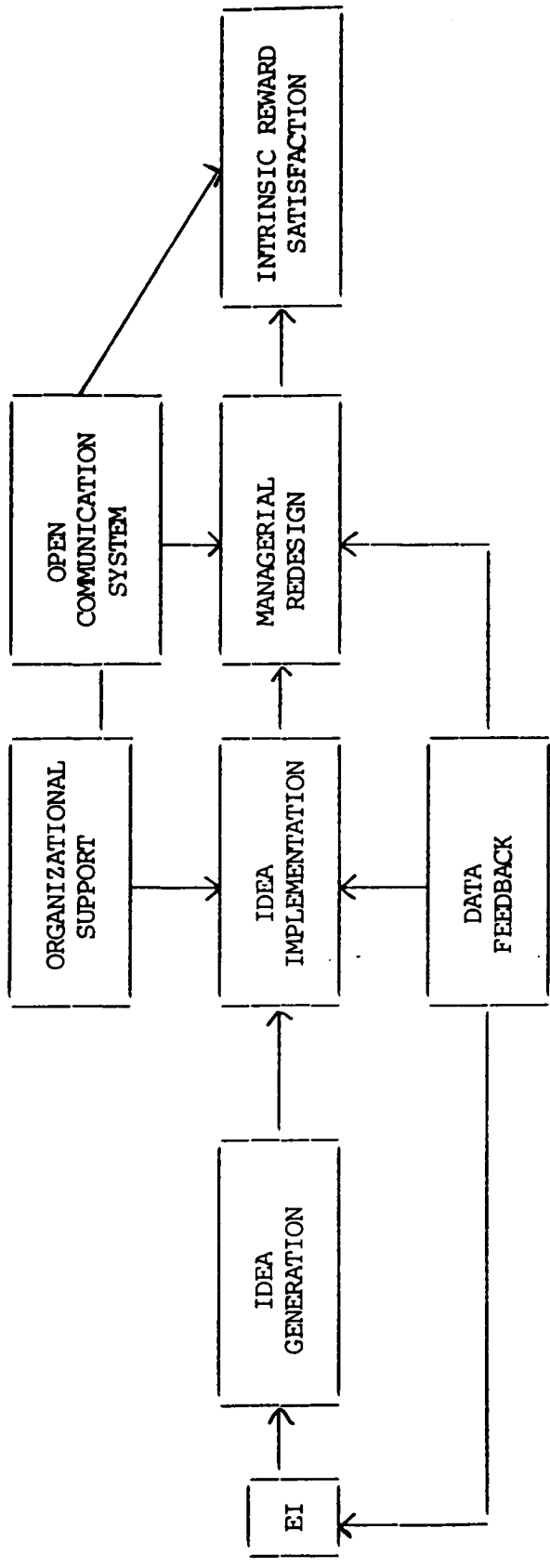


Figure 19
EI and Intrinsic Reward Satisfaction

redesign, and an open communication system in impacting intrinsic reward satisfaction.

20. Managerial Participation

Figure 20 highlights the relationship between the LJSC and Participation. This model emphasizes open communications, managerial rewards, and trust as the primary keys for enhanced managerial participation.

21. Managerial Decision Decentralization

Figure 21 reveals a relationship between EI and Decision Decentralization. This exhibit shows that information feedback, a revised managerial appraisal system and rewards for decentralization will facilitate managerial decision decentralization.

22. Managerial Supervisor/Subordinate Relations

Figure 22 presents a relationship between EI and supervisor/subordinate relations. The display argues that supervisor/subordinate relations can be improved through alleviating managerial concerns about the process and revising the organizational reward system.

23. LJSC and Managerial Perceptions of Equity

Figure 23 provides the links between the QWL and LJSC Equity. The model suggests that LJSC equity is dependent on organizational support for its decisions.

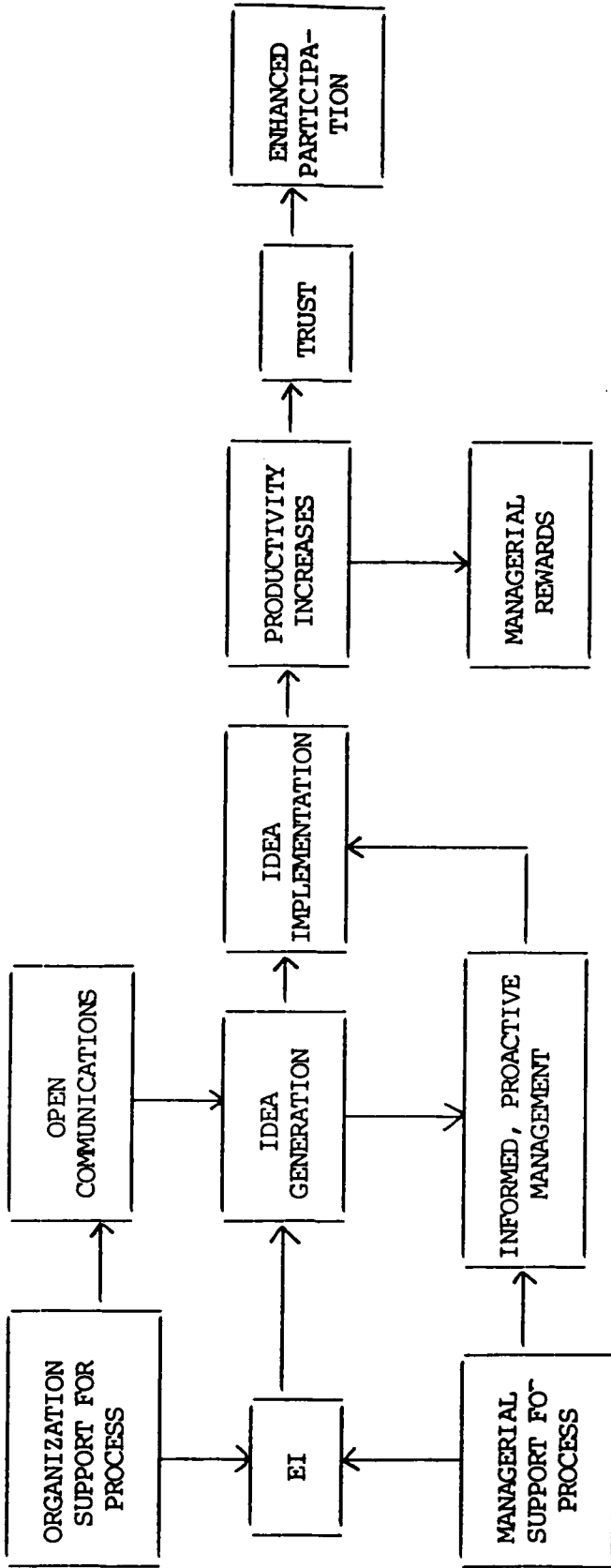


Figure 20
EI and Participation for Managers

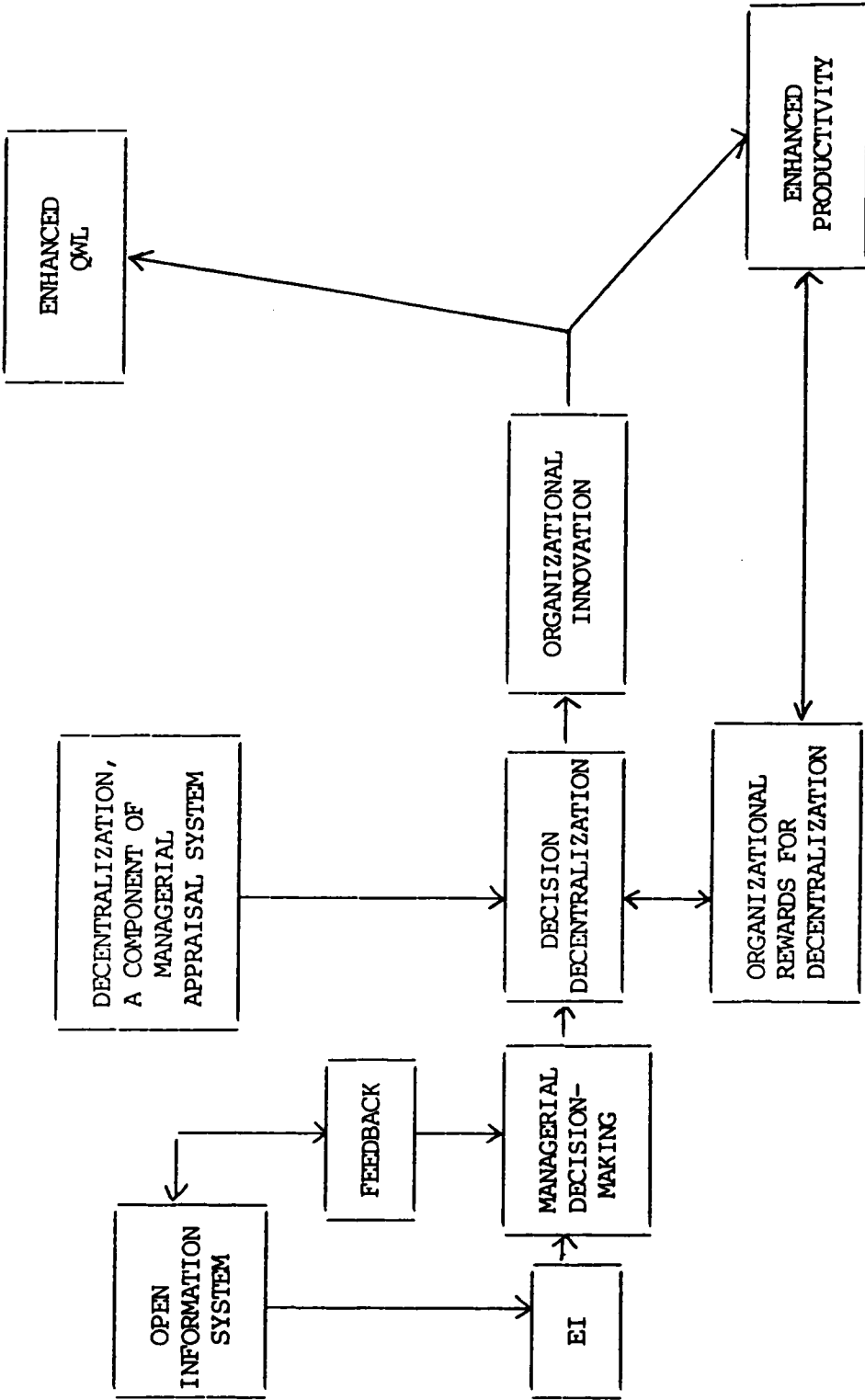


Figure 21
EI and Decision Decentralization

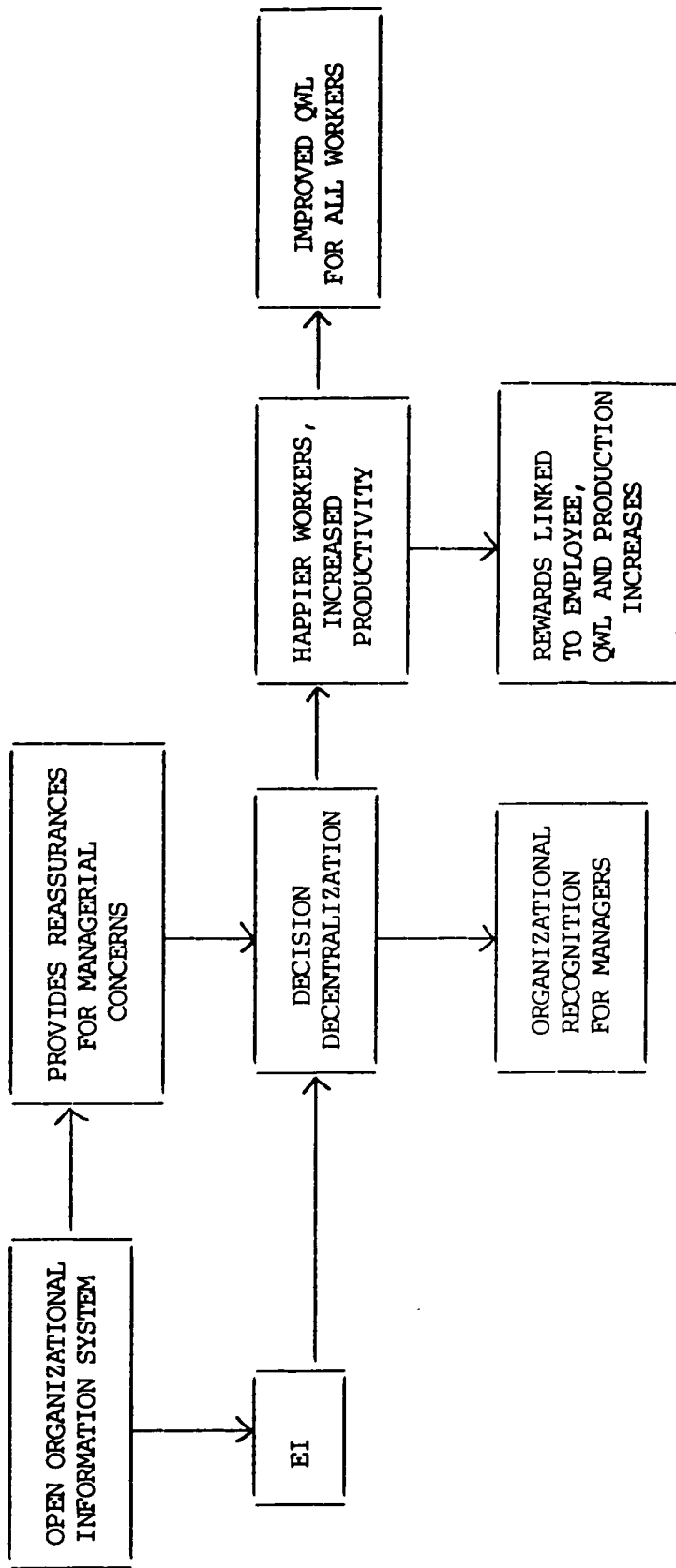


Figure 22
Ei and Supervisor/Subordinate Relations

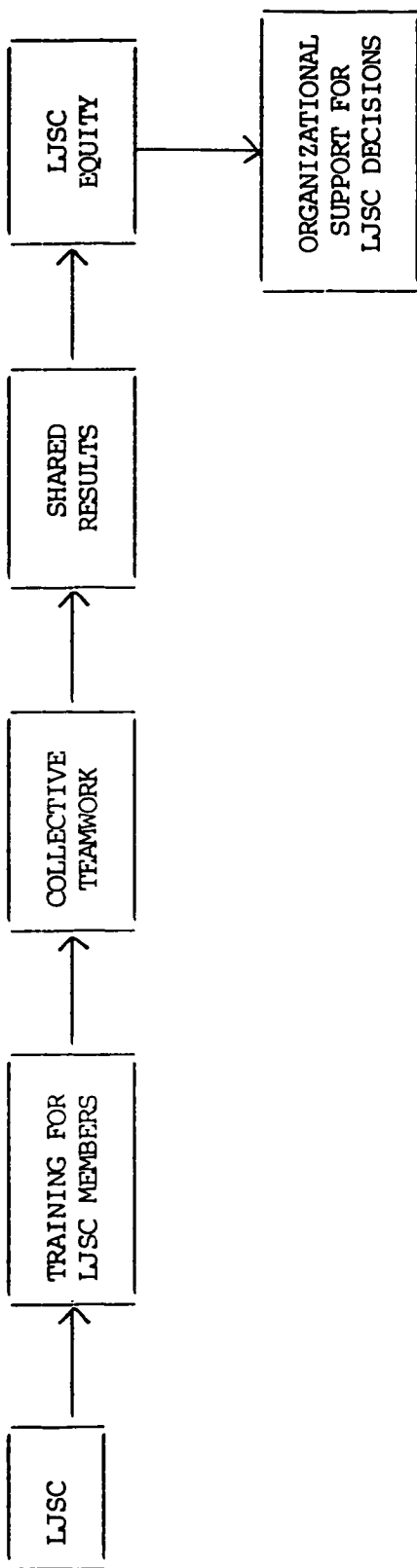


Figure 23
QWL and LJSC Equity

24. LJSC and Managerial Perceptions of Program Effectiveness

Figure 24 looks at the relationship between the LJSC and Program Effectiveness. This design indicates that a more "visible" LJSC management would enhance program effectiveness.

25. LJSC and Managerial Role Problems

Figure 25 presents a relationship between LJSC and Role Problems. This display highlights the need for a data feedback system to reduce role problems.

26. LJSC and Managerial Perceptions of Fairness

Figure 26 provides a relationship between the LJSC and Fairness. This model again shows the need for a data feedback system to improve managerial perceptions of fairness.

27. LJSC and Managerial Perceptions of Program Change

Figure 27 provides various linkages between the LJSC and Program Desirability. This exhibit shows that an open information system and organizational rewards enhance program desirability.

28. LJSC and Managerial Perceptions of Organizational Change

Figure 28 shows a relationship between LJSC and Program Overload. The diagram suggests that an open information

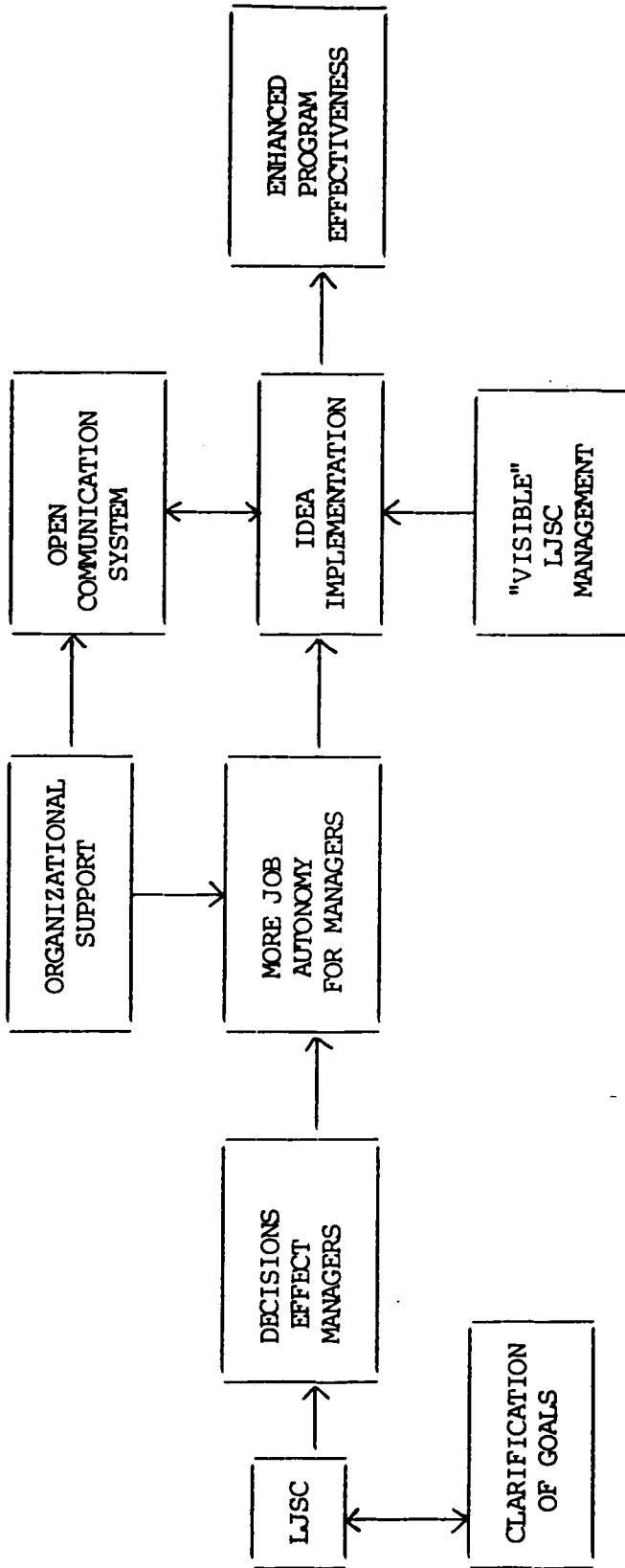


Figure 24
LJSC and Program Effectiveness

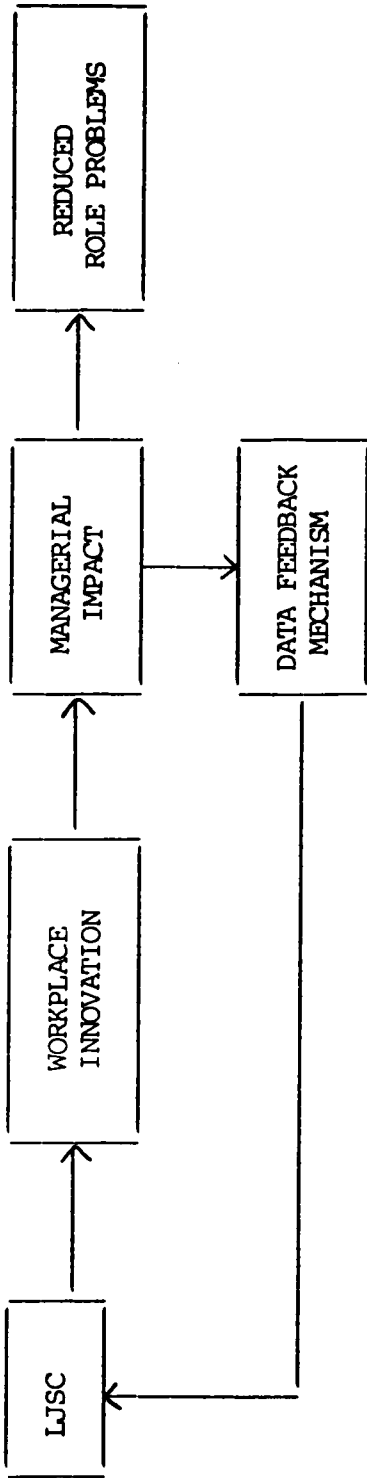


Figure 25

LJSC and Role Problems

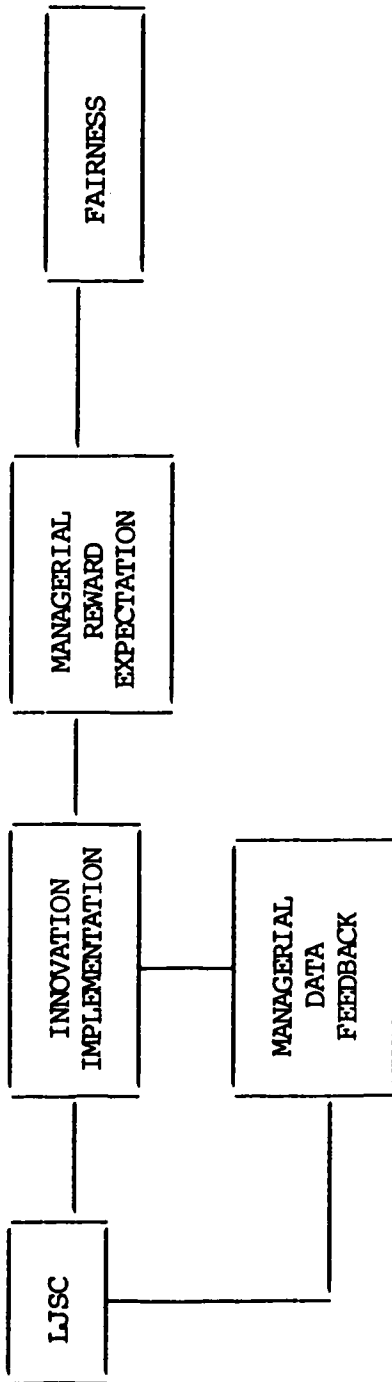


Figure 26
Relationship Between the LJSC and
Perceptions of Fairness of Program

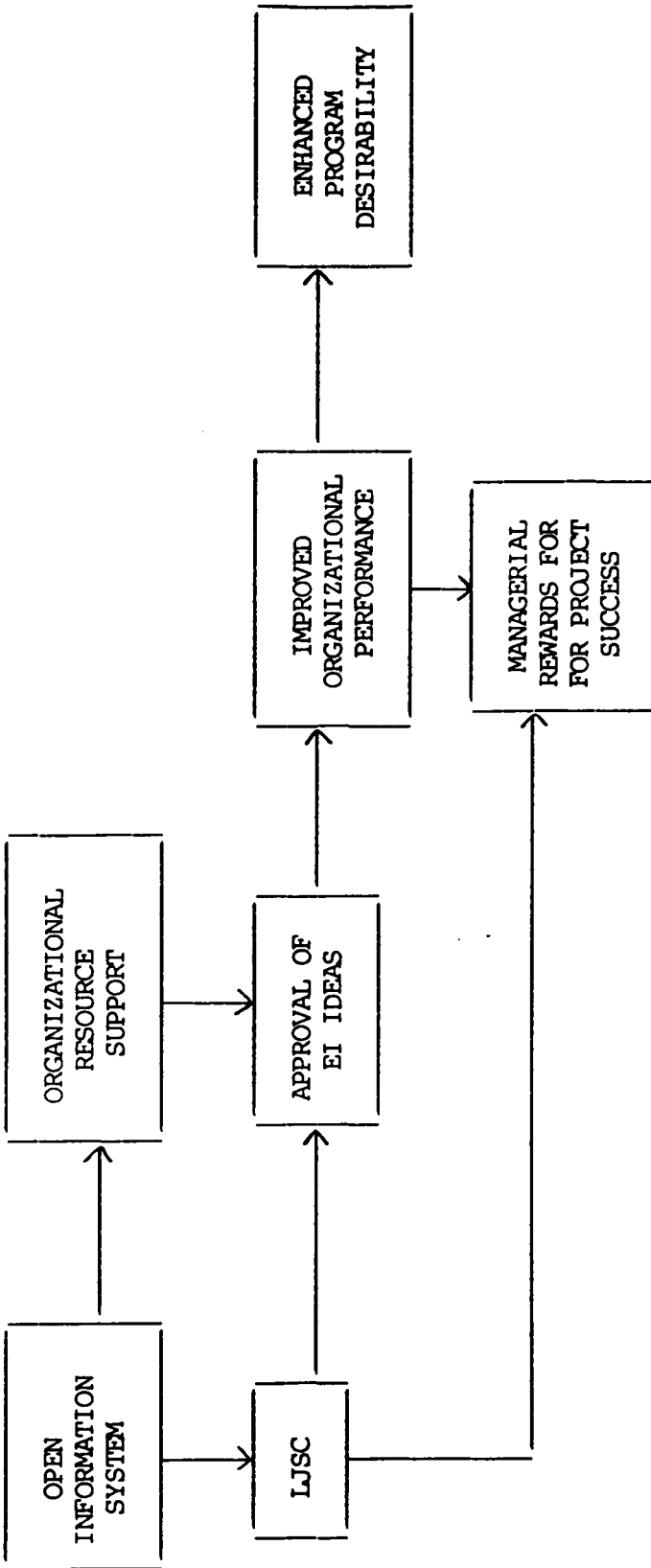


Figure 27
LJSC and Program Desirability

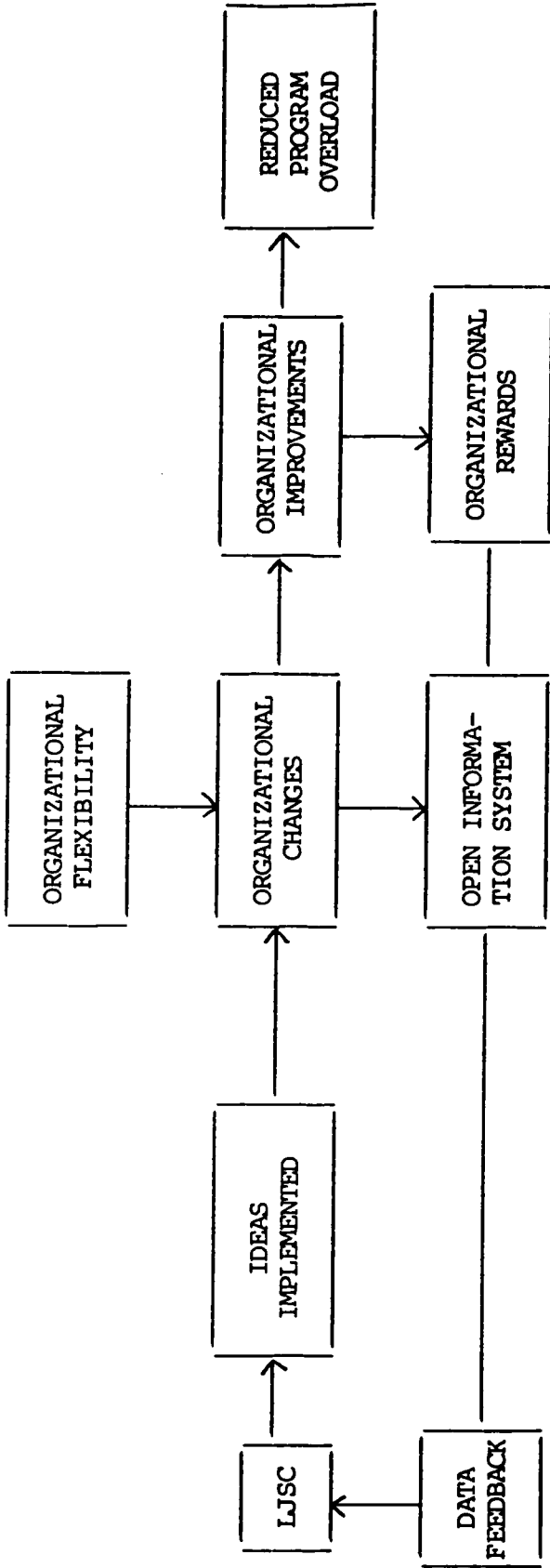


Figure 28
LJSC and Program Overload

system and organizational rewards reduce program overload.

29. LJSC and Managerial Perceptions of Program Impact

Figure 29 presents a relationship between the LJSC and Program Impact. The design reveals that active participation and relevant daily decision-making influence program impact.

30. LJSC and Managerial Perceptions of Program Clarity

Figure 30 presents a relationship between the LJSC and Program Clarity. The model shows that an open information system is crucial for program clarity.

Summary

Overall, the evidence strongly suggests that the Human Relations approach to QWL may not be appropriate in organizations attempting to use QWL applications as the lead change lever in an organizational cultural change process. Rather, this model appears better suited for those institutions that simply want to introduce a QWL activity to the organizational environment. The question remains whether the new QWL intervention can maintain its equilibrium, and not be co-opted, in a sea of highly interdependent and incongruent subsystems.

The subsystem congruent model, on the other hand, is a more radical approach to organizational change. Whether in the start-up phase or during the diffusion process, the

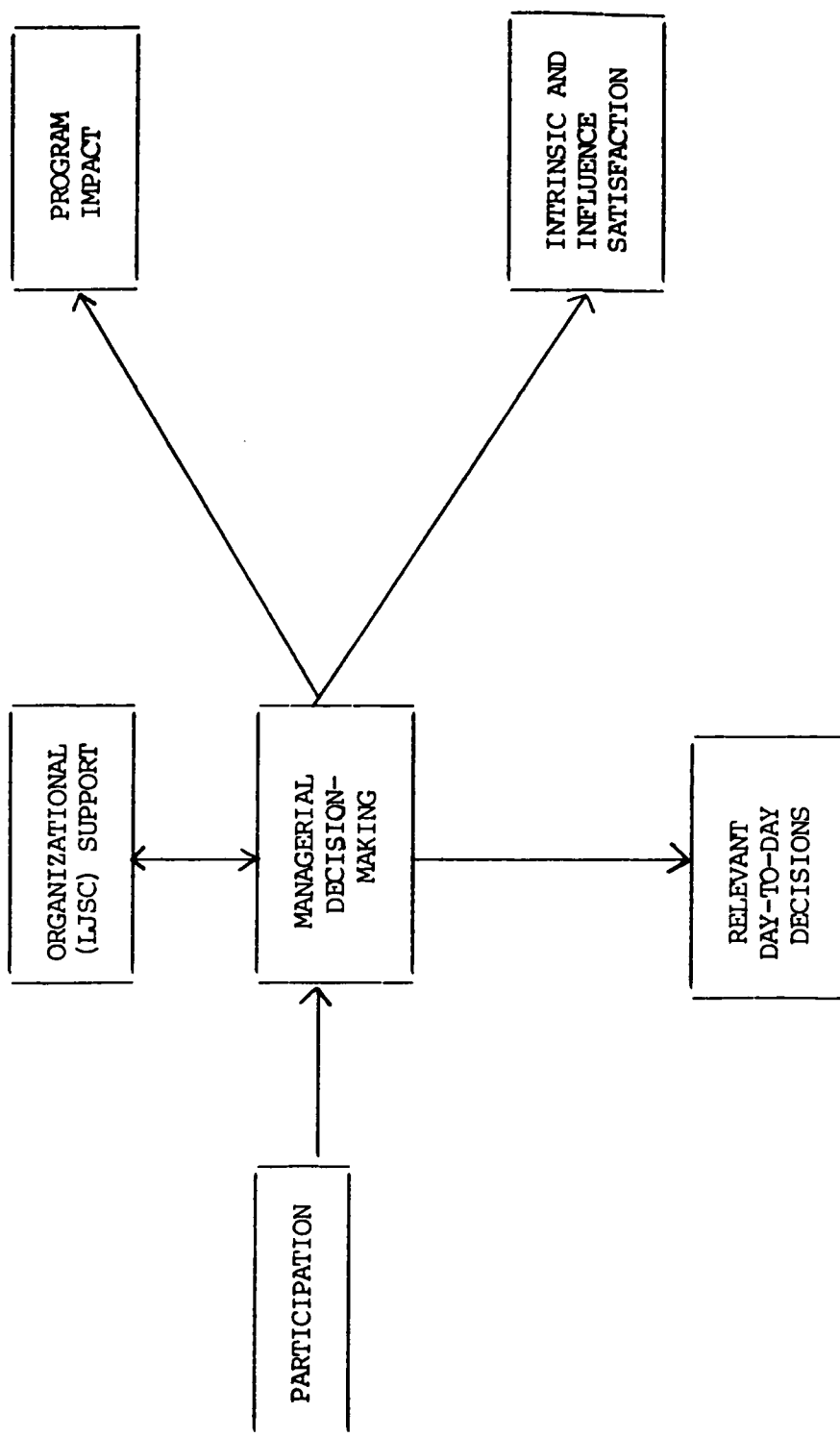


Figure 29

Causal Variables and Program Impact

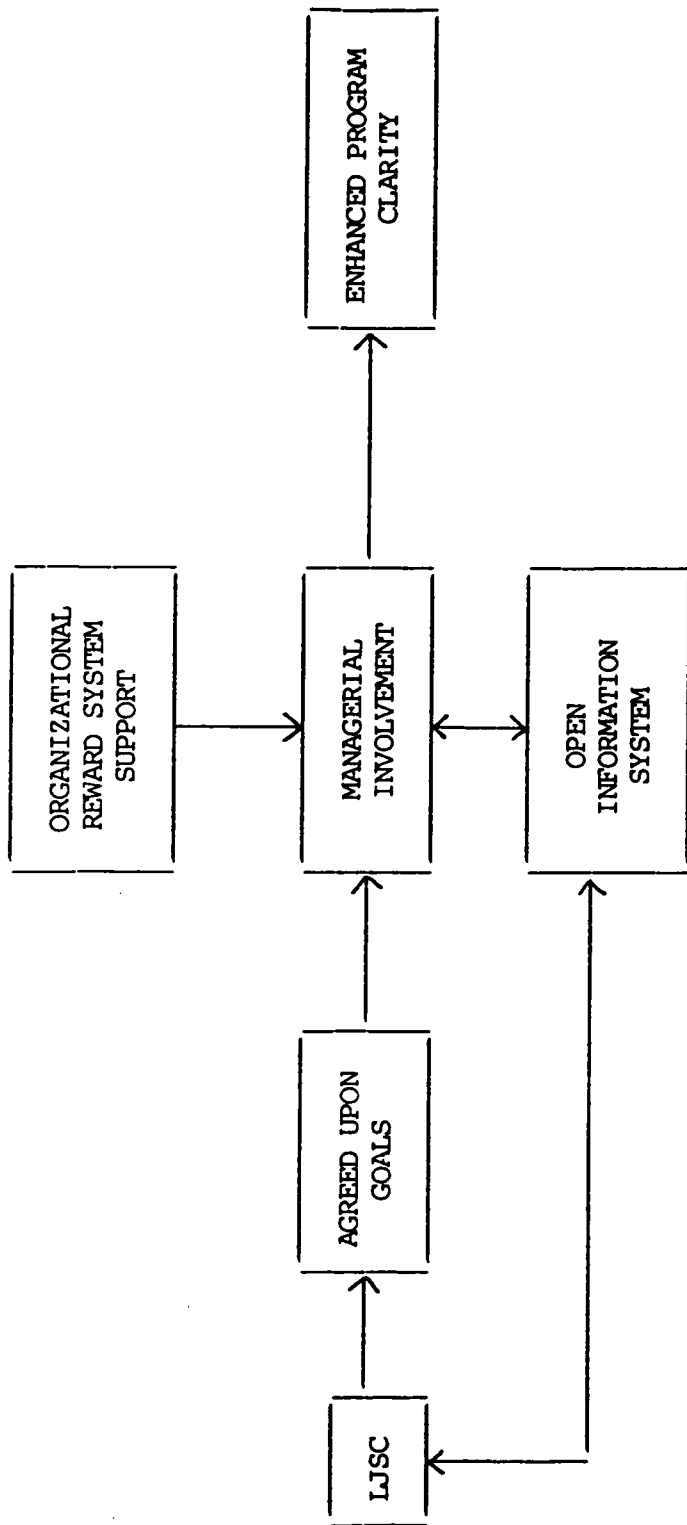


Figure 30
LJSC and Program Clarity

objective of this approach is always the same - simultaneous change of the organization's subsystems to "fit" in a participative culture. The question remains whether institutional leaders are willing to commit their organizations to the extensive transformative process this model offers.

Chapter 4 provides an overview of how the QWL process began and expanded in the Roanoke MSC. QWL training for both union and management personnel is also outlined in this chapter.

Chapter IV

THE IMPLEMENTATION AND DIFFUSION OF QWL/EI IN THE ROANOKE MANAGEMENT SECTIONAL CENTER

The jurisdiction of the Roanoke Management Sectional Center (MSC) covers an area of 17,000 square miles. This territory stretches from Lynchburg in Central Virginia west to Bristol on the Virginia-Tennessee line and south from Roanoke to the North Carolina state line. A total of 608 NALC members work in the Roanoke MSC.

In the NALC/USPS QWL endeavor, the Local Joint Steering Committee (LJSC) is the prime agent for implementation of QWL (The Quality of Working Life, 1985). Significantly, the National Joint Steering Committee has formally stated that the success of the QWL process at the local level is directly dependent on the effectiveness of the LJSC (The Quality of Working Life Process, 1985). Consequently, to understand the development and diffusion of QWL/EI in a MSC requires a historical and contemporary understanding of the directional leadership provided the process by the LJSC.

The publication "The Quality of Working Life Process" (1985) lists the following responsibilities of the LJSC:

- A. Preparing the organization - the LJSC will adopt a statement of philosophy regarding the purpose,

goals and values of QWL.

- B. Planning for QWL initiation - The LJSC will adopt a set of policies regarding the establishment of Quality Circles and a plan for initiating the circles.
- C. Planning for QWL expansion - The LJSC will adopt a plan for the systematic, evolutionary expansion of Quality Circles throughout the facility.
- D. Insuring a supportive internal environment - The LJSC will arrange sufficient training and leadership developmental training for stewards, supervisors and mid-managers to assure that persons have the knowledge, skills and attitudes required to effectively support the QWL process.
- E. The LJSC will schedule periodic assessments of the QWL process, comparing the progress to its philosophy statement and the goals and timetables established in its plans.

The LJSC is normally composed of as many as ten members, including the top local USPS managers and the top union official. In all cases, there will be an equal number of management and union representatives on the LJSC (The Quality of Working Life Process, 1985).

The original LJSC in the Roanoke MSC first met in 1985

and consisted of ten members. As required, this committee did formulate specific goals for the EI process (see Appendix A). The short-term goals consisted of implementation, publicizing the process, and giving support to the facilitators. These objectives have essentially been accomplished.

The long-term goals mandated by the original LJSC were very ambitious. Some of these goals included improving lines of communications between labor and management, elimination of the win/lose concept, and increased support for the facilitators. These, and other long-term goals, are more difficult to evaluate with a cursory glance. For example, the establishment of genuine trust between the two groups has been a very illusive goal according to several key union and management informants.

The first meetings of these historical adversaries were turbulent. Although both groups had undergone QWL training, NALC member Larry Lawson and management's Billy Martin both felt these initial meetings usually lapsed into labor-management arguments. Managers saw militant union leadership as the obstacle to progress and union members saw the elitist managerial attitude as a continuation of the traditional management style.

Gradually, perceptions softened and these two

traditional adversaries began to work as a team managing a process. Workteams were trained and cosmetic suggestions were approved to give credibility to the process. For example, a personal first aid kit was approved for carriers and fans were placed on the work floor in several locations. More expansive LJSC decisions have followed including postal identification vests for the supplemental carrier workforce, a sick leave incentive program, and a carrier evaluation program of supervisors.

One source of friction that the LJSC has had, and continues, to concern itself with is in the area of stakeholders. Traditional definitions of stakeholders have focused on the owner as the key stakeholder (S. Mohrman, Ledford, Lawler and A. Mohrman, 1985). These researchers expand the concept of stakeholders in the QWL/EI paradigm by including "customers and employees as important stakeholders in the organization."

Both sides, unfamiliar with the other's organizational role and lines of accountability, were not always aware and sensitive to vested interests. A manager on the LJSC recounted how the process always makes the carriers look like winners when a project is successfully completed but leaves the supervisor/manager looking like an innocent bystander. This scenario simply does not acknowledge the

stake the supervisor also has in looking good to his superior.

One way that a better understanding of organizational stakeholders can occur is actual role reversal. MSC Director Vernys, who had never been a letter carrier, accepted the invitation of a station and carried a route for an entire day. It goes without saying that he now has a greater appreciation for the daily demands and obstacles faced by letter carriers. Now retired, former Postmaster/MSD Manager Calvin Johnson also feels that more people need to be trained in the QWL/EI process to have a real feel for the roles and responsibilities of the other group. Letter Carrier Lawson echoed this sentiment by saying "no training - no understanding."

Many members of the original and current LJSC see a lack of trust between the two groups as one of the main stumbling blocks of the process to date. Trust is an essential glue that holds all organizations together but especially participative cultures. Lawler (1986; 212) writes:

"Openness and sticking to a vision are the best ways to build trust. Thus, the leader who has a vision, sticks to it, and then lives up to it establishes trust. The issue here is essentially one of the leaders acting consistently with the way they talk. There is little room for inconsistency."

There have been instances of betrayal, and perceptions of betrayal, on both sides. The LJSC investigates these complaints and accusations. Whether real or imagined, the situation is explained to the offending party and told how his/her actions undermine the process. The accused offender, however, is allowed to continue as a participant in the QWL endeavor.

The LJSC has grown from approving only cosmetic suggestions to experimental "workers-without-supervision" projects and self-managing workteams. The most radical approval of the LJSC, however, was to allow letter carriers to readjust mail delivery routes.

While radical, it is probably one of the most practical suggestions endorsed by the LJSC. All participative programs are based on the premise that workers know the most intricate nature of their jobs and the best suggestions to improve the efficiency and productivity will come from those employees. In this particular instance, letter carriers deliver the mail, and theoretically, should know the most effective way to organize delivery. Traditionally, the design of this organizational task was a prized managerial responsibility. Former Postmaster Johnson and MSC Director Martin admit they were very reluctant to give the reigns of route adjustment

to the carriers.

The initial adjustments were made by a two-man carrier task force in Radford, Virginia. The results were considered significant and greatly exceeded original expectations. On paper, the adjustments made saved this particular station 1,700 man hours for one year. So impressive were these results that they were presented to the Regional Joint Steering Committee in April 1988. Needless to say, this EI intervention is rapidly spreading throughout the MSC.

Training for QWL/EI

Getting USPS personnel trained in the QWL/EI process as quickly as possible is a top priority of the LJSC. Currently, over half of the 600 member NALC carrier force has been trained. Yet, with a 17,000 square mile area to cover, training workteams remains a formidable task in the next few years. MSC Director Vernys feels that for complete diffusion more facilitators are needed, less rigidity in implementation, and better intervention "fit" for station needs are required.

Training is one of the most crucial components in starting, maintaining and evolving a QWL/EI process. This training introduces and provides the necessary skills for an individual or group to function in a participative organiza-

tional culture. S. Mohrman, Ledford, Lawler, and A. Mohrman (1985; 24) write that:

"QWL training is an important value. It is a tool for the development of the broad understanding and common skills which form the foundation of an involvement oriented culture. Individuals at all levels receive technical task training, interpersonal and group skills and business understanding. Training is not viewed as a special occurrence to prepare an individual for a particular job but as an ongoing expectation."

The framework for the NALC/USPS training component is structured to provide sufficient resources to support the QWL/EI endeavor. Doris Rigdon, a regional resource trainer, provided the following schematic design to describe the organization's training component.

- A. National Joint Steering Committee with two national trainers
- B. Regional Joint Steering Committee consisting of five regions (Northeast, Eastern, Central, Southern and Western)
- C. Seventeen (17) pairs of regional resource trainers
- D. Two hundred twenty (220) Local Joint Steering Committees
- E. Six hundred (600) facilitators
- F. Five thousand (5,000) work teams

The Eastern Region, headquartered in Philadelphia, Pa., and which the Roanoke MSC is a component, contains the following training resources:

- A. One (1) Regional Joint Steering Committee, located in Charleston, W.Va.
- B. Three (3) pairs of regional resource trainers
- C. Forty one (41) Local Joint Steering Committees
- D. One hundred five (105) facilitators
- E. One thousand one hundred (1,100) workteams

Although the QWL/EI process was initiated nationwide in 1983, it has only been operational in the Roanoke MSC since 1985. Since that time, the MSC has been staffed with two full-time trainer/facilitators and one full-time resource person. The two trainers consist of a union member selected by the National Business Agent (NBA) of the NALC and a member of management from the USPS.

These trainers and resource personnel initially underwent an intensive five day training format that inculcated the QWL/EI philosophy, defined the facilitators' role, and taught them techniques and theories in group dynamics, structuring collaboration, and strategies for overcoming obstacles to making the process a success (Training Manual, NALC/USPS Joint Employee Involvement Process, 1988). This QWL training process is consistent

with those listed in the literature (e.g., Mohrman and Lawler, 1984; S. Mohrman, Ledford, Lawler, A. Mohrman, 1985).

Facilitators are also required to attend an annual three day advanced facilitator workshop. These workshops allow the trainers to hone their facilitator skills and learn new participative applications to be introduced in the field.

The intent of the NALC/USPS National Joint Steering Committee is to eventually train all union letter carriers and managers. The Roanoke MSC has over 600 NALC members and about half have been trained and participated in this process. Additionally, approximately thirty-five managerial personnel have been trained.

Participation in the QWL process is supposed to be voluntary for both the craft and management. However, this may not always be the case in reality. A high-ranking manager, for example, stated that many managers feel that training and involvement are "voluntary for the craft but mandatory for management." This particular individual feels that a certain amount of managerial resistance to the process comes from this perception of being coerced to participate.

In a similar view, career advancement for managers is

partly predicated on the demonstration of participative leadership. In a recent "Message From the Postmaster General," Anthony Frank states:

"To hasten this cultural change, we must create an environment that gives everyone the opportunity to contribute to his or her maximum potential. In recommending and/or approving a leader of people for promotion or recognition, the selecting and/or rewarding officials should clearly establish that the person practices the concepts and principles of participative leadership on a daily basis."

The QWL/EI "movement" begins in a MSC when the facilitators send letters to various stations to determine if there is interest in becoming involved in the process. This letter is sent both to management and the union steward. In turn, they respond back to the facilitator with either a letter of commitment, or a letter of "no current" interest. These letters, whether affirming or rejecting interest, must be signed by both the union representative and the station manager.

If the unit is receptive to the QWL/EI idea, the facilitators visit the station and make a presentation on what the concept is and hopes to accomplish. Interested Union members' names are put into a hat and drawn. Approximately 20 percent of the station workforce will be allowed to participate on a workteam at any given time.

The managers and letter carriers are then taken through an intensive two-day, 16 hour training workshop. These workshops focus on such topics as communication skills, perception, feedback, group dynamics, and problem-solving (see Appendix B).

The various offices set their own team rotation schedule but it is customary for members to stay on a workteam one year and then leave at staggered intervals. New members are then selected and undergo the same training process.

Facilitators not only train workteams but assume many different responsibilities to keep the groups functioning effectively. As consultants, resource people and researchers, the facilitators are an ever present support group for the workteam. Significantly, their role and function will further expand as the process evolves and becomes more mainstream. NJSC member Elmer Weems sees the facilitators assuming more of an advocacy stance, becoming the primary "change agents" in the QWL process.

Facilitators are also responsible for introducing new QWL/EI interventions to the workteams. This is done primarily by providing a booklet of "success stories" from throughout the USPS to each station (Appendix C). If the workteam (including the manager) sees an intervention they

feel is appropriate for their situation, they contact the facilitators. Written acceptance, complete with ground rules, must be completed before the facilitators will go in and train the workteam in the new EI application. The trainers also publish a monthly newsletter specifically for the Roanoke MSC to keep USPS employees current with the progress of other projects within the region.

Fundamentally, training for QWL/EI breaks down into two basic phases. The first phase is directly related to an educative process that provides employees with the necessary philosophical background and skills required to participate in QWL activities. This includes introductory and follow-up training, if necessary, to ensure that participants are equipped to handle the particular intervention.

Secondly, the constant flow of information continually helps the employee clarify and conceptualize just what QWL/EI is and the potentiality of its applications. Because of the "success story" publication, monthly newsletter and other formal means of communication, the employee's knowledge base of what constitutes QWL is constantly expanding. Consequently, there is very little possibility of the QWL process atrophying in the Roanoke MSC. In fact, the Roanoke MSC has used all of these sources of information

to evolve from the workteam format to more sophisticated QWL applications such as carrier task forces and self-managing teams.

Politics, Power and Joint Union-Management Ventures

Altering the nature of union-management relations does not occur in an organizational vacuum but rather in a highly charged political atmosphere. For example, unions inherently possess a strong political orientation. Mohrman (1987) writes the following:

"Union officers and members are particularly sensitive to the context provided by their union as an organization. Unions are fundamentally political organizations, in which officers are elected, and continued certification depends on pleasing the membership."

In the context of QWL activities, union leaders must not appear to be abandoning the principles of unionism to members of their craft or to rival unions not involved in the process. These competing unions take the position of upholding the orthodoxy of unionism and are suspect of any collaboration between craft and management.⁴

Of the four major postal unions, the American Postal Workers Union was the only one that did not agree to become

⁴For a fascinating discussion of this organization phenomenon please see Susan Mohrman's "A Case of Union Management Cooperation: A Contextual Presentation" (1987).

involved in the EI/QWL process. Moe Biller, president of this powerful union, has been adamant in his opposition to these joint endeavors. Informal conversations with postal clerks have also evidenced a pronounced skepticism for collaboration between these old adversaries. Almost to a man, they toed the "party line" that joint ventures are a threat to unionism.

Possibly, because of this political climate, very strong union members were initially selected to serve on the original LJSC. These were men the union hierarchy knew would not be "steamrollered" or "kow-tow" to their managerial counterparts on the committee.

Power is a crucial variable in the QWL equation. Mohrman, et al. (1985) observed that:

"Perhaps the single most important tenet of the QWL/EI paradigm is the view that power should be shared with the lower levels in the organization. ... A common theme in this work is that individuals at lower levels in organizations need to be given some autonomy if they are to be motivated and satisfied in the job setting." (p.5)

It would be safe to assume that many workers become involved in QWL to gain more power over their daily activities. Moreover, it can be contended that many managers resist the process because they don't want to relinquish power. In fact, most of the managers interviewed

in this study candidly stated that they felt "the fear of losing power" was the major obstacle to their peers acceptance of QWL.

It is against this organizational backdrop that the process was introduced in the Roanoke MSC. Assuredly, this situation was not unique to Roanoke. This overview highlights the political and power-based organizational climate in which most joint union-management ventures originate.

The LJSC is essentially the "Board of Directors" of the local QWL/EI process The Quality of Working Life Process (1985). As such, it wears many hats including mediator, grantor, repudiator, director, nurturer, watchdog and others. The approach to implementing new ideas has been gradual and incremental.

New members, more familiarity and identification with the concept, and a real sense of organizational commitment "from the top" has allowed the Roanoke LJSC to mature into a truly effective governing body for the QWL/EI process. Trust, comradery, and a sense of mission are attributes of this group as it currently operates.

Summary

This chapter presented the "story line" of how the QWL/EI process began in the Roanoke MSC. Training

procedures and goals were also discussed. The following chapter presents the methodology used in this study.

Chapter V

METHODOLOGY

The methodology utilized in this research was a case study and combined both quantitative and qualitative data. Called "mixed methodology" by Patton (1980), the utilization of multiple sources of data provides a more exhaustive perspective of the problem.

Consequently, the primary research methods used in this study included:

- (1) a survey questionnaire that provided data which could be statistically analyzed to determine whether trained USPS personnel had higher levels of quality-of-work-life than untrained personnel; and
- (2) in-depth interviews of USPS managerial and craft personnel; additionally, documentary evidence made in the comments section of the questionnaire were also reviewed and analyzed.

Study Background

In February 1987, I contacted the then local Postmaster/MSM Manager Calvin Johnson concerning the possibility of doing my doctoral dissertation study in the Roanoke MSM on the USPS's EI/QWL endeavor. I had heard about this on-going organizational change process from my letter carrier, Mr. Phillip Dennis.

Mr. Johnson was receptive to my initial inquiry and granted me an interview on March 4 to discuss my proposal

(See Appendix D). He was open to my suggestions concerning the study and directed me to Mr. Nick Barranca, Director of EI/QWL at USPS Headquarters in Washington, DC.

My initial letter to Mr. Barranca proposed a study evaluating the QWL endeavor in terms of productivity. His reply emphatically stated that the goal of the QWL venture was not productivity increases but employee well-being. Thus, a study proposal, based on this orientation, was submitted to him on May 31, 1987.

Enclosed with this proposal was a cover letter fully outlining my desire to do the study (Appendix E). Mr. Barranca, apparently personally endorsing the study, forwarded it to the NALC-USPS National Joint Employee Involvement Committee. In July 1987, the National Joint Steering Committee gave approval for me to proceed with the study provided I fulfill three provisions (Appendix F).

The first of these conditions, meeting with the Local Joint Steering Committee (LJSC), was done on September 15, 1987. The proposed study was approved that same day. The second provision, submitting an action plan, was done and approved in January, 1988 (Appendix G).

My "game plan" for soliciting letter carriers for the study consisted of the following scenario:

1. Visit all stations that were involved or had been involved in the process during their Employee Involvement Workteam Meeting;
2. Make a brief presentation to the EI team concerning the study, request that the workteam take this information back to the workforce and ask for volunteers to participate;
3. After my "contact person" on the EI team (usually the union steward) received the names of the participants, he would then administer the survey questionnaire to those involved; and
4. The survey was to be completed on their own time, within ten days, and returned to me in a self-addressed stamped envelope.

Minor modifications were made to this original procedure but overall these guidelines were adhered to. For example, it was decided by all stations in the Roanoke area to return the questionnaire to the union steward to be picked up from him. Many stewards outside of the Roanoke area mailed the questionnaire back in USPS "penalty envelopes"; consequently, no self-addressed, stamped envelopes were used in these situations. A "penalty envelope", by the way, is a governmental envelope that requires no postage but makes the employee liable for a fine if they are used for private business.

Participants were divided into two groups. The vast majority were to complete the questionnaire. I initially requested that fifteen carriers be interviewed. This number was deliberately kept low because the interviews were to be

conducted on USPS time thereby taking carriers out of production. Another reason for minimizing the number of interviews was that local postal management requested that I conduct the interviews only at specific times during the month. This will be more fully explained in the Data Collection sections.

Data were collected from the fourteen sites in the Roanoke MSC that were currently or had been involved in the EI process. Specifically pertaining to the carrier force, the study only concerned itself with those who were members of the NALC. Between April 28 and June 30, 211 carriers agreed to complete the questionnaire. Additionally, ten carriers agreed to be interviewed. These interviews were also conducted during this same April 30 - June 30 period.

Solicitation of managerial personnel took a different route. During the presentation at the EI meetings, managers were personally requested to also participate in the study by taking the questionnaire and/or being interviewed. The names of other managers and supervisors who had been trained were supplied by the EI facilitators.

The names of managerial personnel who had not undergone NALC approved EI training were provided by MSC Director Billy Martin. Mr. Martin sent a letter to these employees approximately a month before they were contacted by me.

(Appendix H). This high-level organizational support provided the study (and me) an invaluable source of creditability since I had not personally met or spoken with this group of managers. Most were not even aware of the study. Eight managerial-level employees were also interviewed. Three of this group also agreed to take the questionnaire. These interviews lasted from one to three hours.

In order to gain different organizational perspectives of the process, respondents were selected randomly according to the managerial level within the organization. Consequently, the respondents' organizational level of management were as follows:

- A. One USPS official in Washington, DC from the Office of Human Resources who is also a member of the National Joint Steering Committee;
- B. One local Postmaster/MSC Manager. Incidentally, Postmaster/MSC Manager is the highest ranking Postal official in a MSC;
- C. Two MSC Directors;
- D. Two Postmasters; and
- E. Two station managers.

Discussion of the Case Study Method

The research approach used in this study is a single case study method. Robert Yin (1984) has stated that this is the most appropriate research method when attempting to

answer questions of "how" and "why." Yin's 1984 book entitled Case Study Research: Design and Methods is probably the most definitive book written on this research methodology. His ideas and concepts have been used almost exclusively in structuring this study. Significantly, in attempting to analyze QWL in the USPS, the case study approach appears to be an appropriate methodology.

The case study method does not have a distinguished history as a research tool. Perhaps the greatest concern has been over the lack of rigor of case study research (Yin, 21). He cautions the investigator against allowing his biased views to influence the direction of the findings and conclusions. A second common concern about this research methodology is that it provides very little basis for scientific generalization. Yin's (21) response to this attack is that the case study strategy, like experiments, are generalizable to theoretical propositions and not to populations or universes. Barring these pitfalls, and acknowledging that special and unique investigative skills are necessary, the case study strategy provides a demonstrated and valid instrument for empirical study that: (1) investigates a contemporary phenomenon within its real-life context, (2) clarifies the boundaries when phenomenon and context are not clearly evident, and (3) utilizes

multiple sources of evidence (Yin, 23). The case study is preferred in examining contemporary events when the relevant behaviors cannot be manipulated (Yin, 19). Its unique strength is its ability to deal with a variety of evidence-documents, artifacts, interviews, and observations (Yin, 20).

In addition to collecting data from some of these case study sources, this study also utilized a quantitative measurement tool. The utilization of the Michigan Organizational Assessment Questionnaire (MOAQ)⁵, while deviating from traditional case study data collection techniques, is entirely appropriate to this methodological approach.

This survey questionnaire is designed to provide information about the perceptions of organizational members pertaining to job, work environment, and attitudes (Lawler, Nadler, and Mirvis, 1983). Changes in attitudes, beliefs, motivations of members of the firm bear upon the effectiveness of the firm as an economic unit and its effectiveness in meeting the interests, needs, and preferences of its members - for example, satisfactions, willingness to remain with the enterprise, opportunities for

⁵Permission to use the MOAQ was granted by Dr. Edward Lawler in a telephone conversation in April, 1987.

career fulfillment, effectiveness of communication and coordination of activity, maintenance of health and safety, and the like (Seashore, et al., 1983).

The questionnaire is based on a theoretical framework that is adapted from the research of Oldham and Hackman (Cammann, et al., 1983). It assumes that the reactions of individuals to their work settings can be described in terms of (1) descriptors of critical aspects of the work environment, (2) psychological states that are presumed to be influenced by the work environment, (3) individual-level outcomes commonly valued by organizational members, and (4) individual differences that may moderate or condition the response of individuals to their environments.

The MOAQ was developed to measure QWL improvements in a series of union-management projects designed by the Institute of Social Research in 1972. This program called for a number of highly visible, carefully studied cooperative union-management projects whose goals were improvement of QWL and organizational effectiveness. The instrument has been enhanced several times since its initial inception and was designed by some of the most recognized and foremost thinkers in this field of study. Consequently, because of its theoretical design components,

constant refinement, and proven ability to measure QWL changes, the MOAQ is a most appropriate tool to be used in this study. The use of this tool also alleviated one of the major criticisms of case study strategy - investigator bias.⁶

This research design is based on Yin's model of case study research utilizing a quantitative measurement instrument. The use of this tool in case study research can be a useful, though often overlooked, component of this research. Indeed, case study can be based entirely on a quantitative tool (Yin, 25).

Yin also lists six non-quantitative sources of data collection. For purposes of this dissertation, the two sources that will be used are documentation and interviews.

Both of these data sources are congruent with MOAQ. In fact, the interview has historically served as a guide to the collection of relevant documents and data from archival sources (Lawler, et al., 1983).

Yin lists five essential components of research design. Briefly discussed below are those components and how they are used in this dissertation:

⁶The MOAQ was essentially used intact; however, questions for the training portion were devised by the researcher.

1. Study Questions - how and why questions are explanatory and form the basis of the case study (18). In this study, I am attempting to determine how (to what extent) and why the QWL process(es) in the USPS have been successful or not in changing certain aspects of the organization's culture. The MOAQ will measure how much QWL has impacted the measures of quality of work life and the non-quantitative sources will answer why (or why not) these changes have occurred.
2. Study Propositions (30) - propositions or hypotheses give direction, provide the foundation for theoretical issues, and guide you where to look for relevant evidence. The components which have molded the structure of this dissertation are the theoretical issues covered in the literature and the hypotheses stated previously.
3. Unit of Analysis - Yin states that "this third component is related to the fundamental problem of defining what the 'case' is" (31). In this dissertation, the unit of analysis will be the employees of a single Postal District in the Roanoke Management Sectional Center (MSC). Letter Carriers and Managers from this MSC must have been employees of USPS for a minimum of one year. This limitation allows me to determine the specific time boundaries and limits of data collection.
4. Linking Data to Propositions (33) - The idea of "pattern-matching" has been utilized very successfully in case study research. The important thing in utilizing this particular technique "is to be able to (a) see real evidence on the same pattern; (b) remain open to disconfirming evidence when it appears" (Miles and Huberman, 1984; 216).

The Population and the Sample

The population studied were employees who worked at Postal Stations in the Roanoke MSC that were or had been involved in EI activities. A total of 335 letter carriers worked at the 14 locations. Of these, 221 agreed to be involved in the study for a 67 percent participation rate.

The sample was voluntary. Two hundred eleven carriers agreed to take the questionnaire. Demographic data for the sample were broken down using standard demographic data including sex, educational attainment, and age (Ary, Jacobs, Razavieh, 1979).

Specifically, these items were used in the MOAQ and were designed to provide information about respondents' background (education), and demographic upbringing (age, race, sex) (Cammann, et al., 1983; 79). Theoretical propositions are derived from such demographic data. For example, research on educational attainment reveals that higher levels of education not only lead to higher skills but also increased expectations about the quality of work a person will do (Mohrman and Lawler, 1984; 6).

In this study, the following classifications were made concerning the collected demographic data:

1. Race - Employees were classified as either minority (Black, Oriental, American Indian, Spanish surnamed, or other) and non-minority (American Whites).

The majority of respondents (99.985%) fell into one of these two categories. Three of the participants, possibly not fully understanding the need of the researcher for this demographic data,

checked the "none of the above" block and were classified as being in the minority group.

2. Sex - Employees were classified either as male or female.
3. Education - Respondents were classified as those who had completed 12th grade and those who had not. This categorization was based on Lawler's (1984;5) research that revealed "higher educated workers are more concerned about having a say in workplace decisions, having more interesting work, and having a chance to develop their skills and abilities."
5. Age - This group was classified as 43 years and below and above 43 years old. The premise behind this classification was that respondents 43 and below are the post World War II baby boomers who have impacted the societal changes and trends that have dramatically affected the American workplace. This group represents the changed attitudes of the American workforce and possess "the increased expectations about the quality of work that a person will do and about the rewards" (Mohrman and Lawler, 1984; 6).

The distribution of the sample was fully representative of the various demographic categories. The mean age of participating letter carriers was 42 years. Thirty-five percent of the group had a high school education or less, 56 percent had some college or technical school, and 8.6 percent hold a graduate degree.

The mean age of the participating managers was 43 years. Sixteen percent had completed high school, 59 percent had some college or technical school, and 25 percent had a college degree.

Questionnaire Reliability and Validity

The MOAQ is one of the most popular measurement tools used in assessing planned organizational change as a result of QWL applications. It is mentioned prominently in Planned Change textbooks (e.g. Huse and Cummings, 1985) and in journal articles pertaining to research in the field (e.g. Ledford and Mohrman, 1988).

The following paragraph, taken from Cammann, et al. (1983; 71) provides an overview of the MOAQ and its analytical capabilities:

"The Michigan Organizational Assessment Questionnaire (MOAQ) is designed to provide information about the perceptions or organizational members. The information ranges from the "objective" reporting of events as they are directly observed by the employees, to wholly "subjective" reports of

respondent's own opinions and evaluative judgment."

The questionnaire was developed by members of the Institute of Social Research, University of Michigan. Approximately 2,000 items were initially accumulated and screened. As a result of review and elimination, a core of items remained from the initial pool. These remaining items were subjected to several statistical item-analysis procedures. Moreover, the questionnaire is constantly being subjected to numerous refinements, simplifications and content extensions (Cammann, et al., 1983; 71).

Reliability and validity have been confirmed as "most of the scales have survived successive tests for field utility and for satisfactory properties, and they are thus relatively "final" (Cammann, et al., 1983; 74). Moreover, these authors write that "The MOAQ is considered to be sufficiently well along in its development to allow general use and, in fact, it is currently being used in numerous organizations in the United States and Canada" (117).

Data Collection

The data for this research was collected from the MOAQ questionnaire, semi-structured interviews, and documentary information. These are three acceptable and legitimate means of collecting organizational assessment data (Lawler, et al., 1983). Incidentally, these data collection

instruments have been used extensively in recent QWL studies (see e.g. Mohrman and Lawler, 1984; Hocevan and Mohrman, 1985).

The questionnaire consists of two main parts. The first part contains a series of demographic items on respondents race, sex, educational level, marital status, age, size of community longest lived in, primary source of income in family, number of dependents and salary range.

The other portion of the questionnaire contains a series of Likert-type items ("strongly disagree to strongly agree") exploring the personal-social attitudes of the respondents to the stated hypotheses. The MOAQ is designed to measure various dimensions about each hypothesis and includes 1 to 5 dimensions. The following example should provide further clarification about the design and structure of the MOAQ.

Several dimensions have to be included to get a valid understanding of the category entitled "Job Satisfaction" or "Supervisory/Subordinate Relations." The questions the designers felt pertinent to those dimensions were:

I. Job Satisfaction

- A. All in all, I am satisfied with my job.
- B. In general, I don't like my job. (Reversed Scoring)
- C. In general, I like working here.

II. Supervisor/Subordinate Relations

- A. The supervisor keeps informed about the way subordinates think and feel about things.
- B. The supervisors helps subordinates develop their skills.
- C. The supervisor has the respect of subordinates.
- D. The supervisor deals with subordinates well.

Again, these questions appear in the questionnaire and relate to specific dimensions of "Job Satisfaction" and "Supervisor/Subordinate Relations." Furthermore, there are 15 distinct dependent variables being evaluated in this study. A brief definition and the theoretical significance of each is provided by Cammann, et al. (1983; pp.81-111; p.424).

- I. Job Satisfaction. Provides an indication of the organization members overall affective responses to their jobs.
- II. Extrinsic Reward Satisfaction. The degree of satisfaction with the amount of rewards provided.
- III. Influence Satisfaction. The influence rewards have been shown to pertain to satisfaction, motivation, and performance in the literature on control and participation.
- IV. Intrinsic Reward Satisfaction. The rewards that are self-administered (internally mediated) in order for the individual to reward himself/herself.
- V. Participation. The extent to which the supervisor encourages subordinates to participate in decisions.

- VI. Decision Decentralization. The extent to which the supervisor makes important decisions without involving subordinates.
- VII. Subordinate Relations. The extent to which the supervisor maintains good communication and helpful, equitable relations with subordinates.
- VIII. Committee Domination. The extent the working committee (LJSC) is dominated by management.
- IX. Committee Effectiveness. Three factors, working processes, influence in the organization, and personal contact with employees are designed to evaluate working committee (LJSC) effectiveness.
- X. Role Problems. Respondents reaction to staff role (LJSC) in the organizational change process.
- XI. Fairness. Measures the fairness of the program (directed by the LJSC).
- XII. Desirability. Measures overall reaction to the program (directed by the LJSC).
- XIII. Program Overload. Measures the overload caused by the process (directed by the LJSC).
- XIV. Overall Impact. Measures the impact of the process (directed by the LJSC) on such factors as trust and communication in the organization.
- XV. Clarity of the Process. Measures respondent's understanding of the change introduced by the process (directed by the LJSC).

The dimensions for each dependent variable are also provided by Cammann, et al. (1983; pp.84-108; 424). They are listed below:

I. Job Satisfaction

- A. All in all, I am satisfied with my job.

B. In general, I don't like my job. (reversed scoring)

C. In general, I like working here.

II. Extrinsic Reward Satisfaction

A. How satisfied are you with the amount of pay you get?

B. How satisfied are you with the fringe benefits you receive?

C. How satisfied are you with the amount of job security you have?

III. Influence Satisfaction

A. How satisfied are you with the chances you have to take part in making decisions?

B. How satisfied are you with the amount of freedom you have on your job?

IV. Intrinsic Reward Satisfaction

A. How satisfied are you with the chances you have to accomplish something worthwhile?

B. How satisfied are you with the chance you have to do something that makes you feel good about yourself as a person?

V. Participation

A. My supervisor encourages subordinates to participate in making important decisions.

B. My supervisor encourages people to speak up when they disagree with a decision.

VI. Decision Deentralization

A. My supervisor makes most decisions without asking subordinates their opinion.

B. My supervisor makes important decisions without involving subordinates.

VII. Subordinate Relations

- A. My supervisor keeps informed about the way subordinates think and feel about things.
- B. My supervisor helps subordinates develop their skills.
- C. My supervisor has the respect of subordinates.
- D. My supervisor deals with subordinates well.
- E. My supervisor is always fair with subordinates.

VIII. Committee Domination

- A. The LJSC is dominated by management.
- B. The EI program has strengthened the authority of supervision.

IX. Committee Effectiveness

- A. I have a decision in the decisions the LJSC makes.
- B. The LJSC listens to the employee's point of view.
- C. The LJSC helps solve both management and labor problems.
- D. The LJSC helps core groups with problems.

X. Role Relations

- A. The LJSC is not needed at all.
- B. The LJSC pushes too hard for changes around him.

XI. Fairness

- A. The LJSC represents my interests.

- B. The LJSC has been beneficial to only a few employees.

XII. Desirability

- A. The LJSC is needed here.
- B. The LJSC is doing a good job.

XIII. Program Overload

- A. There are too many changes going on around here.
- B. I like things the way they used to be.

XIV. Program Impact

- A. The EI/QWL program has increased the amount of trust between employees and the company.
- B. The EI/QWL process has increased decision making by lower level employees at USPS.
- C. The EI/QWL process has made a lot of changes.

XV. Program Clarity

- A. I can't tell who is responsible for the changes around here.
- B. I don't know what changes the EI/QWL process has made in the Roanoke MSC.

The completed questionnaire was coded and analyzed using the Interactive Statistical Program. Appropriate tests of significance and measures of association were utilized.

Administration of Questionnaire

The initial stages of administering the questionnaire

were discussed previously in the Study Background section. Briefly, to summarize, I made a presentation to the ET workteam, they made a presentation to the entire station workforce and solicited participation, and they (EI team) collected names of those employees who agreed to participate in the study.

As mentioned earlier, the Union Steward became my "contact" person in many stations. Most carrier force groups decided that they preferred the steward to distribute and receive the questionnaire in return. This became the accepted procedure for distribution and return of the questionnaire for the study.

TABLE 5-1

Postal Stations Participating In The Study

Station	City
Main Office (MO)	Blacksburg, Virginia
Bedford	Bedford, Virginia
Main Office (MO)	Danville, Virginia
Schoolfield Station	Danville, Virginia
Fort Hill	Lynchburg, Virginia
Rivermont	Lynchburg, Virginia
Salem	Salem, Virginia
Radford	Radford, Virginia
Cave Spring	Roanoke, Virginia
Grandin Road	Roanoke, Virginia
Hollins	Roanoke, Virginia
Main Office (MO)	Roanoke, Virginia
Melrose	Roanoke, Virginia
Poff Building	Roanoke, Virginia

The steward would be contacted seven days after his meeting with the carrier group. He would then supply me with the names of the employees who had volunteered to be part of the study. I then mailed or carried the requested number of questionnaires to the station.

On my master list, a number was assigned to each name. Each questionnaire was delivered in an unsealed manilla envelope. A removable adhesive numbered label was placed on each envelope.

A corresponding list of numbered names was given to the union steward. This was the only "follow-up or control" mechanism that was utilized in administering the questionnaire. If, within 10 days of receiving the questionnaire, a carrier had not returned it to the steward, he/she was reminded that the questionnaire was still outstanding. No further follow-ups were made. Because of the length of the questionnaire, 13 pages and a minimum of 129 questions, participants were asked to complete the questionnaire at home and return to the steward within 10 days.

TABLE 5-2

Postal Employees Taking EI Questionnaire

Station	Total Carriers	Participation	
		Number	Percentage
MO - Blacksburg	30	27	82%
Bedford	8	5	63%
MO - Danville	40	24	60%
Schoolfield Station	18	17	94%
Fort Hill	20	18	90%
Rivermont	25	16	64%
Salem	24	17	71%
Radford	12	11	92%
Cave Spring	46	23	50%
Grandin Road	20	15	75%
Hollins	12	7	58%
MO - Roanoke	40	11	28%
Melrose	22	18	82%
Poff Building	18	2	10%
Totals	335	211	65%

Carriers were asked to removed the numbered label before returning the questionnaire. This assured confidentiality. A copy of the questionnaire and letter of instructions appears in Appendixes I and J.

I collected the questionnaire either from the union steward or via mail.⁷ If the respondents decided to mail the questionnaire to my home, the union representative was immediately sent the cost of postage to reimburse those particular respondents.

Questionnaires were mailed to all participating managerial personnel. All questionnaires from this group were mailed back to my home. Managers who returned the questionnaire via regular mail were reimbursed for their postage costs. Since no identifying marks were on the questionnaires, I sent the money to the ranking officer in the particular city based on the postmark.

I had met the majority of the trained managers during my visits to the EI workteam meetings and solicited their participation. I had not, however, met any of the untrained managers and was in a dilemma as to how to

⁷At the time of the study, neither the EI team at the Main Office - Roanoke nor Poff Building was actively involved in the process. This may explain their lower levels of participation in the study.

TABLE 5-3

Questionnaires Returned

Station	Carriers Participating	Questionnaires Returned	Percentage Returned
MO - Blacksburg	27	25	93%
Bedford	5	4	80%
MO - Danville	24	24	100%
Schoolfield	17	16	82%
Fort Hill	18	18	100%
Rivermont	16	13	82%
Salem	17	14	84%
Radford	11	8	73%
Cave Spring	23	22	97%
Grandin Road	15	10	67%
Hollins	7	6	86%
MO - Roanoke	11	11	100%
Melrose	18	17	94%
Poff Building	2	2	100%
Totals	211	190	90% ✓

contact them about becoming part of a study most had never heard of.

As mentioned previously, MSC Director Martin solved this problem for me by sending a letter to all non-trained managers giving an overview of the study and asking for participation. As a result, this group's participation and response was extremely high.

Administering the Interview

The semi-structured interview was utilized as another source of data collection. These interviews typically derive from a conceptual model of organizational functioning: the model guides the types of questions which are asked (Huse and Cummings, 1985). As in recent QWL studies, the interview material will provide qualitative data complementary to the survey data (Mohrman and Ledford, 1984). The semi-structured approach appears to be appropriate when time is a constraint (Yin, 1984).

In an attempt to "capture the realities of the workplace," however, the semi-structured interview in this dissertation was augmented by the use of Gestalt interviewing approaches.

Gestalt management theory, often called Authentic Management, is an approach to working with people in

organizations that encourages a clear focus on present and specific situations (Herman and Korenich, 1985). "Gestalt allows the organizational member to lay aside the distorting perceptual filters of artificial models, theories, and stereotypes and to come in more direct, vital contact with: what is actually going on now, what needs to be done and how to do it." (Herman and Korenich, 1985; 4).

Specific questions concerning various aspects of the QWL interventions were asked each interviewee. From these responses the interviewer acted as a facilitator in stimulating dialogue with the respondent to get a deeper and more meaningful understanding of the response. This process helped capture the subjective reality of QWL and the organization from the perspective of the letter carrier and manager. Consequently, this gave insight into the "why" aspect of the research.

Gestalt techniques utilized in the study included concreteness, clarity, and checking. Herman and Korenich (1985; pp. 202-209) define these terms in the following manner:

(1) Concreteness helps move the interviewee toward specificity through the use of specific question words who, what, where, when and how; (2) clarity is a technique that allows the interviewer to stop the dialogue, express uncertainty over what is being

said, and provides the respondent with an opportunity to go to a more honest level of communication; (3) checking involves stopping the action temporarily at various points in the process in order to take a reading with the interviewee about: where you both are, how you both are doing with respect to the joint effort, and finally an assessment concerning what needs to be done next.

One set of interviews were conducted with both trained/non-trained letter carriers and managers to better understand their "workplace realities" of EI. A second set of interviews were conducted with managerial personnel in an attempt to develop the "story line" and get their particular insight of EI in the Roanoke MSC.

Documentary evidence provided the third source of my data collection. This unobstrusive data can be collected from any of the following sources outlined by Yin (79):

- (A) letters, memoranda, and other communiques;
- (B) agendas, announcements and minutes of meetings, and other written reports of events; and
- (C) administrative documents/proposals, progress reports and other internal documents.

For case studies, the most important use of documents is to collaborate and augment evidence from other sources (Yin, p.80). This is also a truism in QWL assessment (Mohrman and Lawler, 1984). In this research, the use of qualitative data provides a "window of opportunity" to help

explain the results of the survey data.

Within the Roanoke MSC, approval had been granted by the National NALC/USPS Joint Steering Committee for interviews to be conducted from 8 to 9 a.m. during regular working hours. The maximum time allocated for these interviews was one hour. Local postal officials added the additional stipulation that interviews not be conducted during busy periods when mail volume was high. These periods included the first, middle, and last of the month and weeks shortened by holidays.

From the list of carriers who agreed to participate in the study, a random sample was selected to be interviewed. These people were contacted and asked to participate in the interview. Some refused, preferring instead to take the questionnaire. A total of ten agreed and the interviews were conducted during the months of June and July.

As mentioned previously in this chapter, managers from different organizational levels were selected to be interviewed. This selection process was also totally random. These interviews lasted from an hour to three hours. Eight managerial personnel were interviewed during this stage of the study.

Documentary Evidence

An unexpected source of valuable data came from the "comments sections" of the questionnaire. A number of EI trained and non-trained carriers and managers made written comments which provided penetrating insight into how these employees viewed the process in the Roanoke MSC.

Statistical Methodology

The 190 completed questionnaires were coded and then analyzed using the Interactive Statistical Program (ISP). Scores of questions from each core dimension were computed, run, and results visually inspected by the researcher. ISP calculated them following statistical procedures found in this study: chi-square, ANOVA, mean, standard deviation, and range. Other statistical tests utilized in this study included the coefficient of correlation, multiple regression analysis, and discriminant analysis. These results are reported in Chapter 8.

Quality-of-working-life was the umbrella dependent variable of the study. Previously, 15 dimensions of quality-of-working-life were discussed. These dimensions constitute the individual dependent variables listed earlier in the Hypotheses section of this study. These variables are: (1) Job Satisfaction; (2) Extrinsic Reward Satisfaction; (4) Intrinsic Reward Satisfaction; (5)

Participation; (6) Decision Decentralization; (7) Subordinate Relations; (8) LJSC Domination; (9) LJSC Effectiveness; (10) LJSC Role Problems; (11) Process Fairness; (12) Process Desirability; (13) Process Overload; (14) Process Impact; and (15) Process Clarity.

Data Analysis

Ary, Jacobs, Razavieh (1979;91) give the following definitions for the two types of statistics, descriptive and inferential, that are used in the study:

- (1) descriptive statistics - enable us to describe and summarize our observations;
- (2) inferential statistics - help us determine how reliable we can infer that those phenomena observed in a limited group, a sample, will also occur in the unobserved larger population of concern, from which the sample was drawn - in other words, how well we can employ inductive reasoning to infer that what we observe in the part will be observed in the whole.

Observing the mean, variable, and standard deviation are all descriptive statistical techniques used in this research. The primary statistical tests used to analyze the survey data were, however, both of the inferential variety.

The non-parametric chi-square test of significance was initially employed to determine if the two groups were equal based on demographic characteristics. Since the groups were not randomly selected, preliminary considerations of

statistical analysis required they be evaluated before utilizing standard procedure for hypotheses testing.

Analysis of Variance (ANOVA or F-test) was used to test the various hypotheses. This procedure is appropriate when finding the variance of observed differences among groups (Ary, Jacobs, Razavich, 1979). Additionally, Hinkle, Wiersma, Jurs (1982; 252) state that ANOVA "is one of the most widely used statistical procedures in behavioral science research."

This dissertation is attempting to find significant differences between trained and untrained USPS personnel on fifteen QWL variables. Consequently, to test the major hypothesis of the study (i.e., that trained USPS personnel have higher levels of quality-of-working-life than untrained personnel) an F-test was performed on each of the dependent variables.

Additionally, directional alternative hypotheses were used in this study. These hypotheses state that "Trained USPS personnel will have higher levels of quality-of-working-life than untrained personnel." Statistically, the null and directional alternative hypotheses are written in the following manner:

$$H_0: U_1 \leq U_2$$

$$H_a: U_1 \geq U_2$$

The directional alternative hypothesis is also a more robust test than the nondirectional hypothesis. Hinkle, et al. (1982; 180) write:

"Testing the null hypothesis against a directional (as opposed to a nondirectional) alternative in the more powerful test, because the null hypothesis is rejected more readily when the difference between the hypothesized value of the parameter and the sample value is in the appropriate direction."

Other statistical tests were also used to evaluate the data collected in this research. The Pearson Product-Moment Correlation Coefficient is an analytic tool used to measure the extent or strength to which two variables are related. The Pearson R "is the most commonly used correlation coefficient in the behavioral sciences and can be used when the variables being measured can be measured on either the interval or ratio scale" (Hinkle, et al. 1982; 108). Pearson R was used in this study to evaluate the strength of relationships of the variables used in the study.

Multiple regression analysis was also used in this research. This statistical method is used when "researchers are interested in successful prediction to a criterion, say grade point average or skill performance" (Kurlinger and Elazar, 1973; 5). Thus, in this study multiple regression is used to determine which of the 15 dependent variables is the best predictor of group membership.

The final statistical tool used in evaluating the collected data was discriminant analysis. This technique attempts to predict group membership based on the scores of the most potent variables.

In this particular study, I am attempting to determine if the variance of group means is statistically significant between trained and untrained USPS personnel. F-tests were performed for each of the 15 dependent variables listed earlier in this section.

Qualitative Analysis

The merging of qualitative and quantitative research methods is called triangulation. Triangulation is defined as "the combination of methodologies in the study of the same phenomenon" (Jick, 1979; 602). This approach can "capture a more complete, holistic, and contextual portrayal of the units under study" and "shed light on quantitative data" (Jick, 1979; pp.603-604).

A pattern-matching technique was utilized to analyze the qualitative data that was collected from both the semi-structured interviews and comments section of the questionnaire. Yin (p.103) writes the following concerning pattern-matching analysis:

"For case-study analysis, one of the most desirable strategies is the use of a pattern-matching logic. Such a logic compares an empirically based pattern

with a predicted one (or with several alternative predictions)."

Miles and Huberman (1984; 216) writing about pattern matching state:

"When one is working with text or less well-organized displays, one will often note recurring patterns, themes, or 'Gestalts,' which pull together a lot of separate pieces of data. Something 'jumps out' at you, suddenly makes sense. ... Such patterns can often be found under the heading of repeated themes, causes/explanations, interpersonal relationships, and theoretical constructs."

Pattern-matching, relying on theoretical propositions, will be used to guide the case study analysis. Yin (pp.100-101) writes that this approach helps "...define alternative explanations to be examined. Theoretical propositions about casual relations - answers to 'how' and 'why' questions - can be very useful in guiding case study analysis in this manner."

Two types of matrices will be utilized to display the data from this portion of the research. Since the semi-structured interviews were guided by a series of questions, a checklist matrix was used to categorize responses.

A "behavior and attitude" matrix was used to analyze the data from the comments section of the questionnaire. This type of matrix is characterized by "short quotes and summarizing remarks" and "allows the analyst to eyeball the

table to see where common threads and patterns are" (Miles and Huberman, 1984; 80).

Summary

The Michigan Organization Assessment Questionnaire (MOAQ) is a widely used, statistically validated, and constantly enhanced tool used to measure organizational changes in attitudes and behaviors as a result of QWL interventions. Fifteen commonly accepted measures of quality-of-working-life were identified and measured.

Employee Involvement (EI) training was determined to be the independent variable of the study and the F-test was used to measure the variance of means between the two groups.

Qualitative approaches, including semi-structured interviews and documentary information, also played an important aspect in the research methodology. This data will serve to compliment and provide a more holistic view of the survey data collected.

Chapter VI provides data analysis for the letter carriers. The chapter begins with a brief discussion of data interpretation, followed by the F-test results, and concluding with a discussion of the findings.

Chapter VI

FINDINGS CONCERNING HYPOTHESES FOR LETTER CARRIERS

Introduction

To gather data for this study, 211 survey questionnaires were distributed to letter carriers throughout the Roanoke MSC. Completed questionnaires from the letter carrier group totaled 190 for a response rate of 90%. The high percentage of responses from the letter carriers was expected. Letter carriers saw the questionnaire as a legitimate and confidential means to express their feelings about the EI/QWL process in the Roanoke MSC. Many stations requested that statistical analysis be done for their individual stations allowing comparisons to the MSC as a whole. Finally, local union officials sincerely endorsed NALC members to participate.

This chapter focuses on letter carriers and presents the statistical analyses, findings, and discussions of the 15 hypotheses being totaled in this study. The chapter also presents the results of a chi-square test of significance which was designed to determine if the two groups (trained and untrained) are comparable based on the selected demographic characteristics chosen for the study. The chapter concludes with the findings and discussion of the

one-way analysis of variance (ANOVA) procedure that was executed on each of the hypotheses.

The analysis begins with a brief discussion of two distinct topics that have played a prominent role in the interpretation of the statistical data collected in this investigation. These two topics concern statistical significance versus practical importance and the role of quantitative data in EI/QWL research.

Statistical Significance vs. Practical Importance

Hinkle, Weirsma, and Jurs (1982:190) caution researchers against depending primarily on statistical analysis to interpret collected data. They write the following concerning this issue:

"Finally it is important to note that the matter of statistical significance versus practical importance is not settled by statistical tests. . . . These kinds of questions are not fully answered by inferential statistics. They can be answered only on the basis of a thorough knowledge and understanding of the research area and the variables under consideration. Inferential statistics are only tools for analyzing data. They are not substitutes for knowledgeable interpretation of that data."

Interpretation of collected statistical data should thus be based on a theoretical framework of the research area, knowledge of the results of previous studies and an understanding of the variables used in the study.

Quantitative Data and EI/QWL Research

The case study approach, whether utilizing single or multiple cases has provided the dominant strategy in EI/QWL research (e.g., Guest, 1979, Lawler and Ledford, 1982; Hocevar and Mohrman, 1984; Ledford and Mohrman, 1988). Qualitative data, usually in the form of semi-structured interviews, is used to complement the quantitative data collected and help provide a unique understanding of the case under review.

In fact, many cases of "triagulation" use the quantitative results to supplement the qualitative data (Jick, 1979). Mirvis (1983; 431), a prominent QWL researcher, writes that:

"Although such quantitative data obtained from the questionnaire were useful in understanding the dynamics of the adoption or nonadoption of the innovation in this case, their main utility in analysis and interpretation comes from their capacity to confirm or disconfirm ideas that were tentatively raised by collateral assessment information."

The collection of qualitative information is encouraged in doing this type of research. Professor Edward Lawler III, possibly the foremost researcher and writer in this area, has written the following concerning the combined use of objective, subjective and phenomenological data:

"In some diagnostic and change planning tasks, it becomes important to be able to estimate whether a problem arises from objective factors or from phenomenological factors, and thus, what sort of change activity might best suit the case. Given the interests of different constituencies with a stake in the organization and given the interests of different researchers with dissimilar theoretical or professional interests, the diversity of types of information collected is not only justified but it is required" (Lawler, et al. (1983; pp. 536-537).

The qualitative data collected in this research came essentially from semi-structured interviews and documentary evidence found in the comments section of returned questionnaires. Interestingly, however, unexpected phenomenological data would provide crucial insight into the behavior of various organizational actors. Overall, this data produced just what is was advertised to do - a unique perspective of the work-floor realities in the Roanoke MSC.

This study has essentially followed the evolving pattern of QWL-related research: (1) a broad scope of

measures, many with established statistical and conceptual properties; (2) linked data pertaining to individuals, groups, and organizational systems; (3) multiple methods of measurement; and representation of both objective and phenomenological characteristics (Lawler, et al., 1983; 543). This mixed methodological approach has proven to be very effective for "hypotheses testing or theory spinning" in the very difficult process of assessing organizational change.

Demographic Hypotheses

It is proposed in the present study that there is no significant difference between the groups of employees receiving QWL training and employees not receiving QWL training in terms of the following attributes/characteristics:

1. Race
2. Sex
3. Educational Attainment
4. Age

The following hypotheses will be used to determine if there are significant differences between the two groups. A chi-square test of significance, at the .05 confidence level, was used to test these hypotheses.

- I. **HO: There is no significant difference in the distribution by race for the employees receiving QWL training and employees not receiving QWL**

training.

- II. Ho: There is no significant difference in the distribution by sex for the employees receiving QWL training and employees not receiving QWL training.
- III. Ho: There is no significant difference in the distribution by educational attainment for employees receiving QWL training and employees not receiving QWL training.
- IV. Ho: There is no significant difference in the distribution by age for employees receiving QWL training and employees not receiving QWL training.

Table 5-1 shows strong support for Hypothesis 1. The chi-square statistic (.001) did not exceed the critical value ($\chi^2_{cv} = 3.841$ at $\alpha = .05$). The null hypothesis was accepted. We can conclude that there is no difference in distribution by race between those employees receiving QWL training and those not receiving QWL training.

Table 5-2 reveals considerable support for Hypothesis 2. Again the chi-square statistic (1.99) did not exceed the critical value ($\chi^2_{cv} = 3.841$ at $\alpha = .05$) and the null hypothesis was accepted. We can then conclude that there is no difference in distribution by sex between groups who received QWL training and those not receiving QWL training.

Hypothesis 3 is supported by the chi-square tests results reported in Table 5-3. The chi-square test statistic (.002) does not exceed the critical value ($\chi^2_{cv} = 3.841$ at $\alpha = .05$). The null hypothesis was accepted. We can then conclude that there is no statistical difference in distribution between educational attainment of employees who have received QWL training and those employees who have not received QWL training.

Hypothesis 4 also receives substantial support from Table 5. The chi-square test statistic (.005) does not exceed the critical value ($\chi^2_{cv} = 3.841$ at $\alpha = .05$). The null hypothesis was again accepted. We can then conclude that there is no statistical difference in distribution between age ranges of employees who have received QWL training and those employees who have not received QWL training.

The preliminary considerations of the study, whether the trained and untrained groups are equal in terms of various demographic characteristics, have been evaluated. The chi-square test results strongly support the contention that there is no significant difference between either group for the five demographic characteristics measured.

TABLE 6-1

Chi-Square Test of Significance

Category	QWL Training		No QWL Training		Total
	N	%	N	%	
Black	24	17	6	12	30
White	114	83	46	88	160
Totals	138	100	52	100	190

$\chi^2 (1, N = 190) = .583 \quad p > .05 \quad p = 0.44528$

Fisher's Exact Probability 0.225

TABLE 6-2

Chi-Square Test of Significance

Category	QWL Training		No QWL Training		Total
	N	%	N	%	
Male	127	92	46	88	173
Female	11	8	6	12	17
Totals	138	100	52	100	190

$\chi^2 (1, N = 190) = .233 \quad p > .05 \quad p = .629$

Fisher's Exact Probability .305

TABLE 6-3

Chi-Square Test of Significance

Category	QWL Training		No QWL Training		Total
	N	%	N	%	
Above 12th Grade	93	67	45	75	138
12th Grade and Below	39	33	13	25	52
Totals	132	100	58	100	190

$\chi^2 (1, N = 190) = .703 \quad p > .05 \quad p = .4016$

Fisher's Exact Probability 0.20180

TABLE 6-4

Chi-Square Test of Significance

Category	QWL Training		No QWL Training		Total
	N	%	N	%	
Above 43 Years	50	37	18	35	68
43 and Below	86	63	34	65	120
Totals	136	100	52	100	188*

* Two respondents did not check the block in this category.

$\chi^2 (1, N = 190) = .011$ $p > .05$ $p = .9166$

Fisher's Exact Probability 0.46114

Data Analysis: Findings and Interpretation

In Chapter I, the major hypotheses were presented and in Chapter IV they were more fully discussed. In this chapter, one further aspect of the hypotheses will be offered as additional clarification of their use in the study. This section will also present the test results for each hypothesis.

Variable Categorization

Several classes of variables, coming under a major QWL variable, are being evaluated in the study. First, attitudes concerning Employee Satisfaction are assessed for each participant using the first four dependent variables (i.e., Job Satisfaction, Extrinsic Reward Satisfaction, Influence Satisfaction, and Intrinsic Reward Satisfaction).

Secondly, attitudes and behaviors associated with Supervision/Subordinate Relations were measured. These three variables included Subordinate Participation in Decision-Making, Decision Decentralization, and Subordinate Relations. Lastly, eight dependent variables (viz., Domination, Effectiveness, Role Problems, Fairness, Desirability, Overload, Impact, and Clarity) were assessed in an attempt to understand the perception employees have of the Local Joint Steering Committee (LJSC).

Testing on the fifteen hypotheses was performed by the

F-test (ANOVA) and measured the variance of the means between the trained and untrained groups. In this particular study, training is the independent variable. The F-test measured the hypotheses for both the trained letter carriers/managers and the untrained letter carriers/managers.

Employee Satisfaction

The F-test was used to measure the variance of group means for the satisfaction variables. These results appear in Table 6-5. Descriptive statistics are found in Table 6-6 and include the means, standard deviation and ranges for each of the variables. Interpretation of those results are presented following presentation of the statistical data.

These hypotheses attempt to assess the attitudinal outcomes of USPS personnel working in a company-sponsored QWL environment. The employee satisfaction variables were presented earlier in this chapter.

Hypothesis 1: Employees who have been trained in the QWL/EI process will have higher levels of job satisfaction than employees who are untrained.

This hypothesis is not supported by the F-test results reported in Table 6-5. However, the mean differences of trained (16.6) and untrained (17.9) groups are dramatic-exceeding one point on a seven point scale. This does

indicate practical, as well as statistical, differences between the groups.

The descriptive statistics reported in Table 6-6 also indicate a marked difference between the two groups' standard deviation scores. The standard deviation score of 4.28 for the trained group shows significantly more variation than the 2.81 score of the untrained group. This variation suggests a more heterogeneous feeling among trained participants about the job satisfaction variable.

The interview results with trained letter carriers support the mixed feeling concerning job satisfaction found in the survey data. During the interviews, they were asked if participation had increased their level of job satisfaction. Slightly over half answered in the affirmative. These carriers felt that participation allowed them to offer ideas and suggestions that would ultimately increase organizational effectiveness and their overall level of satisfaction. These findings also seem to imply that mere participation in the EI/QWL process has been effective in facilitating the shift to a participative culture.

Conversely, many other interviewees felt they did not receive any satisfaction from simply participating in the process. A common complaint from these employees was that

TABLE 6-5

ANOVA Results: Letter Carrier Group
Employee Satisfaction Category

Group Means by Training Status

Variable	Trained (N=138)	Untrained (N=52)	F-Ratio
1. Job Satisfaction	16.60	17.86	3.89
2. Extrinsic Reward Satisfaction	16.73	16.69	.0071
3. Influence Satisfaction	7.77	8.67	2.78
4. Intrinsic Reward Satisfaction	9.51	10.11	1.38

1. All variables measured on a seven-point scale
2. Significance Level: *.05

TABLE 6-6

**Descriptive Statistics for
Employee Satisfaction Category**

Variable	\bar{X}	Trained S.D.	Range	\bar{X}	Untrained S.D.	Range
Job Satisfaction	16.60	4.28	18.0	17.86	2.81	17.0
Extrinsic Reward Satisfaction	16.73	2.92	13.0	16.70	2.78	11.0
Influence Satisfaction	7.77	3.50	12.0	8.67	2.71	10.0
Intrinsic Reward Satisfaction	9.51	3.18	12.0	10.11	3.05	12.0

they would like to see more results from their involvement. They complained of only seeing "cosmetic changes" during their tenure on the EI team. Please see Appendix K for the interview comments of trained letter carriers.

Upper level USPS management is aware that substantive results must be forthcoming from the process to impact and sustain high levels of job satisfaction. Mr. Elmer Weems, a ranking postal official and member of the National Joint Steering Committee, deplored the fact that many EI teams continued to dwell on superficial issues during a July 1988 interview. He felt that all levels of satisfaction would increase only when employee decision-making begins to focus on concerns that directly impact the worker's daily activities.

Although only one interview respondent mentioned it specifically, this researcher frequently heard carriers bemoan the fact that "their ideas were not utilized." This appeared to cause a great deal of disillusionment with the process. It also would support Mohrman's (1983; 4) contention that "implementation of ideas" are crucial for job satisfaction.

The documentary evidence further underscores the fact that letter carriers feel their ideas are not being seriously considered by management. One trained carrier,

for example, wrote that "what management wants goes no matter what your input or desire is" (Appendix L). In a similar vein, an untrained participant stated that "All we hear about the LJSC is the suggestion was shot down by management" (Appendix M).

The belief that meaningful carrier ideas and suggestions are resisted by management is widespread throughout the MSC. This perception does not bode well for the change process and can lead to the atrophying of the EI process.

Hypothesis 2: Employees who have been trained and participated in the QWL/EI process will have higher levels of extrinsic reward satisfaction than employees who are untrained.

The F-test results reported in Table 6-5 do not support Hypothesis 2. The mean scores of the two groups are so similar as to question practical differences. Table 6-6 does not reveal any major differences between the two groups.

Extrinsic Reward Satisfaction is a facet of overall Job Satisfaction. Extrinsic rewards are organizationally controlled rewards such as pay, promotion, status, and security rewards that are often referred to as satisfying mainly lower-level needs (Lawler, 1973; 105).

Interviewees were asked questions about communication since the inception of QWL/EI. In addition to giving employees a voice in the decision-making process, the QWL paradigm advocates an open communication system that provides workers knowledge of how to attain valued organizational rewards.

The vast majority of those interviewed felt that a very closed information system operated in the Roanoke MSC (See Appendix K). Typical responses to the question concerning "communication" ranged from "no prompt feedback or adequate explanation" to "poor feedback, get yes and no answers."

Unsolicited comments of trained carriers appear in Appendix L. Most of these respondents also had very negative comments about the existing communication system. Several of these carriers found the information system to be very harsh and punitive. Characteristic of these comments was a carrier who wrote:

"(Named manager) is anti-communication, and is not prone to feedback except when it is negative. All feedback is given in the form of intimidation and harassment and is not specific. Any criticism is seen as anti-loyal."

This data bolsters the quantitative findings for the extrinsic reward variable and projects a continued decline in the level of this satisfaction variable. Importantly, the findings strongly suggest that the autocratic management

style is still deeply entrenched and appears not to be moving toward a genuine form of worker democracy.

Moreover, the information system is not being used to communicate important organizational knowledge to employees on how to attain organizational rewards. Possibly, the information system has not been redesigned to be congruent with an emerging participative culture and thus, "remains more attuned to traditional management practices." This would confirm prior research findings that all organizational subsystems must be changed to support an effective QWL endeavor (S. Mohrman, Ledford, and A. Mohrman, 1985).

Tying performance, via an open information system, may greatly enhance an existing USPS pay system, the bonus reward. During this investigation, I did learn of one local Postmaster who was liberally using the bonus system to reward performance. Word of this spread throughout the MSC and other carriers wondered why the bonus was not being utilized at their stations. One carrier who worked under the supervision of this Postmaster wrote the following in the comments section of his questionnaire:

"There have been improvements in the (named city) in the past 18 months because of excellent management. These improvements can not be credited to EI/QWL."

Two caveats are worth mentioning. While most carriers under this Postmaster's jurisdiction were aware that the bonus system was being actively utilized, it was not universally understood what increased level of job performance would be required to earn it. The actual rewarding of the bonus appeared to be a random and ambiguous process. Secondly, because of the limited exposure to various QWL applications, most employees see a dicotomy between the bonus reward system and QWL activities. Yet, the bonus reward system has been used successfully in other QWL projects to enhance extrinsic reward satisfaction (see e.g. Lawler and Ledford, 1982).

Extrinsic Rewards may also help mediate feelings of inequity among employees during the idea generating stage. Adams (1965) defined inequity by stating:

"Inequity exists for a person whenever he perceives that the ratio of his outcomes to inputs and the ratio of Other's outcomes to Other's inputs are unequal."

In other words, workers may begin to feel a concern for equity and withhold worthy ideas/suggestions because they receive no direct rewards for their participation. One carrier personally told me he had "ways to save the Postal Service millions but why should I tell them." Obviously, no link had been established between his valued input and

organizational recompense.

Intraorganizational communication also apparently are poor. In a question to interviewees concerning flextime, most respondents liked the idea but did not know if the mail processing unit had the capacity to get the mail to the carriers earlier. Additionally, a manager commented that an attempt to get letter carrier and mail processing supervisors to sit down and begin a dialogue had failed. Promotions seem to be a very sticky point in the Roanoke MSC. Appendix L reveals comments that reveal what appears to be a very common feeling in the MSC -that one has to "brown nose" to get a promotion. One respondent indicated that his station had difficulty finding carriers who would even become part-time supervisors.

The talk of privatization of the mail has put the issue of job security foremost in the minds of most postal employees. To write that privatization threatens organizational survivability is not an overstatement. Many letter carriers see EI/QWL increasing organizational performance but feel that managers are blocking the process for self-serving reasons.

Hypothesis 3: Employees who have been trained and participated in the QWL/EI process will have higher levels of influence satisfaction than employees who have not had this training.

The F-ratio reported in Table 6-5 do not support Hypothesis 3. Table 6-6 reporting descriptive statistics does not reveal any significant differences between the two groups.

Influence satisfaction is derived from decision-making that directly influences work-related activities. Appendix K presents responses of trained carriers to the question of whether "they would like to participate in more evolved QWL applications." Specifically mentioned were flex-time, self-managing work-teams, and MBO. Any of these applications would empower the employee to directly influence his work day.

The majority of these informants felt that they and their peers were ready for these type interventions. Many reasoned that carriers were mature enough for more personal responsibility within the organizational scheme. One carrier stated that while he personally would like to participate in these type QWL activities, it would be better to offer these processes only to employees who had track records of responsible behavior. Overall, the responses to

this question were extremely positive.

All of the carriers interviewed were veteran employees of the Postal Service. It could be assumed also that these employees were among the higher paid workers in their craft. In fact, Table 6-7 shows that 83 percent of the carriers involved in the study have incomes over \$25,000 and another 13 percent are in the \$20,000 to \$24,999 range.

Thus, the trained interviewees were older and (probably) higher-paid letter carriers. Additionally, they showed a strong desire for more influence in work related decision-making. These answers seem to support the results of a study by Lawler, Renwick, and Bullock (1981) that revealed that older, better educated, and higher paid workers wanted greater participation in work related decisions that directly influenced them. Unless these employees are allowed to have more influence on decisions that affect them, influence dissatisfaction will continue to increase.

Crucial to the QWL endeavor is participative decision-making. Moreover, this process must inherently include ideas that influence the employee's daily work activities. Absence of this decision-making ability causes worker democracy to lose its essence.

Hypothesis 4: Employees who have been trained and participated in the QWL/EI process will have higher levels of intrinsic reward satisfaction than employees who have not had this training.

Again, Table 6-5 presents the F-test results and does not support the hypothesis. Likewise, Table 6-6 presents no descriptive statistics that indicate significant differences between the two groups.

Intrinsic rewards are feelings of accomplishment a worker gets from his job and work environment. Lawler (1973; 105) writes that "... any of the rewards that satisfy self-actualization or higher-level growth needs are good examples of intrinsic rewards." Characteristically these rewarding jobs feature "high levels of skill variety, task identity, task significance, autonomy and feedback from the job (Mohrman, et al., 1985; 8).

The organizational structure and design holds the key to improved levels of intrinsic motivation. Historically, American organizations had embraced Frederick W. Taylor's theory of scientific management with its focus on job specialization and repetitiveness. The QWL paradigm, however, believes that highly specialized jobs result in employee boredom and job alienation.

Job redesign is an effort aimed at moving away from specialization and into more "enriched" organizational jobs. Failure to redesign jobs, according to this theory, will result in decreasing levels of intrinsic satisfaction.

This may help explain the lower level of intrinsic motivation for trained carriers reported in Table 6-5. The primary organizational redesign effort in the Roanoke MSC has been the formation of EI workteams and union/management committees. Often viewed as parallel organizational structures, these adaptive arrangements do help offset some bureaucratic dysfunctions in the short-term. However, these parallel structures do not begin to approach the total organizational redesign effort required to bring congruence with a participative climate.

As noted previously, some carriers interviewed felt a level of satisfaction from being involved in the process. Additionally, many of these carriers stated they would like to become involved in sophisticated QWL applications including flex-time, self-managing teams, and MBO. Introduction of these would also positively influence intrinsic satisfaction.

Incidentally, in a September 1988 interview with local EI Coordinators Debbie Crawford and Billy Booth, I was told

Table 6-7

Income Range for Letter Carriers

Salary	Number	Percentage
\$ 4,000 - 15,999	3	2%
\$16,000 - 19,999	4	2%
\$20,000 - 24,999	25	13%
\$25,000 or more	158	83%
Totals	190	100%

that the introduction of self-managing teams was a high priority item on their agenda. A follow-up interview in January 1989 revealed that while the self-management concept had been introduced, no stations had agreed to implement it. Though disappointed, both coordinators maintained that getting participation for this application was still top priority.

The Lawler definition of intrinsic reward satisfaction mentions "autonomy and feedback on the job." This definition gets to the core of the QWL belief system with its emphasis on the human dignity of the worker.

Yet, comments from the questionnaire indicate that many trained carriers do not feel their human dignity is respected. The comments of one carrier, found in Appendix L, may be representative of a general mood:

"I think there is room for improvement in the area of management treating people on an individual basis and stop singling people out for their harassment."

Some interviewees also spoke of harassment, under the guise of close supervision, from managers. These carriers spoke of being intensely watched during their work day by managers "attempting to catch them doing something wrong" and being berated when they could not be found in error. One station manager, commonly known for this type of

behavior, is sarcastically called "Li'l Hitler" by the carriers. These comments indicate that many letter carriers currently do not enjoy the job autonomy that is incumbent for intrinsic motivation.

Previously, it was mentioned that numerous letter carriers felt that poor communication existed between them and management. This is also a very bad omen for intrinsic satisfaction. The documentary evidence clearly points out that carriers perceive that only negative communication can be expected from management.

The following comments, found in Appendix M, essentially sums up carrier feelings concerning organizational communications:

"I don't feel communication is anywhere near adequate at my station. If you are an adequate worker you may receive some kind of incentive but no feedback. If you are not performing well, management waits until you screw up. If you are average you don't receive anything-feedback or otherwise."

and

"USPS epitomizes the archaic one way mode of communication - top down to peon."

Letter carriers view this type of communication from management as an affront to their human and personal dignity.

Appendix M provides additional documentary information of untrained letter carriers from the comments section of the questionnaire. These comments are consistent and support other evidence that most carriers perceive communications from management as being negative and chastising. Clearly, this communicative style is not congruent with the QWL paradigm and hampers the organizational change effort.

Summary

Neither of the four hypotheses pertaining to Employee Satisfaction were supported by the F-test results. Based on these findings, the QWL process cannot be said to have been effective in changing the letter carrier's overall organizational attitudes. Various explanations can be offered for these results.

For example, it is patently clear that other organizational systems haven't simultaneously transformed and are not congruent with participative decision-making. An open communication system, crucial in a participative climate, is non-existent. In fact, the communication system is universally viewed as being closed and oppressive. The reward system also is not compatible with participatory processes and nurtures equity concerns among involved employees.

Influence and intrinsic reward satisfaction are minimized by the processes' inability to move beyond the EI workteam as the primary QWL intervention. Nearly all carriers interviewed would like to see more involved QWL applications implemented. These applications would provide the "work-related influences" necessary to impact these categories of satisfaction.

The management group does not fare well in these reports. They bear the brunt of criticism from letter carriers for holding the process hostage to their whims. Yet, they appear to be a convenient, but possibly inappropriate, scapegoat for organizational dysfunctions well beyond their control. Because the overall system is not moving toward congruence with the QWL paradigm, managers find themselves "hierarchiacally mandating the process which reenacts the status quo and reinforce the traditional world view" (Mohrman and Cummings; 6).

The Roanoke MSC is not without it's QWL successes and all changes haven't been merely cosmetic. Letter carriers and managers are working together daily to help solve work-related problems. Organizational redesign, however, is a definite lag variable in the cultural change process. Until this problem is addressed, the QWL process will stagnate and levels of satisfaction will decline.

Supervisory/Subordinate Relations

The three supervisor/subordinate hypotheses were evaluated by the F-test to determine if there had been an improvement in the working relationship of these organizational actors. The results of this statistical analysis are in Table 6-8.

Descriptive statistics for these three measures are found in Table 6-9 and include the means, standard deviations and ranges. This information appears separately for the trained and untrained groups. An interpretation of the data follows presentation of the statistical data.

Hypothesis 5: Employees who have been trained and participated in the QWL/EI process will be more positive about management's acceptance of their participation than employees who are untrained.

The mean score for the trained letter carrier group (5.46) and the mean score for the untrained group (6.71) were compared for significant differences using an F-test. These results are reported in Table 6-8 and indicate that this hypothesis was not supported. Descriptive Statistics are shown in Table 6-9 and exhibit no dramatic differences in any of the categories.

Interview respondents were asked if carriers who were active in the EI would be viewed as troublemakers. This

question was asked in an attempt to gauge the participative climate in the Roanoke MSC. Nearly all thought they would be viewed unfavorably by organizational management (Appendix K). Most felt that management and labor were suspicious of the other's motives and no genuine trust has developed between the two groups.

Management resistance is also seen as a major barrier to employee participation. From the QWL perspective, participation is severely obstructed unless there is total management support. Moreover, this supportive managerial climate must reach to the higher levels of the hierarchy.

It is the general consensus of many carriers that only upper-level managers at USPS Headquarters are really committed to the EI process. These employees insist that the process exists at the local level only because it is a headquarters sponsored endeavor. One carrier wrote, "In Roanoke, EI is a joke. Management allows it because the boss says we will use it" (Appendix L). This attitude strongly suggests that carriers do not feel local management is sincere about the process.

The following comments, also found in Appendix L, reflect attitudes concerning participation and immediate supervision:

- (1) The EI team is controlled by (named manager). He reacts negatively to every suggestion;
- (2) (Named manager) stifles any participation; and
- (3) There are minimal numbers of 1st and 2nd level managers who offer any enthusiasm and that diminishes when it is learned that higher level supervisors are less interested.

Many interviewees and carriers who wrote documentary comments suggested that the lower level supervisor's resistance is a reflection of their organizational superior's behavior. This belief tends to support previous research that indicated unless institutional leaders strongly endorse the change process, subordinates do not have the incentive to allow substantive participation. Specific documentary comments were targeted at upper-level management concerning this lack of support:

- (1) Local management has the ability to overrule the process and fails to work within the guidelines set at the regional level; and
- (2) The EI process has been a failure because there is only lip service from (named upper level managers). They do not care about cooperation between labor and management.

Based on the perceptions of management contained in Appendices K, L, and M, it is safe to assume that letter carriers sincerely think management blocks their

participation in the EI process. In this context, the link that Miller (1986) established between participation and satisfaction may also help explain the low levels of satisfaction noted in this research.

Apparently, management recognition and encouragement enhances employee participation. This is probably even more true in a paternalistic organization like the USPS. Awareness of this symbiotic relationship by managers should help assuage feelings of participation and accomplishment by the craft.

Hypothesis 6: Employees who have been trained and participated in the QWL/EI process will be more positive about organizational decentralization than untrained employees.

Table 6-8 reveals the F-test results for this hypothesis and indicates it was not confirmed. Table 6-9 does not show any significant differences between the two groups based on descriptive statistics.

Dessler (1986; 169) defines decentralization as "delegating authority to subordinates for most decisions while maintaining control over essential companywide matters." The essence of decentralization in the QWL paradigm of more subordinate autonomy demands a

Table 6-8

**ANOVA Results: Letter Carrier Group
Employee Satisfaction Category**

Group Means by Training Status

Variable	Trained (N=138)	Untrained (N=52)	F-Ratio
1. Job Satisfaction	16.60	17.86	3.89
2. Extrinsic Reward Satisfaction	16.73	16.69	.0071
3. Influence Satisfaction	7.77	8.67	2.78
4. Intrinsic Reward Satisfaction	9.51	10.11	1.38

1. All variables measured on a seven-point scale
2. Significance Level: *.05

Table 6-9
Descriptive Statistics for
Employee Satisfaction Category

Variable	\bar{X}	Trained S.D.	Range	\bar{X}	Untrained S.D.	Range
Job Satisfaction	16.60	4.20	18.0	17.86	2.81	17.0
Extrinsic Reward Satisfaction	16.73	2.92	13.0	16.70	2.78	11.0
Intrinsic Reward Satisfaction	9.51	3.18	12.0	10.11	3.05	12.0
Influence Satisfaction	7.77	3.50	12.0	8.67	2.71	10.0

participative management style.

Appendix K reports interviewee responses to the question of whether most USPS managers were Theory X or Theory Y in their management style. Their near unanimous opinion was that a large number of managers still retained a Theory X orientation to managing people. The characteristics of a Theory X approach to management are obviously the antithesis to the QWL movement.

Nearly all of the interviewees contend that managers remain autocratic and control-oriented because they do not want to relinquish power and authority. Discounting selfish motives, managers may be reluctant to give more decision-making authority to employees because they are still accountable for department outcomes. This organizational reality is pointedly reflected in documentary comments made by several letter carriers (Appendixes L and M):

- (1) management feels threatened (loss of authority) by craft employees. The shift should be to uplift the person, not the figures because people increase production - not the pencil; and
- (2) management at our office doesn't care about you as a person. They only care about how they look on paper for their bosses.

These comments seem to collaborate similar remarks heard throughout the investigation. Carriers accuse

management of "creative" bookkeeping to produce figures that meet short-term organizational production goals at the expense of productivity accuracy and EI accomplishments. Conversely, USPS managers find themselves in the unenviable position of being organizational change agents while meeting ever increasing production standards.

One carrier suggested that EI be made part of a manager's performance evaluation (Appendix K). Unbeknownst to this particular carrier, the appraisal system in Roanoke has evaluated managerial involvement in the EI process since its inception. However, this evaluation system relies mainly on self-reports of involvement rather than measurable results from program outcomes. According to one manager, this appraisal process lacks any real incentive to motivate a manager to become a full partner in QWL.

The craft and management form a consensus in agreeing that a separate budget is needed for EI (see Appendix K). I personally witnessed various manager's concerns for the hours of loss productivity while EI meetings were being held. Since the meetings are mandatory, managers often attempt to "speed things up" in order to get the carriers back to their sorting routine. This type of behavior does not augment employee decision-making or indicate a real change in organizational culture.

Again, these concerns all point to the fact that few organizational subsystems are congruent with the participative process. For example, the QWL paradigm suggests peer appraisal in all evaluative processes. Mohrman, et al. (1985) write that:

"An emerging set of practices that is congruent with EI/QWL starts with the appraisee and includes others, including co-workers and managers, who have direct exposure to the appraisee's work. . .the assumption here is that each individual has a different view of the incumbent's performance and that each view is valid. The task then becomes one of finding an overarching view of performance that can incorporate all the individual appraisals" (p.26).

Likewise, the QWL paradigm would endorse suggestions such as a separate EI budget and unscheduled meetings for the workteams or the entire workforce. QWL represents an organizational cataclysm that demands all subsystems become aligned and attuned with the participative endeavor. Thus, decision decentralization does not appear to be a victim of futile attempts at participative decision-making but rather hostage to an incompatible organizational environment.

Hypothesis 7: Employees who have been trained and involved in the QWL/EI process will be more positive about supervisor/subordinate relations than employees who have not been trained.

The F-test results are reported in Table 6-8 and also

reveal that this hypothesis was rejected. Additionally, the differences between the trained group (16.9) and untrained group (19.32) exceeded nearly three points on a seven point scale. This indicates practical, as well as statistical, differences in the groups.

Table 6-9 shows that there was more variability in the standard deviation scores of the trained group (8.20) than the untrained group (6.37). As mentioned previously, a score of this nature would indicate very significant heterogeneous feelings about a particular variable. Consequently, it appears that trained carriers have really mixed feelings about the impact of QWL on relations with their supervisors.

This can partially be explained by the "great expectations" participants bring to the EI process. Often viewed as a "quick fix" and/or panacea for organizational ills, involved employees may often experience "letdown" when it becomes apparent changes do not occur quickly, causing frustration to set in and the process to wither. This perplexity notwithstanding, most carriers who had been involved with the process realized its potential. The comments of a trained carrier exemplify these "mixed feelings":

"The process has been slow, frustrating and most innovations are carrier originated; however, cracks have been made in the wall separating management and workers that would have never been possible without EI."

A general question asked of interviewees was whether EI had changed supervisor/subordinate relationships. The majority response to this question was negative. The comments of two carriers are probably indicative of a general mood:

1. Supervision still resorts to dirty tricks and harassment to control carriers; and
2. The main problem is management treating carriers like children.

These views were supported by documentary information provided by other carriers. Although most were optimistic about change, few could actually see where the process had facilitated any organizational cultural transformation.

Combining the research data and conclusions cited earlier in this section, it would be safe to propose that QWL has not positively influenced the traditional autocratic relationship between management and the craft. Again, the onus is focused on management's inability to develop QWL congruent behaviors. Some of the reasons given for this intransigence include: fear of losing power, managers feel

they are the decision-makers, and concern for the budget.

Informal conversations with the carrier force raises another possible reason for managerial resistance. These carriers contend that if EI is successful, the organization will not need as many supervisors. Thus, according to this logic, supervisors/managers intentionally sabotage the process to ensure their own organizational survival.

There may be some credence to this conjecture. Almost all facets of the QWL paradigm call for an extended span of control. For example, Peters (1987) advocates a one supervisor to 50 or 75 ratio. The QWL terminology-decentralization, self-managing teams, semi-autonomous work groups, organization restructure, etc. - all denote a lessening of the need for supervision. Peters (1987; 299) writes that:

"At Livonia, the second level of supervision, that of general foreman, was entirely eliminated; and the number of first-level supervisors (the foremen) was reduced by 40 percent."

Possibly this is a concern organizational policy-makers will need to address. If accurate, this phenomenological factor has played havoc with supervisor/subordinate relations in general and the QWL intervention in particular.

Summary

Again, none of the hypotheses tested for Supervisor/

Subordinate Relations were confirmed. Thus, the QWL process has not been effective in improving supervisor/subordinate relations. The reasons are varied for these findings.

To reiterate prior data interpretation from the Employee Satisfaction findings, there does not appear to be organizational subsystem congruence with the participative structures implemented. This is evidenced by the fact that employee decision-making apparatuses are intact, decisions are being made, yet no real organizational cultural change process is taking place. Consequently, decisions are being made in an organizational void.

Participative attitudes, congruent to the QWL paradigm, have not been developed by USPS managers. Managers are trapped in a Catch-22 situation - they are told to democratize the workplace while still being held accountable for the operating unit's efficiency and productivity. This problem is exacerbated by the mixed signals lower level managers receive from their supervisors concerning the EI process.

Finally, job security appears to be a major concern managers have regarding QWL/EI. This problem has been noted previously. William Ouchi, in his book Theory Z: How American Business Can Meet the Japanese Challenge, pointed out that one of the hallmarks of Japanese

organizations is guaranteed lifetime employment. Peters (1987) calls for an employment guarantee for American workers in organizations undergoing change. While radical, some semblance of an employee guarantee would probably help alleviate managerial worries about the QWL process.

Local Joint Steering Committee (LJSC)

Letter carrier perceptions of the LJSC were determined by analyzing the eight measures previously mentioned. The LJSC makes the final decisions on many of the proposals or suggestions submitted by the letter carriers. They are also in charge of managing the overall QWL process in the Roanoke MSC.

Descriptive statistics for the eight LJSC variables are presented in Table 6-13 and include means, standard deviations, and ranges. This information appears separately for each variable.

Negative, directional survey questions were used to evaluate Hypothesis 8 (Domination) and Hypothesis 11 (Role Problems). Thus, a lower score means a more positive relationship for these two hypotheses.

Hypothesis 8: Employees who have been trained and participated in the QWL/EI process will be more positive concerning equity in power-sharing between management and the craft than untrained carriers.

statistical differences using the F-tests. Untrained employees scored significantly lower than trained employees. Because of the negative wording of the survey question, Hypothesis 8 was not accepted for the Letter Carrier group.

Interviewees were asked whether they felt management dominated the LJSC. Several of these interviewees had previously served on the LJSC. The responses to this question were mixed with three respondents not having an opinion.

The responses to this question are found in Appendix K. Two of the respondents were adamant in their belief that management dominates the LJSC. Three others stated that management had initially controlled the LJSC but with maturity came more parity. Only one interviewed carrier thought that full equality between management and craft members on the LJSC had been achieved.

Documentary evidence indicates that the LJSC does not enjoy a particularly favorable image with NALC members. One carrier wrote:

"I have never heard of the LJSC. I have no idea what they are supposed to be doing, much less if they're doing it."

Another carrier only viewed management on the LJSC as "shooting down" proposed suggestions of the carriers.

Table 6-10**ANOVA Results: Supervisory/Subordinate Relations Category**

Group Means by Training Status			
Variables	Trained (n=138)	Untrained (n=52)	F-Ratio
Participation	5.46	6.71	5.29
Decision Centralization	9.92	10.25	.405
Subordinate Relations	16.9	19.32	5.53

1. All variables measured on a seven-point scale.
2. Significance Level: *.05

Table 6-11

**Descriptive Statistics for
Supervisor/Subordinate Relations Category**

Variable	Trained			Untrained		
	<u>\bar{X}</u>	<u>SD</u>	<u>R</u>	<u>\bar{X}</u>	<u>SD</u>	<u>R</u>
Participation	5.46	3.43	12.0	6.71	3.09	12.0
Decision Centralization	9.92	3.24	14.0	10.25	3.00	12.0
Subordinate Relations	6.36	8.20	13.0	19.33	6.37	12.0

Though equality in decision-making is a fundamental characteristic of all joint QWL committees, this carrier only sees management's role as rejecting employee suggestions. The former carrier cited absolutely had no idea what role the LJSC played in the QWL process.

These carrier's perceptions are not isolated. One carrier, at the urging of other workers at his station, formally wrote and asked if he could attend the July 1988 LJSC meeting in order to better understand their purpose. Poor communication and perceived secrecy adds significantly to the dismal image of management on the LJSC in the Roanoke MSC.

This image problem occurs primarily because most carriers simply don't understand the role of the LJSC in the overall QWL process. I have been asked on numerous occasions exactly what was the function of the LJSC. The comments of the carriers previously noted are poignant in this regard.

Generally, the qualitative data collected for this investigation supports the widely-held assumption that management strongly resists the change process. This negative perception apparently carries over from the work floor to the LJSC where "power parity" should be expected.

Additionally, interviewees were asked if they thought

management was committed to the process. Many felt there was strong commitment from Postal Headquarters in Washington, D.C. but much less of a pledge to the process by local management. Usually, the top management people are also members of the LJSC. The implication of the lack of commitment by local leaders is considerable since top management members may be perceived as dominating the committee and being the primary forces against change.

This question was based on Mohrman and Cummings' (1982) contention that each level of management develops strategies for dealing with the requirements from the next level of the hierarchy. They conclude that these strategies "often prevent initiative at their own level or stifle initiative from below." Peters (1987) also writes of managerial pathology that uses various "tricks" to insulate their place within the organizational hierarchy. The principal "trick," according to Peters, is information distortion to their superiors.

It would be safe to assume managers often bring these same behaviors to the LJSC. Based on this theory, if the requirement from their organizational superiors is to regularly schedule and hold meetings, then this is probably all that will transpire. If, on the other hand, their bosses expect institutionalization of changes within a

certain time frame the likelihood of conformity can be expected.

Most carriers feel that accountability to Washington is the "life-support" system needed to "jump-start" an anemic EI process in the Roanoke MSC. The comments of a trained carrier capsule these beliefs:

"The EI/QWL process is an idea whose time has come but we must stop giving it lip service. If the PMG (Postmaster General) is truly in favor of it, he must personally see that it filters down to all levels."

Equity concerns may also influence the negative perception of the LJSC; thus, more valued organizational rewards possibly should be forthcoming to active participants in the process. This does not necessarily mean monetary compensation. Sometimes, positive reinforcement from management may suffice. For example, a veteran carrier wrote the following:

"I have been a letter carrier for 20 years and not once have I been told I have done a good job or that I am an asset to the Postal Service."

From the equity perspective, more LJSC recognition should also be coming for program recognition and program support. This translates into providing successful processes/endeavors with valued organizational rewards and resources for meaningful contributions. Without these and

other organizational rewards, equity problems arise and the process suffers.

Finally, it appears that the LJSC simply needs to be more visible. One of the more notable hallmarks of the traditional management paradigm is that of an invisible, elitist decision-making process. Yet, proponents of QWL call for more visibility by organizational leaders. Peters and Waterman (1982), for example, advocated MBWA (Management By Walking Around). Peters (1987) still calls for "visible management" and declares it is the best remedy for information distortion by subordinates.

These findings, however, may not be unusual at this life stage of the QWL process. Mirvis (1983), in a longitudinal study of a QWL intervention, looked at the correlation between a work committee and a work-improvement program. He found that appraisals of fairness, clarity and desirability showed a positive relationship while dominance by management or labor received a negative appraisal. Thus, the perception of dominance by one group in the immediate years following implementation may be a natural aspect of the QWL life cycle.

Hypothesis 9: Employees who have been trained and participated in the QWL/EI process will be more positive concerning the effectiveness of the LJSC than untrained

employees.

The mean score for the trained Letter Carrier group (14.88) and the untrained group (12.26) were compared for significant differences using the F-test. The results of this test are reported in Table 6-12 and indicate that there was a statistical difference between the two groups in the direction of the proposed hypothesis. That is, trained employees scored significantly higher than untrained employees. Additionally, these differences are especially strong, exceeding two points on a seven point scale. Consequently, Hypothesis 9 was strongly supported for the Letter Carrier group. These quantitative findings, however, do not support much of the qualitative data collected for this study.

Table 6-13, providing descriptive statistics for this variable, shows more variability among the standard deviation scores for the untrained group than for the trained group. This indicates the untrained group's scores were more scattered concerning this variable than the trained group score.

Effectiveness, in this case, is an attempt to measure respondents' perception of the LJSC's ability to produce important improvements. This concept of effectiveness is defined within the framework of the human relations approach

to QWL - that participation leads to satisfaction and thus, to productivity. Moreover, this theoretical approach primarily focuses on the improvement of workplace amenities. From this perspective, the QWL process in the Roanoke MSC has had notable successes.

For example, Danville City has initiated an employee sick leave bank and personal safety kits to be carried by letter carriers. In Roanoke City, NALC members were concerned that part-time carriers, who do not wear postal service uniforms, presented an identification problem to the public. Their suggestion, which was approved by the LJSC, was for identifying orange vests to be worn by these temporary employees. Various other physical improvements have been given sanctions by the LJSC. I was told by one Director that approvals of many of these suggestions was an attempt to give the process credibility.

These findings lend support to Miller's (1986) research that participation leads to satisfaction. Lawler and Ledford (1982), however, found that while physical workplace improvements may increase individual QWL they do not effect productivity and organizational effectiveness. Based on this data, it can be concluded that QWL may increase until participants run out of the simpler workplace problems to solve. At that point, unless more complex problems are

Table 6-12

ANOVA Results: LJSC Perception

Group Means by Training Status

Variables	Trained (n=138)	Untrained (n=52)	F-Ratio
1. Domination	8.31	6.92	9.33
2. Effectiveness	14.88	12.26	7.80*
3. Role Problems	6.29	5.38	4.56
4. Fairness	7.73	6.29	13.93*
5. Desirability	9.09	7.38	11.52*
6. Overload	7.25	7.21	.006
7. Impact	10.36	9.46	1.57
8. Clarity	8.94	8.57	.477

1. All variables measured on a seven-point scale
2. Significance: *.05

Table 6-13

Descriptive Statistics for LJSC Category

Variable	Trained			Untrained		
	\bar{X}	SD	R	\bar{X}	SD	R
Domination	8.31	2.48	14.0	6.92	3.53	12.0
Effectiveness	14.81	4.95	27.0	12.26	7.07	21.0
Role Problems	6.29	2.34	14.3	5.38	3.40	13.0
Fairness	7.73	1.89	11.0	6.29	3.36	11.0
Desirability	9.04	2.56	18.0	7.38	4.21	13.0
Overload	7.25	3.06	14.0	7.21	3.65	14.0
Impact	10.36	4.04	20.0	9.46	5.28	18.0
Clarity	8.95	2.96	14.0	8.58	4.10	14.0

All variables measured on a seven-point scale.

addressed, mere participation has an inverse effect on QWL.

The strong showing of this variable may also reflect the extent employees understand the long-range implications of the QWL process. To date, most of the EI venture has been focused on the workteam concept while more evolved interventions have been avoided. Many carriers do seem content with the changes that have occurred and appear reluctant to seek more organizational autonomy. Conversely, other carriers, who have a greater depth of understanding about QWL, are not satisfied at all with the progress made to date. Carriers of this bent would often question me about other joint union-management endeavors in an attempt to gauge their own successes. These workers want more control and autonomy over their daily work activities. This interpretation is similar to that presented earlier this chapter in Hypothesis 1 and suggests that various groups bring different program goals to the QWL process.

In sum, the approval of many work environment improvements seem to have enhanced the perception of LJSC effectiveness. While these findings may represent some "halo" effect, it appears that LJSC approval of these environmental suggestions have had a favorable impact on many letter carriers. More advanced forms of participation, including the creation of the Carrier Task Force and

subordinate input in supervisory appraisal ratings, have strengthened this perception. All in all, these are giant steps toward a participative climate.

Hypothesis 10: Employees who have been trained and participated in the QWL/EI process will be more positive concerning role relations between the LJSC and Letter Carriers than untrained employees.

Table 6-10 reports the F-test results and reveal that Hypothesis 10 was not supported. Incidentally, the mean score of the trained group (6.29) did exceed the mean score (5.38) of the untrained group but the difference was not statistically significant. Because of the wording of the survey questions, a lower score indicates a more positive attitude.

This variable attempts to measure respondents' reaction to the role of the LJSC in the change process. The pace of change and diffusion are of interest here. The questions are structured to determine whether the LJSC, as change agents, have pushed too fast for organizational changes.

The major perception among the craft in the MSC, however, is that the carriers desire change and management tries to maintain the status quo. Typically, one carrier states that "most ideas are carrier initiated." The perceived impression of management resistance has been

heavily documented throughout this chapter.

Because of these factors, the LJSC appears alienated from the craft. Although labor sits on the LJSC, union members believe that the decision-making process is dominated by management. Communication between the two groups (LJSC and employees) consists primarily of idea generation from the craft and the approval or denial from the LJSC. An improved information system would allow the LJSC to better understand the feelings of employees about the process and changes made.

Mirvis (1983) studied an organization that installed a data feedback system and found performance and satisfaction increased while turnover decreased. In branches where the feedback system was not utilized, morale dropped, turnover increased and performance was unchanged.

The innovation itself can also be used as a source of feedback. For example, if a formal data feedback system were intact, the LJSC would have an empirical basis for modification or enhancement of the innovation. This data could also be used to determine the levels of stress and frustration felt by employees involved in either the implementation and diffusion process.

Budgetary constraints and schedule inflexibility may also be factors in creating role problems for the LJSC. In

this environment, participation in QWL activities create productivity problems for the carriers. Any opportunity where the LJSC finds it can allow more budgetary or schedule flexibility should be seized. The payoff for the "seized opportunity" should be less of a feeling of being overwhelmed by the change process.

These findings do not demonstrate effectiveness in moving toward a participative culture. A closed information system allows input during the idea generation stage but not during the diffusion process. Thus, only EI workteam participants have a voice in the participative process. Once implemented, the innovation is symbolically set on "auto-pilot" with little attention paid to the ramifications of the change on effected personnel. Again, decisions appear to be made in a vacuum with no concern on how to mitigate the problems change has on employees. This creates role problems for the LJSC and reinforces the perception that nothing has really changed; significantly, decisions still appear to be made hierarchically and handed down to be quietly accepted.

Hypothesis 11: Employees who have been trained and participated in the QWL/EI process will be more positive concerning the fairness of the program directed by the LJSC than untrained employees.

The mean score for the trained group (7.73) and the untrained group (6.29) were compared for significant differences using the F-test. The results of this test are reported in Table 6-10 and indicate that there was a statistical difference between the two groups in the proposed direction of the hypothesis. Consequently, Hypothesis 11 was supported for the Letter Carrier group. This quantitative finding also was not supported by the qualitative data collected. The carrier group has consistently stated that their quality-of-work-life has not improved since the process began. Thus, this finding is very puzzling.

Descriptive statistics for this hypothesis are presented in Table 6-11. The difference in standard deviation scores for the two groups were significant with the untrained group (3.36) exceeding the trained group (1.89) by more than one point on a seven-point scale. This variation demonstrates much more ambivalence of the untrained group about the fairness variable than the trained group.

The USPS has traditionally been a very paternalistic organization. Organizational rewards have been given or withheld on the discretion, often whim, of managers based on their perception of an employee's behavior. During a

September 1988 interview with two of the local EI trainers, we all agreed that the most accurate analogy to describe labor-management relations was that of parent/child.

Using Harris' (1967) transactional analysis scheme for analyzing transactions between people, it becomes apparent that management has historically taken the role of parent while the craft has reacted as the child. According to this schematic model, since management remains autocratic and paternalistic, the transactions have taken the form of "I'm OK - you're not OK." When carriers passively accept being excluded from the decision-making process, transactions take the form of "I'm not OK - You're OK." Ideally, QWL is moving both groups towards a healthy and mature relationship whereby all transactions become "I'm OK - You're OK" and reflect an Adult-Adult transaction. Clearly, labor/management relations have not yet reached this level of development.

Based on the previous interpretation discussed in Hypothesis 9, it appears that many carriers feel privileged to have any input in changes that effect the work environment. These carriers also still see management as the legitimate "boss" and want to retain clear lines of authority. The comments of one interviewee are illustrative:

"I would not like to see flex-time, self-managing teams, or MBO. These interventions would take too much authority from management with resulting organizational chaos."

This carrier, and possibly numerous others, still do not see themselves as major stakeholders in the organization. As such, they are not congruent with the QWL paradigm which argues "that employees have a legitimate right to demand satisfying and meaningful work situations" (S. Mohrman, Ledford, Lawler, and A. Mohrman, 1985; 6).

Letter carriers have also not readily accepted more advanced forms of QWL. The local QWL trainers have been trying to introduce self-managing teams for the past several months yet these have generated little interest. This particular QWL intervention offers high levels of job autonomy and, theoretically, should be very enticing for the carrier group.

This suggests that the carriers' perception of fairness is based on the improvements of the workplace environment that have taken place. These measurable improvements help offset any "halo" effect. This demonstrates the effectiveness of the LJSC's approach of approving suggestions for bettering working conditions as a first step toward organizational change. It also seems to suggest an incremental move toward the "Adult-Adult" relationships that

are a necessity in a participative culture.

Hypothesis 12: Employees who have been trained and participated in the QWL/EI process will be more positive concerning the desirability of the program than untrained employees.

The mean scores for the trained group (9.09) and the untrained group (7.38) were compared for significant differences using an F-test. The results of this test are reported in Table 6-10 and indicate that there was a statistical difference between the two groups in the direction of the proposed hypothesis. That is, employees who had received QWL training scored significantly higher than employees who had not received this training. The differences between the two groups was dramatic, exceeding one point on a seven-point scale. Consequently, Hypothesis 12 was strongly supported for the Letter Carrier group.

Interviewees were asked whether management and labor could work together to solve organizational problems. The unanimous response was in the affirmative. I was often told by craft members that QWL was the only activity that would ensure organizational survival.

Most qualitative data collected indicated a strong desire to continue the process. One carrier's comments generally sum up these feelings:

"On the surface, EI sounds too good to be true."

The interviewees were asked whether the joint agreement, which created the LJSC, would facilitate a change in the organization's culture. Again, the responses were unanimous in the affirmative. These employees desire change and see the leadership of the LJSC directing the change process.

This speaks well for the change process. The idea of change apparently has become part of the organizational culture. Furthermore, an appetite for additional changes has been fed by the approval of carrier ideas by the LJSC. As the process, and its participants, matures the changes will be more frequent and sweeping.

Hypothesis 13: Employees who have been trained and participated in the QWL/EI process will be more positive concerning the amount of organizational change allowed by the LJSC than untrained employees.

Table 6-10 presents the F-test results for this hypothesis and indicates that it was not supported. Also, the mean score of the trained group (7.25) did exceed the mean score of the untrained group (7.21) but the difference was not significant. Table 6-11 also reveals no significant differences between the two groups.

As mentioned previously, the QWL endeavor was implemented, and continues, in an organizational environment characterized by budgetary constraint and inflexible work schedules. Thus, a letter carrier is asked to participate in EI activities while maintaining regular production.

Consequently, time spent in employee involvement appears to add to the problem of overload in the Roanoke MSC. Attending an hour EI meeting, for example, will put the carrier an hour late delivering his mail for the day. Moreover, no auxiliary help or overtime is often allowed the carrier to compensate for his lost productivity. Coupled with other variables measured in this study that indicated significant levels of dissatisfaction with many aspects of the process, perceived overload may be viewed as a penalty for participation and has grave implications for EI in Roanoke.

Time spent in EI meetings or activities is a major frustration for USPS managers and, consequently, causes additional stress for participants. Some EI meetings are reminiscent of professional football's "hurry-up offense" complete with a pre-arranged agenda and no group discussion (huddle). Employees leave this type of meeting with high levels of frustration and questioning local management's commitment and whether involvement is worthwhile.

Mirvis' (1983;431) research on a joint venture at an automotive supplier plant also found that "time pressure correlated negatively with the quality and number of meetings." Some organizational members found that the dilemma of active participation and maintenance of productivity standards caused problems of overload. Thus, time pressures appear to be a primary reason for perceived program overload.

Feelings of overload can also be caused by uncertainty of the process and the amount of resources being spent in the endeavor. For example, auxiliary help or overtime, valued organizational rewards, to assist EI participants may be viewed negatively by other equally deserving organizational actors and contribute to impressions of overload. Within the existing organizational structure it is obvious that EI activities create additional burdens on both participants and non-participants. Continued feelings of overload may eventually lead to dissatisfaction and withdrawal from this organizational activity.

Hypothesis 14: Employees who have been trained in the QWL/EI process will have a more positive view of the impact of the program directed by the LJSC than untrained employees.

The F-test results reported in Table 6-10 do not

support Hypothesis 14. The mean score of the trained group (10.36) was higher than the mean score of the untrained group (9.46) but the difference was not significantly higher. Table 6-11 presents descriptive statistics for this variable and shows that the variability of the trained group (4.04) was significantly different from the untrained group (5.28). This indicates that trained personnel were more heterogenous in their attitudes concerning the impact of the QWL program.

Judging from interviews with the carriers (Appendix K), most feel they are ready for more advanced forms of QWL/EI applications. Consequently, Roanoke MSC carriers are ready to have substantive impact on important organizational processes. Most "cosmetic changes" in the physical work environment have already occurred and unless greater opportunity is allowed the carriers to impact the work environment that directly affects their daily work activities, impact levels will continue to decline.

Dealing with the physical work concerns in the initial stages of intervention may be the best orientation to QWL for organizational members. It allows the process to mature and provides the organization an opportunity to solve simpler problems without a large investment of resources. This corresponds with the findings of Hocevar and Mohrman

(1984) whose investigation of quality circles in the Los Angeles Police Department found that the most positive impact was viewed by employees to be in changes made in the physical environment. This assessment was taken 18 months after program inception. The research also found that participants were becoming frustrated because their input was not influencing important organizational issues such as work systems and safety conditions. These findings correspond with the research literature on Influence Satisfaction reported previously.

These results also point out that after the process begins to mature, and the easier work environment problems are solved, workers want more of a voice in changing organizational structures, design, and management style. In essence, employees must see their ideas as being valued by management, be rewarded for those ideas, see them implemented and directly influence their daily work activities before program impact will be augmented.

Hypothesis 15: Employees who have been trained in the QWL/EI process will have a more positive understanding of the organizational changes allowed by the LJSC than untrained employees.

Table 6-10 reveals that the F-test results do not support the hypothesis. Descriptive results are given in

Table 6-11 again reveal significantly less variability in the standard deviation scores for the trained carriers (2.96) than the untrained group (4.10). This indicates more of a consensus about the clarity of the QWL process among trained letter carriers.

Clarity of program goals, accomplishments, etc. is directly related to the organization's information system. This particular research has previously documented that letter carriers strongly feel a closed information system exists within the Roanoke MSC. Furthermore, many carriers have portrayed a communication system that is punitive and vindictive and does not inform them of QWL-related developments.

A good case in point was the dissemination of information concerning the Carrier Task Force. Admittedly, the most revolutionary program approved by the LJSC since QWL inception, this endeavor allowed carriers to adjust mail routes based on their knowledge of the delivery area. One morning I interviewed the two carriers on the task force and the next day conducted interviews at another station. These carriers were not even aware of the Carrier Task Force or that fellow carriers were adjusting delivery routes. They were astounded when told of these developments but miffed that they had not been informed through formal

organizational channels.

These findings confirm prior research conducted by Mohrman and Lawler (1983) that revealed the establishment of QWL processes without the establishment of an improved communication system will have little impact on individual or organizational effectiveness. Further, they contended that one of the reasons managers withhold information is a lack of trust. This suppression of knowledge and absence of trust prevents the dispersion of vital QWL information.

Program clarity may also be obscured by the mixed signals carriers receive from the organization. The EI trainers appear to have grasped the institutional mandate of changing the organization's culture. To that end, they have appealed and coaxed EI participants to become involved in the more advanced QWL applications. On the contrary, many managers seem to want to hold the process hostage at the EI workteam level. These apparently divergent goals further muddy an already confusing perspective of QWL for many letter carriers.

The implication of a closed information system has important ramifications for the program clarity variable. Again citing the Mohrman and Lawler (1983) research, all QWL change processes depend on an effective communication system to communicate and receive feedback from affected

employees. Moreover, an open communication system appears to be the life blood for the institutionalization and diffusion of positive QWL/EI outcomes within the organization.

Summary

Eight hypotheses pertaining to the LJSC were tested in this section. Three of those hypotheses (effectiveness, fairness, and desirability) were confirmed. These findings indicate that the QWL process has been somewhat effective in facilitating a change to a participative culture.

Letter carriers generally feel comfortable with the changes that have taken place because of QWL and would like to see the process continued. A minority group of carriers, however, would like to see the process move more quickly to advanced QWL applications.

In a disconcerting finding, trained carriers believe that management dominates the LJSC. This is a continuation of the "Theory X" perception of management that has characterized these research findings. Additionally, the role the LJSC plays in the QWL process is not clear to trained participants and contributes to an acute identity problem.

Again, many of these problems come from archaic communication and reward systems that continue to exist

within the emergent QWL paradigm. These dominant paradigm systems, far from being neutral to the process, are inherently hostile to QWL since they are viewed as the only legitimate communication system in the MSC. The QWL newsletter, for instance, is published by the EI trainers and contains success stories from throughout the country, yet I have never spoken to a carrier who could honestly claim to have read the publication.

The following chapter presents data analysis and interpretation for the 15 hypotheses performed on USPS managers. The same basic format will be used to present the research findings in that chapter.

Chapter VII

FINDINGS CONCERNING HYPOTHESES FOR MANAGERS

Introduction

To gather data for this portion of the study, 50 questionnaires were mailed to members of USPS management who directly supervise letter carriers. Completed and returned questionnaires from the managers totalled 44 for a response rate of 88%.

The QWL paradigm calls for a different role of the manager in a participative organizational culture. In this environment, managers are expected to learn behaviors that allow them to design, implement and facilitate the utilization of participative structures that enhance employee well-being and organizational effectiveness. Involvement in QWL is expected to also satisfy both lower and higher level needs of the manager.

As a group, managers in the Roanoke MSC were very cooperative and willing to participate in this study. Many indicated a desire to gain objective feedback on the diffusion and impact of the process. Several also viewed this research as a means of gaining greater clarity about QWL.

Employee Satisfaction Hypothesis

Four satisfaction variables are measured using the F-test and these results appear in Table 7-1. Descriptive statistics are also presented in Table 7-2 and include the means, standard deviations and ranges for these variables. Interpretation of those results are presented following presentation of the statistical data.

These hypotheses attempt to measure feelings about specific organizational outcomes as a result of QWL-related activities. The satisfaction variables evaluated were Job, Extrinsic Reward, Influence, and Intrinsic Reward.

Hypothesis 1: Employees who have been trained and participated in the QWL/EI process will have higher levels of job satisfaction than untrained employees.

The F-test results for this variable are reported in Table 7-1 and reveal that this Hypothesis for the managerial group was not supported. Table 7-2 reports the descriptive statistics for this Hypothesis and reveals no significant differences between the two groups.

Time appears to be a real barrier in the Roanoke MSC to the full adoption, implementation, and institutionalization of the process by managers. While much of the QWL research has looked at a number of factors to explain managerial resistance to the process, time pressures felt by management

are often overlooked and appear to be a valid reason for their resentment.

This is an especially serious problem for USPS supervisors/managers because they have no separate budget for the time letter carriers are involved in participation activities. Their budgets are directly linked to performance standards. For example, if six carriers hold a weekly EI meeting for one hour, the manager has lost six hours of productivity for that day.

Furthermore, if a manager has an employee who is involved in a full-time EI activity (i.e., EI trainer/coordinator) he must absorb that lost productivity time daily. This means eight hours daily, 40 hours weekly, and so on for the entire year.

Organizational rewards, including salary increases and promotions, are distributed to managers partially on the basis of how well budgets are managed. Proponents of keeping EI activities in the budget argue that it only affects managers the first year the process is operative in their station, after that the loss time is figured into the next year's budget.

This logic, however, is not generally accepted by many of the managers that were interviewed. They feel that when comparisons are made of stations actively involved in the

process and those not actively involved, their figures look well out of proportion and the fact that they are EI involved gets lost. Ultimately, they feel that the organization reward system actually penalizes them for participation.

See the comments in Appendix N. Most who oppose this organizational activity advocate a separate budget for QWL/EI activities. One manager linked the issue of separate budgets to organizational commitment for the process. Clearly, this is a very important issue that affects the job satisfaction of managers.

Many managers think that time is often wasted in EI meetings by letter carriers. Often, they perceive the meetings as letter carriers merely getting out of an hour of work. Again, this type of perception highlights the lack of trust between the two groups and has a negative effect on manager's satisfaction. The documentary evidence presented below is reflective of a general managerial attitude:

"The EI process is a tremendous conceptual idea . . . all too often time is merely wasted as members grope for something worthwhile to undertake."

Adoptions of separate budgets for EI activities may help alleviate feelings of dissatisfaction for managers. More reassuring information from organizational superiors to their subordinates may also help diminish the negative

impact managers feel EI in their budgets is having.

Another factor effecting job satisfaction is that managers do not feel participation for them is voluntary. While involvement for the craft is clearly unforced, managers feel they are expected by the organization to become part of the process. As pointed out before, a portion of the manager's performance appraisal is based on his/her participation in EI. This is sometimes viewed as a further coercive tactic for compliance.

Consequently, many managers feel they are forced into a situation where they have to maintain required production standards, attend mandatory EI meetings, and simultaneously learn new management behaviors. Since one of the hallmarks of QWL is volunteerism, any form of perceived compulsion would effect job satisfaction.

The low level of job satisfaction among managers does not indicate a shift in the environment to a participative culture. Much resentment from this group is directed at the process because of a perceived lack of organizational support.

Hypothesis 2: Employees who have been trained and participated in the QWL/EI process will have higher levels of extrinsic reward satisfaction than untrained employees.

Support for Hypothesis 2 was not found in the F-test results presented in Table 7-1. Additionally, no significant difference in the means, standard deviations, and ranges were reported in Table 7-2.

As defined in the preceding chapter, extrinsic rewards are "such organizationally controlled rewards such as pay, promotion, status, and security rewards that are often referred to as satisfying mainly lower-level needs." (Lawler, 1973; 105). Recognition is often an overlooked but very important aspect of the organization's reward system.

Apparently, managers receive very little formal acknowledgement for their involvement in productive EI projects. According to one interviewee, managers feel they are the odd-man out when praise is given for successful EI endeavors (Appendix N). Monetary and/or time off bonuses for effective EI participation are one way to offset equity problems managers often feel when involved in the EI process. Management recognition for participation could also be enhanced by awards, plaques, and other valued organizational rewards. These are all forms of compensation that can be accommodated within the existing reward structure.

Currently, part of a manager's performance appraisal is based on involvement with the EI process. Based on the

research literature, this appraisal should be based on explicit achievements, endeavors, etc. of the participation group to enhance extrinsic rewards. Perhaps a MBO-type format, where a clear connection between group accomplishment and managerial participation are established, would make performance appraisals more of a tool to augment external reward satisfaction. Significantly, the QWL-related portion of a USPS manager's appraisal is not linked to any performance standards or participative accomplishments.

Finally, two of the untrained managers made negative comments concerning the information system in the Roanoke MSC (Appendix O). These comments are very similar to those made by the letter carriers. This again points out that the present communication system is not congruent with the emerging QWL paradigm.

An open public information system will assist in improving the level of extrinsic reward satisfaction for managers. Failure to openly disseminate information concerning organizational rewards, economic education, and intra-organizational news will only result in further reward satisfaction declines.

Hypothesis 3: Employees who have been trained and participated in the QWL/EI process will have higher levels

or influence satisfaction than untrained employees.

Table 7-1 reveals the F-test results for this variable and shows that this Hypothesis was not supported. Also, the descriptive statistics reviewed indicate no significant differences between the two groups. This data can be found in Table 7-2.

Apparently, influence satisfaction can be greatly impacted by decisions that directly affect the daily work activities of managers. Mohrman (1983) mentioned specifically the budget. Perhaps more input into their overall budget or a separate EI budget would augment the level of influence satisfaction for this group. Other QWL-related activities that could enhance a manager's influence satisfaction would include job redesign, data feedback systems, QWL training and developments, and career planning.

USPS managers still operate in an control-oriented environment where their main function is close supervision of subordinates. Opportunities to influence their daily or career opportunities are rare. Consequently, the organizational structure has not provided the redesign features that serve these higher-order needs and helped to negatively impact this variable.

This is a high-income, high educational attainment managerial class which, according to prior QWL research,

wants more influence in company and personnel matters (see Table 7-3). Failure to design mechanisms for this kind of involvement will only hasten the decline of influence satisfaction for MSC managers.

One manager, for example, complained that authoritarian-type replacement supervisors are sent when a vacancy in the station arises. As a result, QWL is undermined and whatever trust that had developed between the two groups evaporates. This is a ripe situation to allow more decision-making influence by the station managers.

Bureaucratic rules and procedures also hamper the level of influence satisfaction for managers. Many managers do not feel they currently have very much decision-making authority in the existing organizational structure. They blame organizational rules and regulations for this lack of influence on the workroom floor.

The continuation of excessive bureaucratic procedures is an indication of how little USPS has changed its organizational culture. Peters and Waterman (1982; pp.75-76) write:

"Without exception, the dominance and coherence of culture proved to be an essential quality of excellent companies. Moreover, the stronger the culture and the more it was directed toward the marketplace, the less need was there for policy manuals, organization charts, or detailed

Table 7-1

**ANOVA Results: Managerial Group
Manager Satisfaction Category**

Group Means by Training Status			
Variables	Trained (n=28)	Untrained (n=16)	F-Ratio
Job Satisfaction	17.81	18.03	.043
Extrinsic Reward Satisfaction	17.85	17.25	.430
Influence Satisfaction	11.39	10.62	.719
Intrinsic Reward Satisfaction	11.46	10.87	.388

* .05 level of significance

TABLE 7-2

**Descriptive Statistics for
Manager Satisfaction Category**

Variable	Trained			Untrained		
	\bar{X}	S.D.	Range	\bar{X}	S.D.	Range
Job Satisfaction	18.03	3.56	12.0	17.31	3.10	12.0
Extrinsic Reward Satisfaction	17.85	2.85	11.0	17.25	3.13	11.0
Influence Satisfaction	11.39	2.98	12.0	10.62	2.70	9.0
Intrinsic Reward Satisfaction	11.46	3.39	19.0	10.87	2.18	7.0

procedures and rules. In these companies, people way down the line know what they are supposed to do in most situations because the handful of guiding values is crystal clear."

Excessive bureaucratic rules severely restrict the participative process. Managers will not make creative and innovative decisions if they are rule-bound. Consequently, bureaucratic regulations have an adverse effect on managerial influence satisfaction.

The USPS managerial culture, like most American organizations, has traditionally focused on the bottom-line figures to determine the health of the organization. This approach to organizational effectiveness curtails the attainment of the higher level needs including influence satisfaction. The QWL paradigm proposes a shift in institutional values that would give psychological attitudes of employees parity with production efficiency as standards by which the organization's health is measured.

Hypothesis 4: Employees who have been trained and participated in the QWL/EI process will have higher levels of intrinsic reward satisfaction than untrained employees.

The results of the F-test for this variable are shown in Table 7-1 and reveal that this Hypothesis was not supported. No significant descriptive statistics differences are reported in Table 7-2.

Intrinsic rewards were previously defined as "any of the rewards that satisfy self-actualization needs or higher-order growth needs are good examples of extrinsic rewards" (Lawler, 1973; 106). These include esteem needs (i.e., capacity, achievements, etc.) and self-actualization (i.e., the desire to become what one is capable of becoming) (Maslow, 1943).

The cited research showed that all design changes except for rotation increased intrinsic satisfaction. Peters (1987; 369) sees managerial redesign features as taking the form of expeditor/facilitator, on-call expert and diffuser of "good news." As mentioned previously, no redesign measures have been taken to enhance this variable. Thus, managers have little chance to receive intrinsic satisfaction from their QWL experience.

The managerial group in the Roanoke MSC also have a high level of educational attainment; hence, a strong need to influence decisions that directly affect them. To increase the level of intrinsic reward satisfaction managers should be involved in the work decisions that affect them as much as possible. Importantly, this would also include decisions pertaining to personnel policies and greater opportunities to impact daily activities.

Table 7-3

**Educational Attainment for Letter Carriers
and Management Personnel**

	\bar{X} Age	Only Completed H.S.	Some College	Graduated College	Graduate Degree
Letter Carrier	42	30%	56%	9%	4%
Management Personnel	43	16%	59%	25%	0

To date, managers generally view EI as simply an additional organizational accountability. They are promised long-range efficiency and production rewards if the process works. Any claims, at this point, that managers should be receiving inner satisfaction from the process appear esoteric, confusing, and hollow.

This also reflects on the information system as the QWL vision has not been articulated very clearly. Evidence of this was one manager's off-the-record request that I "explain to him what this process was all about." Many managers do not seem to understand the overall goals of QWL. Others see it as only benefitting the union members. From the QWL perspective, the information system must be used to continually clarify the objectives of the process and communicate the linkage between EI activities and higher-level needs.

Managers do have an opportunity to improve their level of intrinsic rewards satisfaction by becoming involved in the more advanced QWL applications. Participation with these activities would immediately enhance job redesign and job autonomy - two crucial components in the intrinsic satisfaction variable. Of course, organizational support is needed before the managers will feel comfortable in committing resources to seemingly, by the traditional

paradigm, unorthodox management practices.

Summary

Four variables were measured in this section to determine various levels of Employee Satisfaction for managers. The ANOVA results reported indicated that none of the Hypotheses were supported.

The various organizational subsystems that could enhance these satisfaction variables are not congruent with the QWL-paradigm. Equity concerns are a particular cause of managerial dissatisfaction with the QWL process.

The following section of this Chapter provides the results and interpretation of the supervisor/subordinate variable.

Supervisory/Subordinate Relations Hypotheses

The F-test evaluated three supervisor/subordinate hypotheses to determine if relations between these two groups had improved as a result of the QWL intervention. The results of this statistical analysis are found in Table 7-4.

Descriptive statistics for these variables are found in Table 7-5 and include the means, standard deviations and ranges. This information appears separately for the trained and untrained groups.

An interpretation of the data follows presentation of the statistical results.

As previously noted, the supervisor is almost uniquely responsible for the subordinate's quality of work life. Theoretically, the subordinate's QWL should be enhanced by specific participative structures, particularly decision-making. The specific variables measured were participation, decision decentralization, and supervisor/subordinate relations.

Hypothesis 5: Employees who have been trained and participated in the QWL/EI process will be more positive about management's acceptance of their participation than untrained employees.

The F-test results for this variable are reported in Table 7-4 and reveal that this Hypothesis for the managerial group was not supported. Table 7-4 does show the mean scores of the trained group (11.32) exceeding those of the untrained group (9.68). This difference, however, is not statistically significant but does show a positive trend. Table 7-5 provides descriptive statistics and indicates no difference between the two groups.

During the interviews, the managers were asked why did management resist the process. Losing control and protecting their organizational niche appear to be the most common reason given. The negative effect QWL has on

Table 7-4

ANOVA Results: Managerial Group
Manager, Supervisor/Subordinate Category

Group Means by Training Status			
Variables	Trained (n=28)	Untrained (n=16)	F-Ratio
Participation	11.32	9.68	2.56
Decision Decentralization	6.32	8.50	3.81
Supervisor/ Subordinate Relations	25.50	24.87	.07

* significance at .05 level

TABLE 7-5

**Descriptive Statistics for
Manager Satisfaction Category**

Variable	Trained			Untrained		
	\bar{X}	S.D.	Range	\bar{X}	S.D.	Range
Participation	11.32	3.24	12.0	9.68	3.28	12.0
Decision Decentralization	6.32	3.43	11.0	8.50	3.77	11.0
Supervisor/ Subordinate Relations	25.5	8.13	28.0	24.8	6.15	23.0

productivity was another reason given for managerial resistance.

Interestingly, no local manager noted any encouragement from their immediate supervisor to be more active in the process or introduce other QWL applications to the work unit. This suggests that managers do not see themselves as "change agents" in the QWL process but rather as passive bystanders protecting the status quo. This role contrasts sharply with the energetic, innovative, and proactive manager envisioned by QWL advocates.

Trust between the two groups also seems to be a cause of poor participation. One manager wrote that the "craft wants to use the process as a grievance procedure." In other words, this manager sees letter carriers using EI to make complaints about management as opposed to jointly solving workplace problems. The comments of another manager, who feels employees waste time in EI meetings and often have no agenda, have already been documented. This manager also confided in me that "he had more trust in the beginning of the process than he currently does." He also felt that it was unlikely that real trust could develop between union members and management.

The manager's budget was also mentioned several times as an explanation for management's opposition to the QWL

endeavor. With production schedules rigid, managers genuinely feel that the more time allowed EI, the less productivity will be accomplished. This could result in a negative performance appraisal for the manager. I mentioned this dilemma to one of the Directors in the MSC who replied:

"Managers only think in the short-term and can't see the long-term benefit of QWL."

While this statement is probably accurate, managers are judged on their short-term efforts and thus, are very protective of their short-term interests. Moreover, very few managers have seen any real productivity increases that are a result of QWL activities. Because of these and the other factors outlined previously, managers appear skeptical of QWL promises and are reluctant to commit any additional resources to the effort.

An open communication system would help offset many of the problems mentioned in this section. Presently, the groups are communicating in the traditional hierarchial way under the banner of QWL/EI. Full upper-managerial support for the process is not being communicated to subordinates which leaves them confused, resentful, and feeling vulnerable.

The pay system structure also has not been revamped to fit with the QWL paradigm. New pay systems would be

"characterized by egalitarianism, individual choice and, most importantly, a strong performance based system which ties into the business itself" (Mohrman, et al., 1985; 34). Introduction of a compensation process that is in conformity with QWL would begin to alleviate many of the short-term concerns managers currently have with the process.

All of these factors have led to a stunted participatory process in the Roanoke MSC. Managers have no incentive to allow participation because all organizational subsystems act as a deterrent to full employee involvement.

Hypothesis 6: Employees who have been trained and involved in the QWL/EI process will be more positive about organization decision decentralization than untrained employees.

The F-test results presented in Table 7-4 indicate that this Hypothesis was not supported. The descriptive statistics found in Table 7-5 reveal no differences in the two groups.

Appendix N indicates that the interviewees feel many USPS managerial personnel still are proponents of a Theory X style. This probably would include many of their organizational superiors. Obviously, a Theory Y managerial orientation is essential in the QWL paradigm.

Based on comments from two managers, Theory X managers are not necessarily frowned upon at the Roanoke MSC. For example, one manager indicated that some carriers needed "a strong disciplinarian manager over them." Another said that "while there is a lot of rhetoric about a Theory Y style of management the slightest hint of a work floor problem causes top management to send in a Theory X manager."

Theory X management does not bode well for decision decentralization. This type of manager either doesn't trust or doesn't believe his organizational subordinates have the capacity to make competent decisions.

The major obstacle to decision decentralization is the organization's dominant Theory X management style. From the traditional organizational perspective, decision-making is the life-blood of management. In this regard, Mohrman and Lawler (1988), write that "Traditionally, decisions in this arena are viewed as a management prerogative, and are carefully guarded by the hierarchy" (p.9).

USPS managers are preoccupied with the "numbers" of their operation. Visiting with a Director, one is impressed with the constant computer print-outs that provide MSC leadership with a continual update of how the operation is going. One also sees these same type computer prints in the

manager's offices - production figures at their fingertips.

One rarely hears, however, management speaking enthusiastically about the valued human resources in the organization. Cummings and Mohrman (1982; 6) noted that in their research they found "most managers already conceive of themselves as "harnessing the energies of their people." I also found this to be true with USPS managers but could find little evidence in new participative structures.

Decision decentralization, however, means actively soliciting ideas from the front line. It means listening to the "grunts" and respecting their knowledge of how best to do the job. It also means taking pride in mutually agreed upon goals and accomplishments. The focus of the QWL paradigm is on empowering people through total systems involvement with improved numbers as a result of this process. In the QWL scenario, increased production figures follow improved psychological attitudes of employees and not vice versa. This type of "empowerment" is not possible in an Theory X management climate.

Congruent organizational systems must support the Theory Y or participative management style. The information system needs to encourage and allow honest two-way communication. The performance appraisal system has to link evaluation with explicitly desired behaviors and unit goals.

Finally, the reward system has to compensate managers for their investment in the new management style and any productivity resulting from the change.

Since none of the changes have taken place in the MSC, managers are actually rewarded for their Theory X behaviors through salary increases, promotions, and organizational status. Thus, USPS managers have no incentive to take the QWL process seriously or change their attitudes and behaviors. Without systems change, the information, appraisal, and reward structures all maintain an inverse relationship with the emerging QWL paradigm. In the absence of these changes, decision decentralization can be expected to continue on its downward spiral.

Hypothesis 7: Employees who have been trained and participated in the QWL/EI process will be more positive about supervisor/subordinate relations than untrained employees.

The F-test results for this variable are reported in Table 7-4 and reveal that this Hypothesis for the managerial group was not supported. The data reported in Table 7-5 does show that the standard deviation of the trained group (8.13) exceeds the standard deviation of the untrained group (6.15) by nearly two points on a seven-point scale. This demonstrates more heterogenous scores among the trained

group about this variable. A comparison of the ranges also reveals this variability.

The participatory process should enhance all facets of supervisor/subordinate relations. The emphasis on humanistic values, participation, and open information sharing are vehicles that help to improve the traditional adversarial relationship of these two groups.

The results of this study indicate that many of these organizational values have not changed significantly. Theory X managers are still present in the MSC and some organizational leaders, in the opinion of many managers, feel they will always be needed. This represents a very anti-humanistic view of the worker by management. Also, participation apparently is still not viewed as a valid, contributing function of the organizational subordinate. Finally, based on comments of both trained and untrained personnel, a very closed information system exists with the communications flow fragmented and downward. A truly participative culture would reflect more of a two-way communication system.

Interviewees were asked whether they thought carriers were ready for more advanced QWL applications. About half of the respondents felt the carriers were not presently mature enough for these types of involvement. One response

was particularly educative:

"No, carriers are not ready to try more QWL involvements because they are afraid of being fussed at by managers for mistakes."

This citation illustrates the very paternalistic nature of management/labor relations in the USPS. Managers view carriers in almost a child-like manner and have not yet accepted them as important stakeholders in the organization. This perception has to change if QWL is going to work. Management must begin to believe carriers have as much interest and desire in making the organization effective as they do. Otherwise, the paternalistically-induced behavior of management will always negatively effect supervisor/subordinate relations.

Productivity decreases during the period of QWL intervention are a major concern of many of the managers interviewed. As legitimate stakeholders themselves in an organization threatened with its survival, productivity is a valid concern. I got the impression that the Theory X manager saw himself/herself as the vanguard force protecting the institution's core values and productivity capabilities. During conversation they sometimes spoke wistfully for the "good old days" when the organization operated in a less turbulent social and business environment and stern management could guarantee annual production increases.

Because of the sensitive nature of the political arrangement between management and the union, increased productivity is never explicitly mentioned as a goal of the QWL/EI process. This omission occurs because union opponents of QWL see the process as a threat to unionism and an ingenious way to increase productivity outside of the collective bargaining agreement.

Seeing no relationship between QWL and increased productivity, managers often withdraw support as they "come to see QWL as a costly giveaway program with no benefits to the organization" (Lawler/Ledford, 1982; 27). When productivity is mentioned, it is in the context of some long range, nebulous organizational goal. This may not be sufficient to gain the support of a major organizational stakeholder like managers for QWL.

Managers need to be able to realize short-term benefits, especially in the form of productivity, before they will buy into the process. This type of motivational strategy works well with employees who join an organization's start-up EI workteam or quality circle group. In this situation, early suggestions that are generated are implemented purposely to give the process credibility (Lawler and Mohrman, 1984). One manager who served on the LJSC admitted this had also happened in Roanoke. The

managerial group also have to be extended this type of opportunity to ensure their support.

Finally, the reward system must compensate managers for their participation in successful projects. This will help minimize some of the equity concerns they now have about the process. As mentioned earlier, one manager bitterly complained about "the lack of recognition managers receive from the QWL process."

The productivity and equity concerns of management appears to hamper improved relations with organizational subordinates. Minimized employee participation and decision decentralization are, I believe, some causalities of those concerns. As managers are legitimate stakeholders, these matters must be addressed before full support can be expected for QWL.

Summary

Three hypotheses were evaluated for the Supervisor/Subordinate Relations. None of these hypotheses were supported by the F-test results. The non-congruence of other vital organizational systems to the QWL paradigm is again seen as the major cause for these results. Paternalism also appears to affect the relationship between managers and letter carriers.

The last section of this chapter presents the results and interpretation of manager perception of the LJSC.

LJSC Hypothesis

The F-test was used to evaluate eight hypotheses that determined how managers perceive the actions of the LJSC. These results appear in Table 7-6. The LJSC, considered the "Board of Directors" of the process, denies or approves many of the suggestions submitted by the EI workteams. The eight variables measured were domination, effectiveness, role problems, fairness, desirability, overload, impact, and clarity.

Descriptive Statistics for these variables appear in Table 7-7 and includes the means, standard deviations and ranges. This information appears separately for the trained and untrained groups.

Hypothesis 8: Employees who have been trained and participated in the QWL/EI process will be more positive concerning equity in power-sharing on the LJSC than untrained employees.

The F-test results, reported in Table 7-6, reveal that this Hypothesis was not supported for managers. Because of the design of the question in the survey, a lower mean score is an indication of a more positive perception of equity. Table 7-7 shows no significant differences in the two groups

based on the descriptive statistical data collected.

The results of this study indicate that both the carriers and managers feel that management dominates the LJSC. The inference is that craft members of the LJSC do not possess the real power to translate their inputs into tangible results. It also infers that management does not see ideas generated by the carriers as worthwhile in the overall effort to ensure organizational survival.

Many managers believe that a lack of trust between the groups affects their ability to work together. Although actors in the same organization, and facing the same organizational crises, distrust has prevented labor and management from creating a "shared reality" of the future. For example, managers seem to take an incrementalist approach to change while carriers desire an upheaval in the traditional way things are done. This divergence causes serious decision-making problems. The adversarial relationship of the past still haunts the organization and prevents cooperation between the groups as the QWL paradigm emerges.

Because of their Theory X orientation, managers may feel that their organizational role continues to be that of control and dominance. This "role crisis" is reflected in documentary data collected from one manager:

"The process will be ineffective as long as certain management employees don't like the objectives of the group."

Clearly Theory X in implication, these comments reveal the continued capacity of managers to hold the process hostage at a whim. Just as clearly, this type behavior is not congruent with QWL and should not be sanctioned by the organization. However, managers cannot be held solely accountable for their anti-QWL activities. Since other key organizational structures (i.e., information, reward, appraisal, training, etc.) are not congruent with QWL, managers are still given valued organizational rewards for their Theory X behaviors.

Training is another subsystem that apparently does not "fit" with the QWL process. Many of the employees interviewed still believed that a Theory X approach to management continued to dominate the training classes at the Postal Management Academy. Consequently, QWL training was viewed as "parallel" to the real management training being offered.

The research is fairly conclusive that managers are perceived to be the major obstacles to a participative culture. These findings can partly be explained by the fact that the majority of QWL endeavors have focused primarily on getting labor involved, with management a "lag variable."

This approach has not proven effective.

Mohrman and Lawler (1988) have recently pointed out that managers should become the target variable and primary change lever in the organizational change process. This approach focuses attention on the problems managers have with QWL and provides a framework for overcoming these obstacles. Since managerial members of the LJSC appear reluctant to share decision-making power, this type of training may help reduce their reservations and help bring equity to the LJSC.

Hypothesis 9: Employees who have been trained and participated in the QWL/EI process will be more positive concerning the effectiveness of the LJSC than untrained employees.

The mean score of the trained group (16.25) did exceed the mean score of the untrained group (15.06); however, the difference was not statistically significant based on F-test results found in Table 7-6. Therefore, this Hypothesis was not accepted. These findings do indicate this variable is trending in a positive direction. Table 7-7 reports no differences in the groups based on descriptive statistics.

The program effectiveness scale measured the respondent's perception of the participation groups

effectiveness in accomplishing important organizational improvements.

Most managers interviewed feel they have not seen any real accomplishments from their experience with QWL. The decisions of the LJSC must dramatically improve the daily work life of managers before the effectiveness variable will show an increase. To date, the perception is generally that QWL has only increased overall managerial work responsibilities as they attempt to incorporate workplace democracy into already rigid work and time schedules.

Effectiveness is also related to program goals. Yet, the LJSC does not appear to have formulated any clearly formed goals or timetables for the process. In the two meetings I attended, the LJSC took the position of a deliberate body deciding on employee suggestions that had been submitted. There was no proactive or agenda-setting stance by the group.

Though both are called organizational change agents, the QWL trainers take a much stronger advocacy position than the LJSC. Visited by the EI coordinators, the manager is encouraged to expand his array of QWL applications. Their role in the process is clearly defined with specific goals and tasks to accomplish. The LJSC, conversely, takes a more defensive posture rather than one of advocacy. To the

manager in the field, these two divergent trends must appear totally at odds with each other.

The LJSC could also enhance program effectiveness by being more visible and accessible to all employees. They could visit stations where ideas have been generated, discuss the ramifications of proposals, and help clarify the goals of the process. This research has previously highlighted the importance of approval and implementation of ideas in the participatory process. Visible management would allow the LJSC an opportunity to gain a better perspective on what is actually being proposed and how these proposals "fit" with the QWL paradigm.

In their study of participation, Hocevar and Mohrman (1984) also looked at recognition and program effectiveness. Recognition was defined as "the extent to which participation groups were recognized and treated as important" (12). Visiting EI teams or other participatory group settings as a group would enhance feelings of importance for participants.

More open communication and visible management would help eliminate the cloistered image of the LJSC. Based on the previously cited research, program effectiveness is not evaluated only on actual program successes but, additionally, on open communication and recognition. Unless the information system is expanded, participatory groups are

recognized for their contributions, and direct interaction with employee groups take place, the LJSC will be viewed as an elite decision-making group without linkage to organizational members.

Table 7-6

ANOVA Results: Managerial Group
LJSC Perception

Group Means by Training Status

Variables	Trained (n=28)	Untrained (n=16)	F-Ratio
1. Domination	5.60	4.09	.004
2. Effectiveness	16.25	15.06	.658
3. Role Problems	7.03	7.06	.001
4. Fairness	7.03	7.53	.561
5. Desirability	7.49	6.66	.059
6. Overload	6.14	7.06	1.01
7. Impact	12.50	11.18	.695
8. Clarity	7.71	8.68	1.18

* significance at .05 level

Table 7-7
Descriptive Statistics for Managers
LJSC Perception

Variable	Trained			Untrained		
	\bar{X}	SD	R	\bar{X}	SD	R
Domination	9.53	3.67	13.0	11.68	2.86	10.0
Effectiveness	16.25	4.98	20.0	15.06	4.04	15.0
Role Problems	7.03	2.68	14.0	7.06	2.49	9.0
Fairness	7.03	2.41	11.0	7.53	1.18	5.0
Desirability	8.64	2.73	12.0	8.43	2.58	10.0
Overload	6.14	3.08	12.0	7.06	2.56	11.0
Impact	12.50	5.63	21.0	11.18	3.67	12.0
Clarity	7.71	3.13	14.0	8.68	2.27	8.0

Hypothesis 10: Employees who have been trained and participated in the QWL/EI process will be more positive concerning the role problems of the LJSC than untrained employees.

The F-test results for this variable are reported in Table 7-6 and reveal that this Hypothesis was not supported. Because of the design of the survey question, a lower mean score is an indication of more positive role relations. No significant differences in the two groups were reported in Table 7-7.

LJSC members cannot attend all of the regularly held EI work team meetings. They can, however, have a key informant from both the craft and management report to a designated "contact" person from the LJSC. The reports can be either written or oral but should keep the LJSC member updated on problems that the group is having. The word informant should not have a negative connotation for the reader. This role, which should be known to other group members, is necessary to keep the LJSC member informed of problems the group may be experiencing.

Any mechanism that improves communication between the LJSC and participation groups should be utilized. A more open flow of information between these groups will help reduce the perception of role problems.

LJSC members have to realize that even the slightest QWL changes cause disruption in the manager's normal work day. Feedback to the LJSC is needed to better understand how personnel are reacting to the change. This feedback can also be used to fine-tune the innovation or help eliminate similar problems in the next station the intervention is introduced.

Managers already feel "left out" in the QWL process. Denying them the opportunity to give positive feedback on innovations that directly effect them increases those feelings of alienation. Absence of feedback would also seem to indicate that the same mistakes would be committed when the innovation is introduced in the next station.

Hypothesis 11: Employees who have been trained and participated in the QWL/EI process will be more positive concerning the fairness of the program directed by the LJSC than untrained employees.

The mean scores for the trained group (7.03) and the untrained group (7.53) were compared for significant differences using an F-test. Table 7-6 reports the results which reveal that this Hypothesis was not supported.

Table 7-7 shows that the standard deviations of the trained group (2.41) exceeded those of the untrained group (1.18) by more than one point and indicate that there was

more variability in scores of the trained group concerning this variable. This indicates more "mixed feelings" about this variable among trained managers. A comparison of the range scores of both groups also reflects this variability.

Managers in the Roanoke MSC feel "dumped on" by the QWL intervention. No organizational accountabilities have been lessened because of their involvement with the process. Additionally, no additional organizational rewards have been forthcoming because of their participation in EI activities.

Because of this, most managers interviewed felt that LJSC decisions had not benefitted them in any way. They feel the "target group" of the process are craft members and they have been taken for granted. Since this Hypothesis was confirmed for the Letter Carriers, it can be safely assumed that even "cosmetic changes" granted by the LJSC was enough to increase feelings of fairness for this group. Inversely, these changes meant more responsibility for management and actually decreased feelings of fairness for them.

These findings have strong implications for equity exchanges. The QWL upheaval, with its attendant learning and behavioral change pressures, has squarely placed the manager in the position of perceiving inequity in his exchanges with the organization. Attempting to alter these outcomes, the manager may either withdraw his support of the

process or attempt to sabotage it.

Hypothesis 12: Employees who have been trained and participated in the QWL/EI process will be more positive concerning the desirability of the program than untrained employees.

Although the mean score of the trained group (8.64) exceeded the mean score of the untrained group (8.43), the difference was not statistically significant according to the F-test results. Consequently, Hypothesis 12 was not accepted. These scores do, however, indicate a trend in a positive direction concerning this variable. These results are found in Table 7-6. Additionally, Table 7-7 presents the descriptive statistics for this variable and reveals no practical differences between the two groups.

Mirvis' study (1983) of a QWL intervention in an auto parts firm found a strong correlation between committee effectiveness and desirability. Effectiveness was previously defined as the "respondents perception of the participation groups in accomplishing improvements." Following this logic, managers will desire the QWL process if it accomplishes identifiable workplace improvements. On the contrary, if the process is not making discernable accomplishments, managers will not desire the process to continue.

The effectiveness hypothesis was not accepted in this study by managers. Most managers have not seen any significant changes in either productivity or employee attitudes that can be directly attributed to QWL. What they have seen are additional time, budgetary and production pressures as a result of EI involvement.

In a related context, desirability has suffered because of the way managers perceive the carriers misuse of EI time. One respondent spoke of the craft "using EI time as a grievance procedure" and another stated that EI "is a waste of time with the carriers wasting a total of five or six hours a day." These situations indicate a lack of understanding by the group of the goals and purposes of the process. These type situations undermine any trust that may be developing between the two groups as a result of QWL.

That the process is seen as a necessary evil was demonstrated by a particular manager's behavior during an EI meeting I attended. Throughout the meeting the manager seemed distracted, even annoyed, at what was transpiring around him. He focused only on his watch, periodically checking to see how much time had elapsed since the meeting began. When the meeting was over, he smiled (the meeting had not lasted the entire hour allocated to EI), thanked the carriers for their contributions (sic) and ushered them back

to work. It was evident that because this manager had not seen any advantages to the process, he tolerated QWL because it was company policy.

He was not unique in that sense. One station, whose EI meeting was scheduled on Saturday mornings, had to discontinue the process because the manager would not come in on his day off (trained management personnel are required to attend all EI meetings). This manager was not "simply going to waste his time" for QWL. Clearly, these managers do not see themselves as "change agents" attempting to bring about cultural transformation. Rather, they continue to view their organizational role from the perspective of the traditional management paradigm. They simply view QWL as having no relevance to either their personal or organizational goals.

Moreover, equity concerns create a disincentive for managers to become really involved in the process. They simply don't feel they receive anything positive from their association with EI. Since the communication and reward systems are not congruent with the QWL paradigm, there are no organizational mechanisms to mitigate these feelings.

Desirability is also effected because QWL is seen as a parallel structure to the real decision-making, reward, communication, etc. structures of the organization. With

their parallel status, the embryonic QWL structure wields very little power, authority, or status in the organization. A top-ranking postal official called "mainstreaming the concept" the most difficult obstacle facing QWL. Since the USPS is also a political institution, managers prudently relate to the dominant organizational forces that determine their career paths.

Hypothesis 13: Employees who have been trained and participated in the QWL/EI process will be more positive concerning the amount of organizational changes allowed by the LJSC than untrained employees.

The F-test results for this variable are reported in Table 7-6 and reveal that the Hypothesis was not supported. The descriptive statistics reported in Table 7-7 do not indicate any difference between the two groups.

This variable seeks to determine if the change process has placed an emotional or administrative overload on managers. Interviewees were asked why managers resisted the process. The majority of respondents were either current or former members of the LJSC. Most answered that the fierce management resistance came because managers feared losing power. This response is a good indicator of how little the organization's culture has changed. Control over subordinates is a prominent trait of the traditional

paradigm. The QWL paradigm, on the other hand, proposes a new type of power - the ability to empower employees with a new vision of the organization and their role in it (see e.g. Peters, 1987).

The future role of managers in a fully participative organizational culture should be constantly communicated. Managers can't possibly know what is expected of them in a QWL-inspired planned change effort. These reassurances must come in continuous communiques from the LJSC. Because of the passive posture the LJSC has taken in the Roanoke MSC, there has been no such forthcoming information to ease the stress and anxiety associated with QWL related uncertainty.

Overload is also felt by managers because of the increased QWL responsibilities they have to be concerned with. With production goals increasing at three percent annually, managers have demanding performance standards for which they are held accountable. They reason that any additional duties, especially perceived unproductive ones, are totally unreasonable. Managers feel overwhelmed by the addition of QWL-activities to their normal workload.

Other important organizational structures have not kept pace with the participative structures and do not constitute a "fit" with the QWL paradigm. Managers indicated they also wanted workplace changes to make their jobs more fulfilling

and productive. One respondent told me he would "welcome any changes that lightened his workload and made his job easier." One manager wrote the following:

"This process is late in coming. Had we had this 20 years ago, it would have saved a lot of time and money."

Managers do not appear to be inherently hostile to the process. They simply have not benefitted from any of the changes that have occurred because of QWL. Regretably, they are not optimistic about becoming full participants in the process or seeing their work life improved.

Hypothesis 14: Employees who have been trained and participated in the QWL/EI process will have a more positive view of the impact of the program directed by the LJSC than untrained employees.

The F-test results for this variable are reported in Table 7-6 and reveal that this Hypothesis for the managerial group was not supported. The mean score of the trained group (12.50) did exceed the mean score of the untrained group (11.18) but the difference was not statistically different. The trend of the scores, however, does indicate movement in a positive direction. This information was reported in Table 7-7.

Descriptive statistics are presented in Table 7-7 and indicates there was more variability of standard deviation

scores among the trained group (5.63) than the untrained group (3.67). This seems to suggest that trained managers had more mixed feelings about the impact variable than untrained managers.

The theoretical premise that underlies this variable is that program impact is directly influenced by the decision-making process. Because of the hierarchical and bureaucratic nature of the organization, lower-level managers appear to have little opportunity to make decisions. A popular perception of these managers is simply "someone who takes orders from his superiors." Two carriers told me they would not accept management positions "because there was no real authority left in the job." Since the organizational decision-making structure remains hierarchical, supervisors seem to be waiting for the LJSC to tell them what to do next. Thus, they could not be viewed as QWL advocates.

Most managers are very passive in initiating suggestions during EI team meetings. I attended approximately ten of these meetings and generally found the managers fielding questions, explaining prior decisions, and promising to get back to the carriers on their suggestions. It was apparent that the typical manager did not see his role as a joint participant in the decision-making process

but rather a "middleman" between the carriers and organizational decision-makers.

Also, most of the problems dealt with in these meetings were issues that did not dramatically alter the workday. Program impact, like the influence satisfaction variable, must significantly effect the manager's daily activities to be effective. There is very little evidence in the Roanoke MSC that managers have become involved in the participative process and are approving decisions that would have an impact on the workplace.

An example of this is the lack of any managers agreeing to the self-managing workteam or other advanced QWL applications to be introduced in their stations. These are interventions that would have an profound impact on workday activities. Yet, in the six months there applications have been offered by the EI coordinator, no station has agreed to become involved. Personnel decision-making is another area that would enhance managerial feelings of impact yet managers have not broached this subject with the superiors.

To increase the level of program impact for managers, the LJSC must give them an opportunity to become actively involved in various decision-making processes. Both the carriers and management appear afraid to make mistakes and are often immobilized by this fear. The LJSC has to Figure

reassure participants that mistakes and continual fine-tuning are all part of the QWL process. Before real progress will be made concerning this variable, the LJSC will have to fully support and encourage the managerial decision-making process.

Hypothesis 15: Employees who have been trained and participated in the QWL/EI process will have a more positive view of the goals (clarity) of the QWL process as directed by the LJSC than untrained employees.

Table 7-6 reports the F-test results for this variable and shows that this Hypothesis was not accepted. Table 7-7 reports descriptive statistics and indicates no significance difference between the two groups.

Clarity relates to the clearly identifiable goals and directions of the QWL process to participants. These objectives do not appear to be common knowledge to a number of managers in the Roanoke MSC. One respondent asked me "to explain to him what this process was all about." Also, this study has shown that there is virtually no congruence between labor and management on program goals.

As this research has documented, the USPS communication system has not been used to facilitate information-sharing among participants. Since the information system is not congruent with the QWL paradigm, compatible union and

management goals have not been agreed upon in the adoption stages of the process.

Managers receive mixed signals from the organization concerning the goals of the process. The EI coordinators and USPS Headquarters are seen as QWL activists while local top management and the LJSC are viewed as taking an incremental approach to the process. Managers are still rewarded for Theory X orientation and the information system remains closed and elitist.

Mirvis (1983) found that clarity is a determining variable in the success or failure of a QWL intervention. His research noted a program that failed because the union and management could not agree on various economic and non-economic objectives. This finding may partially explain the low-level of support managers have given the process in Roanoke.

QWL terminology also is an obstacle to program clarity. Various terms bantered around include: (1) cultural change; (2) QWL; (3) flex-time; (4) semi-autonomous workteams; (5) MBO; (6) empowerment; and many others. Reviewing my interview tapes, I became aware of the number of times these terms had to be defined. As organizational leaders, still operating in the traditional paradigm, managers may be reluctant to publicly acknowledge they are not clear on much

of the verbiage used in the process. Clarification of these terms would be an important function of an open information system.

Summary

Eight hypotheses were tested in this section on LJSC perception. None of the hypotheses were accepted. The non-congruency of various organizational systems with the QWL paradigm appears to be an indirect cause for the poor perception of the LJSC.

The LJSC itself, however, may have also contributed to its poor showing in these results. They did not "hit the ground running" with a clearly articulated vision of exactly what the goals of QWL would be in the Roanoke MSC. Furthermore, the LJSC has failed to indentify, encourage and actively support managers involved in QWL activities. This lack of guidance and support has produced the negative ripple effects seen in the results of these eight hypotheses.

Chapter 8 presents the findings of three additional statistical tests conducted on the collected quantitative data. The procedures utilized were the Pearson product-moment correlation coefficient (Pearson r), multiple regression analysis and discriminant analysis.

Chapter VIII

CLASSIFYING STATISTICAL RELATIONSHIPS BETWEEN SELECTED VARIABLES

Introduction

This chapter is devoted to presenting and interpreting findings that focus on the associations and correlations that exist between key variables. The three analytical procedures utilized to determine those relationships are: (1) the Pearson r product-moment correlation; (2) multiple regression analysis; and (3) discriminant analysis.

SIMPLE RELATIONSHIPS BETWEEN MAJOR VARIABLES

Pearson r Correlation

A number of related research studies have employed the use of correlational techniques to determine what, if any, relationships existed between commonly used QWL-measures (e.g. Hocevar and Mohrman, 1984; and Mirvis, 1983). The use of the Pearson r correlation provides an opportunity to determine the strength of the relationship between the measures utilized in this study and provide a sharper focus on the influence of these variables on program implementation and diffusion.

To interpret these correlational coefficient results, this study will utilize a range of values established by Hinkle, Wiersma, and Jurs (1982; 110). These "rule of

thumb" guidelines established the following interpretative criteria:

1. .90 to 1.00 (-.90 to -1.00) very high correlation
2. .70 to .90 (-.70 to -.90) high correlation
3. .50 to .70 (-.50 to -.70) moderate correlation
4. .30 to .50 (-.30 to -.50) low correlation
5. .00 to .30 (.00 to -.30) little, if any, correlation

Table 8-1 reports the correlations between the total group (trained and untrained carriers and managers) with the 15 measures used in the study. It shows that the "group" was weakly correlated with both influence/intrinsic satisfaction, participation, and program impact. These respondents gave decision decentralization and management dominance negative appraisals. These results parallel those found during the hypothesis testing and suggests that the organization's management style may be a real obstacle to the success of the QWL endeavor. This finding supports the qualitative data collected during the research.

Employee Satisfaction

Table 8-2 shows the correlations of the four employee satisfaction variables for the trained letter carriers. The relationship between job satisfaction and influence satisfaction (.50) shows a positive correlation while extrinsic reward revealed a weaker correlation with influence satisfaction (.36). The strongest employee satisfaction relationships were found in the influence

Table 8-1
Correlations of Group and Program Measures

	JOB SAT.	EXT. SAT.	INF. SAT.	INT. SAT.	PAT. DECEN.	DEC. DECEN.	SUP./SUB. REL.	DOM.	EFF.	R.P.	FA.	DES.	OV.	IMP.	CL.
GRO	1.00	.05	.09	.13*	.37*	-.27**	.29**	-.43**	-.03	.17**	.10	.05	-.04	.11	-.02

* p < .05; ** p < .01

GRO - GROUP
 INF. SAT. - INFLUENCE SATISFACTION
 DEC. DECENT. - DECISION DECENTRALIZATION
 EFF. - EFFECTIVENESS
 DES. - DESIRABILITY
 CL. - CLARITY

JOB SAT. - JOB SATISFACTION
 INT. SAT. - INTRINSIC SATISFACTION
 SUP./SUB. REL. - SUPERIOR/SUBORDINATE RELATIONS
 R.P. - ROLE PROBLEMS
 OV. - OVERLOAD

EXT. SAT. - EXTRINSIC SATISFACTION
 PAT. - PARTICIPATION
 DOM. - DOMINANCE
 FA. - FAIRNESS
 IMP. - IMPACT

satisfaction category. Influence satisfaction showed strong correlations with intrinsic satisfaction (.53), participation (.52), and supervisor/subordinate relations (.52). These findings suggest that influence reward satisfaction is a very powerful satisfaction measure to trained letter carriers and exerts considerable weight over the other satisfaction and supervisor/subordinate variables.

These findings contrast sharply with the correlations found for the untrained carriers in Table 8-3. The results in this table reveal only weak correlations among the measures. This suggests that these managers are consistent in their unfavorable feelings about the various dimensions of the process.

Table 8-4 presents the correlations for trained managers and reveals a very strong relationship between job satisfaction and extrinsic reward satisfaction (.77) and intrinsic reward satisfaction (.75). Influence satisfaction also indicates a high relationship with intrinsic satisfaction (.75) and participation (.75). The job satisfaction/extrinsic reward relationship points out that QWL demands may not be creating equity concerns for managers. Also, manager's higher level needs appear to be rewarded through participation and may enhance their overall level of job satisfaction.

The correlations for the untrained managers are found in Table 8-5 and show a high relationship between job satisfaction and intrinsic reward satisfaction (.72). Job satisfaction was also positively correlated to program effectiveness (.62). The weakest correlation was found between influence satisfaction and supervisor/subordinate relations (.43). These findings indicate that untrained managers perceive the interrelations between job satisfaction and other QWL-related variables positively.

Supervisor/Subordinate Relations

The correlation measures for trained letter carriers are found in Table 8-6. The strongest relationship is between participation and supervisor/subordinate relations (.73) and influence satisfaction (.52). This shows that trained carriers who had participated saw an improved relationship with their immediate supervisor. As expected, participation does show a positive correlation with influence satisfaction and hints that involvement in "cosmetic changes" is very positive during the "start-up" years of the process.

Table 8-7 reveals the correlational results for these measures from the untrained carrier group. Participation and supervisor/subordinate relations reveals a strong correlation (.61) and suggests that even though these

Table 8-2

Intercorrelations for the Job Satisfaction Measures
(Trained Letter Carriers)

VARIABLES	JOB SAT.	EXT. SAT.	INF. SAT.	INT. SAT.	PAT. DECEN.	DEC. DECEN.	SUB./SUB. REL.	DOM.	EFF.	R.P.	FA.	DES.	OV.	IMP.	CL.
1. JOB SAT.	1.00	.23	.50**	.46**	.28**	-.05	.35**	.01	.22*	-.15*	-.02	-.05	.01	-.15	.00
2. EXT. SAT.		1.00	.36**	.29**	.16*	-.00	.17*	.00	.18*	-.11	-.02	.04	-.08	.20*	-.07
3. INF. SAT.			1.00	.53**	.52	-.12	.52**	-.08	.29**	-.19	.03	.08	-.04	.29	-.17
4. INT. SAT.				1.00	.38**	-.06	.38**	-.02	.32**	-.32	.02	.04	.00	.30**	-.04

280

* p < .05; ** p < .01

GRO = GROUP
 INF. SAT. = INFLUENCE SATISFACTION
 DEC. DECEN. = DECISION DECENTRALIZATION
 EFF. = EFFECTIVENESS
 DES. = DESIRABILITY
 CL. = CLARITY
 JOB SAT. = JOB SATISFACTION
 INT. SAT. = INTRINSIC SATISFACTION
 SUP./SUB. REL. = SUPERIOR/SUBORDINATE RELATIONS
 R.P. = ROLE PROBLEMS
 OV. = OVERLOAD
 EXT. SAT. = EXTRINSIC SATISFACTION
 PAT. = PARTICIPATION
 DOM. = DOMINANCE
 FA. = FAIRNESS
 IMP. = IMPACT

Table 8-3

Intercorrelations for the Job Satisfaction Measures
(Untrained Letter Carriers)

VARIABLES	JOB SAT.	EXT. SAT.	INF. SAT.	INT. SAT.	PAT. DECENT.	DEC. DECENT.	SUB./SUB. REL.	DOM.	EFF.	R.P.	FA.	DES.	OV.	IMP.	CL.
1. JOB SAT.	1.00	.12	.40**	.28**	.02	-.07	.05	-.12	-.22	-.22	-.12	-.17	-.20	-.13	-.20
2. EXT. SAT.		1.00	.32*	.32	.09	-.06	-.06	.09	.01	.10	-.00	.05	.14	.16	-.09
3. INF. SAT.			1.00	.45**	.40**	-.20	.34**	-.11	-.01	-.01	-.83	-.06	-.02	.03	-.16
4. INT. SAT.				1.00	.42**	-.05	.28	-.04	.00	-.08	-.06	-.00	-.24	.00	-.37

* p < .05; ** p < .01

GRO = GROUP
 INF. SAT. = INFLUENCE SATISFACTION
 DEC. DECENT. = DECISION DECENTRALIZATION
 EFF. = EFFECTIVENESS
 DES. = DESIRABILITY
 CL. = CLARITY

JOB SAT. = JOB SATISFACTION
 INT. SAT. = INTRINSIC SATISFACTION
 SUP./SUB. REL. = SUPERIOR/SUBORDINATE RELATIONS
 R.P. = ROLE PROBLEMS
 OV. = OVERLOAD

EXT. SAT. = EXTRINSIC SATISFACTION
 PAT. = PARTICIPATION
 DOM. = DOMINANCE
 FA. = FAIRNESS
 IMP. = IMPACT

Intercorrelations for the Job Satisfaction Measures
(Trained Managers)

VARIABLES	JOB SAT.	EXT. SAT.	INF. SAT.	INT. SAT.	PAT. DEGEN.	DEC. DEGEN.	SUB./SUB. REL.	DOM.	EFF.	R.P.	FA.	DES.	OV.	IMP.	CL.
1. JOB SAT.	1.00	.77**	.63**	.75**	.41*	-.05	.40*	-.00	-.02	.01	.02	-.16	-.44**	.24	-.07
2. EXT. SAT.		1.00	.62**	.63**	.33*	-.05	.32*	.08	.11	.01	.06	.00	-.23	.23	.13
3. INF. SAT.			1.00	.75**	.75**	-.09	.64**	.20	.07	.18	.15	-.12	-.32*	.18	.15
4. INT. SAT.				1.00	.62**	-.01	.61**	-.06	.07	.29	.19	-.12	-.27	.29	.12

* p < .05; ** p < .01

GRO = GROUP
 INF. SAT. = INFLUENCE SATISFACTION
 DEC. DECENT. = DECISION DECENTRALIZATION
 EFF. = EFFECTIVENESS
 DES. = DESIRABILITY
 CL. = CLARITY

 JOB SAT. = JOB SATISFACTION
 INT. SAT. = INTRINSIC SATISFACTION
 SUP./SUB. REL. = SUPERIOR/SUBORDINATE RELATIONS
 R.P. = ROLE PROBLEMS
 OV. = OVERLOAD

 EXT. SAT. = EXTRINSIC SATISFACTION
 PAT. = PARTICIPATION
 DOM. = DOMINANCE
 FA. = FAIRNESS
 IMP. = IMPACT

Table 8-5

Intercorrelations for the Job Satisfaction Measures
(Untrained Managers)

VARIABLES	JOB SAT.	EXT. SAT.	INF. SAT.	INT. SAT.	PAT. DECENT.	DEC. DECENT.	SUB./SUB. REL.	DOM.	EFF.	R.P.	FA.	DES.	OV.	IMP.	CL.
1. JOB SAT.	1.00	.41	.36	.72**	.43*	-.18	.32	.09	.62**	-.04	-.34	.39	.01	.19	-.14
2. EXT. SAT.		1.00	.20	.41	-.07	-.06	-.15	.10	.24	-.30	-.17	.15	.11	.03	-.01
3. INF. SAT.			1.00	.24	.50*	-.20	.43*	.19	.18	.20	-.05	-.01	.09	.70	-.45
4. INT. SAT.				1.00	.34	-.16	.26	.37	.55*	.06	-.05	.52*	—	.09	-.09

* p < .05; ** p < .01

GR0 = GROUP
 INF. SAT. = INFLUENCE SATISFACTION
 DEC. DECENT. = DECISION DECENTRALIZATION
 EFF. = EFFECTIVENESS
 DES. = DESIRABILITY
 CL. = CLARITY

JOB SAT. = JOB SATISFACTION
 INT. SAT. = INTRINSIC SATISFACTION
 SUP./SUB. REL. = SUPERIOR/SUBORDINATE RELATIONS
 R.P. = ROLE PROBLEMS
 OV. = OVERLOAD

EXT. SAT. = EXTRINSIC SATISFACTION
 PAT. = PARTICIPATION
 DOM. = DOMINANCE
 FA. = FAIRNESS
 IMP. = IMPACT

Table 8-6
Intercorrelations for the Supervisor/Subordinate Relations Measures
(Trained Carriers)

VARIABLES	PAT.	DEC. DECENT.	SUP./SUB. REL.	DOM.	EFF.	R.P.	FA.	DES.	OV.	IM.	CL.	JOB SAT.	EXT. SAT.	INT. SAT.	INF. SAT.
1. PAT.	1.00	-.09	.73**	-.21	.21	-.00	-.00	-.02	-.04	.39**	-.15	.28**	.16*	.52**	.38**
2. DEC. DECENT.		1.00	.00	.17*	-.00	-.02	.00	.04	-.13	-.04	-.03	-.05	-.00	.12	-.06
3. SUP./SUB. REL.			1.00	.27**	.02	.05	-.02	-.02	.38**	-.13	.55**	.17*	.52**	.38**	-.45

* p < .05; ** p < .01

GRO = GROUP
 INF. SAT. = INFLUENCE SATISFACTION
 DEC. DECENT. = DECISION DECENTRALIZATION
 EFF. = EFFECTIVENESS
 DES. = DESIRABILITY
 CL. = CLARITY

JOB SAT. = JOB SATISFACTION
 INT. SAT. = INTRINSIC SATISFACTION
 SUP./SUB. REL. = SUPERIOR/SUBORDINATE RELATIONS
 R.P. = ROLE PROBLEMS
 OV. = OVERLOAD

EXT. SAT. = EXTRINSIC SATISFACTION
 PAT. = PARTICIPATION
 DOM. = DOMINANCE
 FA. = FAIRNESS
 IMP. = IMPACT

Intercorrelations for the Supervisor/Subordinate Relations Measures
(Untrained Carriers)

VARIABLES	PAT.	DEC. DECENT.	SUP./SUB. REL.	DOM.	EFF.	R.P.	FA.	DES.	OV.	IM.	CL.	JOB SAT.	EXT. SAT.	INF. SAT.	INF. SAT.
1. PAT.	1.00	-.29*	.61**	.07	.03	-.03	.02	-.06	.00	.15	-.14	.09	.09	.04**	.42**
2. DEC. DECENT.		1.00	-.23*	.16	.11	.09	.04	.18	.20	-.07	.14	-.07	-.20	-.05	-.06
3. SUP./SUB. REL.			1.00	-.05	.09	-.03	.04	.05	-.02	.19	-.14	.05	-.06	.34**	.28**

* p < .05; ** p < .01

GRO = GROUP
 INF. SAT. = INFLUENCE SATISFACTION
 DEC. DECENT. = DECISION DECENTRALIZATION
 EFF. = EFFECTIVENESS
 DES. = DESIRABILITY
 CL. = CLARITY

JOB SAT. = JOB SATISFACTION
 INT. SAT. = INTRINSIC SATISFACTION
 SUP./SUB. REL. = SUPERIOR/SUBORDINATE RELATIONS
 R.P. = ROLE PROBLEMS
 OV. = OVERLOAD

EXT. SAT. = EXTRINSIC SATISFACTION
 PAT. = PARTICIPATION
 DOM. = DOMINANCE
 FA. = FAIRNESS
 IMP. = IMPACT

carriers are not formally involved in the process, a participate culture is evolving whereby employee participation is occurring in a mainstream manner.

Table 8-8 shows an extremely powerful relationship between participation and supervisor/subordinate relationship for trained managers (.88). This could mean that managers like the new evolving organizational arrangement between them and letter carriers. Participation is also linked to influence satisfaction (.75).

Mixed feelings about the process are suggested in the correlations of the untrained managers found in Table 8-9. Participation is positively correlated with supervisor/subordinate relations (.87). Interestingly, participation shows a moderately negative relationship with decision decentralization (-.62). Coupled with a negative appraisal between participation and clarity (-.58), it appears untrained managers are not sure of what is exactly expected of them in the area of subordinate decision-making.

LJSC Perceptions

Table 8-10 presents correlations for trained carriers. Effectiveness and program impact (.62) show the strongest relationship. Overload and clarity (-.34) received a negative appraisal from the respondents. This finding suggests that program overload can possibly be mitigated by

Table 8-8
Intercorrelations for the Supervisor/Subordinate Relations Measures
(Trained Managers)

VARIABLES	PAT.	DEC. DECENT.	SUP./SUB. REL.	DOM.	EFF.	R.P.	FA.	DES.	OV.	IM.	CL.	JOB SAT.	EXT. SAT.	INF. SAT.	INF. SAT.
1. PAT.	1.00	-.28*	.88**	.02	.15	.23	.18	.04	-.20	.09	.28	.41*	.33*	.75**	.62**
2. DEC. DECENT.		1.00	-.29	.14	.12	-.19	.15	.09	.26	.07	.14	-.05	-.05	-.09	-.01
3. SUP./SUB. REL.			1.00	-.01	.13	.29	.09	-.00	-.20	.06	.21	.40*	.32*	.64**	.61**

* p < .05; ** p < .01

GRO - GROUP
 INF. SAT. = INFLUENCE SATISFACTION
 DEC. DECENT. = DECISION DECENTRALIZATION
 EFF. = EFFECTIVENESS
 DES. = DESIRABILITY
 CL. = CLARITY
 JOB SAT. = JOB SATISFACTION
 INT. SAT. = INTRINSIC SATISFACTION
 SUP./SUB. REL. = SUPERIOR/SUBORDINATE RELATIONS
 R.P. = ROLE PROBLEMS
 OV. = OVERLOAD
 EXT. SAT. = EXTRINSIC SATISFACTION
 PAT. = PARTICIPATION
 DOM. = DOMINANCE
 FA. = FAIRNESS
 IMP. = IMPACT

Table 8-10

Intercorrelations for LJSC Perception
(Trained Carriers)

VARIABLES	DOM.	EFF.	R.P.	FA.	DES.	OV.	IMP.	CL.	JOB SAT.	EXT. SAT.	INF. SAT.	INT. SAT.	PAT.	DEC. DECENT.	SUP./SUB. REL.
1. DOMINANCE	1.00	.11	.01	-.00	-.01	.01	.00	.02	.01	.00	-.08	-.02	-.21**	.17	-.10
2. EFFECTIVENESS		1.00	-.33**	.25**	.35**	-.13	.62**	-.38**	.22**	.18*	.29**	.32**	.21**	-.00	.27**
3. ROLE PROBLEMS			1.00	.08	-.15*	.18*	-.03	.21**	-.15*	-.11	-.19*	-.06	-.00	-.02	.02
4. FAIRNESS				1.00	.39	.11	.15	-.10	-.02	-.02	.03	.02	-.00	.00	.05
5. DESIRABILITY					1.00	-.30	.34	-.33	-.05	.04	.08	.04	-.02	.04	-.02
6. OVERLOAD						1.00	-.12	.34**	.01	-.08	-.04	.00	-.04	-.13	-.02
7. IMPACT							1.00	-.32**	.15*	.20**	.29**	.30**	.39**	-.04	.38**
8. CLARITY								1.00	.00	-.07	-.17*	-.04	-.15*	-.03	-.13

* p < .05; ** p < .01

GR0 = GROUP

INF. SAT. = INFLUENCE SATISFACTION

DEC. DECENT. = DECISION DECENTRALIZATION

EFF. = EFFECTIVENESS

DES. = DESIRABILITY

CL. = CLARITY

JOB SAT. = JOB SATISFACTION

INT. SAT. = INTRINSIC SATISFACTION

SUP./SUB. REL. = SUPERIOR/SUBORDINATE RELATIONS

R.P. = ROLE PROBLEMS

OV. = OVERLOAD

EXT. SAT. = EXTRINSIC SATISFACTION

PAT. = PARTICIPATION

DOM. = DOMINANCE

FA. = FAIRNESS

IMP. = IMPACT

Table 8-11

Intercorrelations for LJSC Perception
(Untrained Carriers)

VARIABLES	DOM.	EFF.	R.P.	FA.	DES.	OV.	IMP.	CL.	JOB SAT.	EXT. SAT.	INF. SAT.	INT. SAT.	PAT.	DEC. DECENT.	SUP./SUB. REL.
1. DOMINANCE	1.00	.72**	.75**	-.12	-.17	-.20	-.13	-.20	-.12	.09	-.11	-.04	.07	.16	-.05
2. EFFECTIVENESS		1.00	.65**	.87	.89	.43	.76	.45	-.22	.01	-.01	.00	.03	.11	.09
3. ROLE PROBLEMS			1.00	.71**	.65**	.51**	.60**	.59**	-.22	.10	-.01	-.08	-.03	.09	-.03
4. FAIRNESS				1.00	.85**	.44**	.79**	.53**	-.12	.00	-.08	-.06	.02	.04	.04
5. DESIRABILITY					1.00	.40**	.75**	.44**	-.17	.05	-.06	-.00	-.06	.18	.05
6. OVERLOAD						1.00	.26*	.73**	-.20	.14	-.02	-.24*	.00	.20	-.02
7. IMPACT							1.00	.39**	-.13	.16	.03	.00	.15	-.07	.19
8. CLARITY								1.00	-.20	-.09	-.16	-.37**	-.14	.14	-.14

* p < .05; ** p < .01

GRO = GROUP
 INF. SAT. = INFLUENCE SATISFACTION
 DEC. DECENT. = DECISION DECENTRALIZATION
 EFF. = EFFECTIVENESS
 DES. = DESIRABILITY
 CL. = CLARITY

JOB SAT. = JOB SATISFACTION
 INT. SAT. = INTRINSIC SATISFACTION
 SUP./SUB. REL. = SUPERIOR/SUBORDINATE RELATIONS
 R.P. = ROLE PROBLEMS
 OV. = OVERLOAD

EXT. SAT. = EXTRINSIC SATISFACTION
 PAT. = PARTICIPATION
 DOM. = DOMINANCE
 FA. = FAIRNESS
 IMP. = IMPACT

a better understanding of program goals.

The untrained carriers results are found in Table 8-11. Surprisingly, these results indicate significantly more high and moderate correlations than for the trained carrier group. For example, management dominance shows a strong relationship with effectiveness (.72). From the QWL paradigm this finding has negative connotations since it suggests that these employees feel that the traditional management style leads to program effectiveness. Dominance is also understandably related to role problems (.75). Role problems with fairness (.71), desirability (.65) and impact (.60). Desirability is also positively related to program impact (.75).

The effect of program role problem on other variables is significant and indicates that the LJSC may need to be address this issue. As expected, desirability is enhanced as the program makes an impact on the employee's workday.

Table 8-12 presents the correlations for the trained managers. The strongest relationship is between dominance and fairness (.64) followed by effectiveness and program impact (.63). The dominance/fairness results seem to indicate that many managers feel they should continue to be in control of the LJSC to ensure fairness. This finding is not congruent with the QWL paradigm and supports the

Table 8-11
Intercorrelations for LJSC Perception
(Untrained Carriers)

VARIABLES	DOM.	EFF.	R.P.	FA.	DES.	OV.	IMP.	CL.	JOB SAT.	EXT. SAT.	INF. SAT.	INT. SAT.	PAT.	DEC. DECENT.	SUP./SUB. REL.
1. DOMINANCE	1.00	.72**	.75**	-.12	-.17	-.20	-.13	-.20	-.12	.09	-.11	-.04	.07	.16	-.05
2. EFFECTIVENESS		1.00	.65**	.87	.89	.43	.76	.45	-.22	.01	-.01	.00	.03	.11	.09
3. ROLE PROBLEMS			1.00	.71**	.65**	.51**	.60**	.59**	-.22	.10	-.01	-.08	-.03	.09	-.03
4. FAIRNESS				1.00	.85**	.44**	.79**	.53**	-.12	.00	-.08	-.06	.02	.04	.04
5. DESIRABILITY					1.00	.40**	.75**	.44**	-.17	.05	-.06	-.00	-.06	.18	.05
6. OVERLOAD						1.00	.26*	.73**	-.20	.14	-.02	-.24*	.00	.20	-.02
7. IMPACT							1.00	.39**	-.13	.16	.03	.00	.15	-.07	.19
8. CLARITY								1.00	-.20	-.09	-.16	-.37**	-.14	.14	-.14

* p < .05; ** p < .01

GRG = GROUP
INF. SAT. = INFLUENCE SATISFACTION
DEC. DECENT. = DECISION DECENTRALIZATION
EFF. = EFFECTIVENESS
DES. = DESIRABILITY
CL. = CLARITY

JOB SAT. = JOB SATISFACTION
INT. SAT. = INTRINSIC SATISFACTION
SUP./SUB. REL. = SUPERIOR/SUBORDINATE RELATIONS
R.P. = ROLE PROBLEMS
OV. = OVERLOAD

EXT. SAT. = EXTRINSIC SATISFACTION
PAT. = PARTICIPATION
DOM. = DOMINANCE
FA. = FAIRNESS
IMP. = IMPACT

Table 8-12

Intercorrelations for LJSC Perception
(Trained Managers)

VARIABLES	DOM.	EFF.	R.P.	FA.	DES.	OV.	IMP.	CL.	JOB SAT.	EXT. SAT.	INF. SAT.	INT. SAT.	PAT.	DEC. DECENT.	SUP. SUB. REL.
1. DOMINANCE	1.00	.18	.10	.64**	.08	.00	.22	.38	-.00	.08	.20	-.06	.02	.14	-.01
2. EFFECTIVENESS		1.00	.10	.36*	.80**	.16	.63**	.32**	-.02	.11	.07	.07	.15	.12	.13
3. ROLE PROBLEMS			1.00	.36*	-.15	.14	-.08	.37*	.01	.01	.18	.29	.23	-.19	.29
4. FAIRNESS				1.00	.28	.22	.30	.59**	.02	.06	.15	.19	.18	.15	.09
5. DESIRABILITY					1.00	.09	.64	.33	-.16	.00	-.12	-.12	.04	.09	-.00
6. OVERLOAD						1.00	-.07	.45	-.44**	-.23	-.32*	-.27	-.20	.26	-.20
7. IMPACT							1.00	.09	.24	.23	.18	.29	.09	.07	.06
8. CLARITY								1.00	-.07	.13	.15	.12	.28	.14	.21

* p < .05; ** p < .01

GRG = GROUP

INF. SAT. = INFLUENCE SATISFACTION

DEC. DECENT. = DECISION DECENTRALIZATION

EFF. = EFFECTIVENESS

DES. = DESIRABILITY

CL. = CLARITY

JOB SAT. = JOB SATISFACTION

INT. SAT. = INTRINSIC SATISFACTION

SUP./SUB. REL. = SUPERIOR/SUBORDINATE RELATIONS

R.P. = ROLE PROBLEMS

OV. = OVERLOAD

EXT. SAT. = EXTRINSIC SATISFACTION

PAT. = PARTICIPATION

DOM. = DOMINANCE

FA. = FAIRNESS

IMP. = IMPACT

quantitative data that suggests a Theory X management style is still pervasive within the Roanoke MSC.

The correlations for untrained managers are found in Table 8-13. The strongest relationships are between effectiveness and desirability (.72) and effectiveness/job satisfaction (.62). These are positive relationships and suggest that these managers like the relationship between these two sets of complimentary variables.

COMPLEX RELATIONSHIPS BETWEEN VARIABLES

Multiple Regression Analysis

Multiple regression was used in this study to predict group membership. Dependent variables took the values of 0 and 1 for the untrained and trained groups respectively. The step one variable that went in the SPSSX program was fairness and means that trained carriers feel that the QWL process is more fair than untrained carriers. This finding is very positive and supports the results of Hypothesis 11 for the letter carrier group.

The following regression equation best predicts group membership. To predict which group an employee belongs to his/her fairness score would be substituted into the equation. If the equation answer is close to 1 the employee has been trained; conversely, if the equation results are closer to 0 this indicates an untrained carrier. This

Intercorrelations for LJSC Perception
(Untrained Managers)

VARIABLES	DOM.	EFF.	R.P.	FA.	DES.	OV.	IMP.	CL.	JOB SAT.	EXT. SAT.	INF. SAT.	INT. SAT.	PAT.	DEC. DECENT.	SUP./SUB. REL.
1. DOMINANCE	1.00	-.05	.30	.19	.13	.25	-.31	.23	.09	-.10	.19	.37	.06	.02	.15
2. EFFECTIVENESS		1.00	-.34	.10**	.72**	-.43*	.64**	-.47*	.62**	.24	.18	.55*	.49*	-.13	.15
3. ROLE PROBLEMS			1.00	.44*	-.39	.40	-.52*	.47*	-.04	-.30	.20	.06	-.07	.04	-.16
4. FAIRNESS				1.00	.03	-.19	-.02	.18	-.34	-.17	-.05	-.05	-.27	.07	-.24
5. DESIRABILITY					1.00	-.19	-.02	-.18	.39	.15	-.01	.52	.31	.23	.41
6. OVERLOAD						1.00	-.58**	.15	.01	.11	.09	—	-.12	-.09	-.27
7. IMPACT							1.00	-.66**	.19	.03	.20	.09	.49*	-.39	.32
8. CLARITY								1.00	-.14	-.01	-.45	-.09	-.58	.30	-.51*

* p < .05; ** p < .01

GRO. = GROUP

INF. SAT. = INFLUENCE SATISFACTION

DEC. DECENT. = DECISION DECENTRALIZATION

EFF. = EFFECTIVENESS

DES. = DESIRABILITY

CL. = CLARITY

JOB SAT. = JOB SATISFACTION

INT. SAT. = INTRINSIC SATISFACTION

SUP./SUB. REL. = SUPERIOR/SUBORDINATE RELATIONS

R.P. = ROLE PROBLEMS

OV. = OVERLOAD

EXT. SAT. = EXTRINSIC SATISFACTION

PAT. = PARTICIPATION

DOM. = DOMINANCE

FA. = FAIRNESS

IMP. = IMPACT

equation is found in the following formula:

$$\text{GRO} = .0525 \text{ FA} + .3299$$

Supervisor/subordinate relations was the step 2 variable entered. This adds a second variable to the multiple regression equation. Thus, to predict which group an employee belongs, the following equation would be used:

$$\text{GRO} = .0519 \text{ FA} - .0115 \text{ sub} + .5273$$

Again, a carrier's actual fairness and supervisor/subordinate relation scores would be substituted into the equation. If the equation results were close to 1 it could be predicted that the carrier belonged to the trained group and if the results were closer to 0 it could be predicted he was untrained.

An attempt was made to utilize the multiple regression procedure for the managerial group. However, because of the small sample size (n=44), multiple regression analysis could not be used.

Discriminant Analysis

Discriminant analysis was used as a compliment to multiple regression in determining how accurately group membership could be predicted. As with the multiple regression, the dependent variables take on the values of 0 (untrained) and 1 (trained).

SPSSX was also used to analyze this data. The step 1 variable was fairness, followed by supervisor/subordinate relations, decision decentralization was entered in step 3 and step 4 entered dominance. The discriminant function equation is

$$\begin{aligned} \text{GRO} = & -.07786 \text{ DEC} - .07119 \text{ SUB} + .089 \text{ DOM} \\ & + .287 \text{ FA} - .8952 \end{aligned}$$

The SPSSX results also indicate that there is a difference between the two groups and carriers can be classified 66% of the time based on group membership. That is, given a score based on the equation results, the discriminant function can accurately predict group membership 2 out of 3 times.

As in the case of the multiple regression analysis, because of the small sample size no discriminant analysis was performed on the managerial group.

Summary

This chapter presented the results of the Pearson R Correlation test, multiple regression analysis, and discriminant analysis. The correlation results can be found in Tables 8-1 through 8-13 and reveal interesting results. Significantly, it appears that the QWL process has produced a common syndrome of attitudes based on QWL involvement. Trained personnel generally liked the process better than

untrained employees. This strongly suggests an expanded and accelerated role for training in the Roanoke MSC.

Only two of the 15 QWL measures were significant enough to be entered into the multiple regression analysis. Fairness and supervisor/subordinate relations appear to be the best predictors for group membership. Finally, the discriminant function, based on the scores of the participants, can accurately predict group membership 66 per cent of the time.

Chapter IX will present the summary, conclusions and recommendations of the study.

Chapter IX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter will present a complete summary of the research followed by conclusions derived from the study's findings. Additionally, recommendations for further study will be discussed.

Summary

Purpose of the Study

This study was designed to determine if certain QWL interventions were effective in facilitating organizational change in the United States Postal Service's Roanoke, Virginia Management Sectional Center (MSC). Specifically, this research sought to assess if there were quality-of-working-life differences between QWL-trained and untrained personnel in three areas: (1) employee satisfaction; (2) supervisor/subordinate relations; and (3) perceptions of the Local Joint Steering Committee (LJSC). The fifteen measures used to evaluate QWL in this study were: (1) job satisfaction; (2) extrinsic reward satisfaction; (3) influence satisfaction; (4) intrinsic reward satisfaction; (5) participation; (6) decision decentralization; (7) supervisor/subordinate relations; (8) LJSC dominance; (9)

LJSC effectiveness; (10) LJSC role problems; (11) LJSC fairness; (12) LJSC desirability; (13) LJSC overload; (14) LJSC impact; and (15) LJSC clarity.

In addition, this investigation attempted to better understand why particular attitudes, behaviors, and organizational arrangements had (or had not) changed since the introduction and institutionalization of the QWL process. To gain this organizational perspective, two sources of qualitative data - interviews and documentary evidence - were utilized.

Methodology

A sample of 211 letter carriers and 44 managers agreed to complete and return the survey questionnaire. Also, ten carriers and eight managers were interviewed.

Statistical analysis was conducted using the Interactive Statistical Program (ISP) on a personal computer and SPSSX on a mainframe. ANOVA (F-test) was the primary statistical analysis procedure used to compare the variance of group means. Several other statistical procedures were used to analyze the data which included chi-square, Pearson r correlation, multiple regression, and discriminant analysis.

The collected qualitative data was classified into two types of matrices. A checklist matrix was used to record information from the semi-structured interviews and

documentary information was presented in a behavior/attitudes matrix.

Results of the Study

Tables 9-1 and 9-2 provide a summary of the findings for both letter carriers and managers. The same fifteen hypotheses were assessed for both groups. Only three of the hypotheses (effectiveness, fairness, and desirability) were confirmed for the letter carriers while none were accepted for the managers.

These results seem to imply that formal training and participation have only minimally been effective in changing the organization's culture. The qualitative data collected generally supported these findings. However, based on previous research, these results are not unusual at the stage of implementation and diffusion of a change process where joint participation is the lead change variable. In these type QWL projects, the research is fairly conclusive in showing definite lag time between the introduction of a parallel decision-making structure (i.e., quality circles or EI workteams) and other congruent design and structural changes. It appears that until all subsystems are synchronized with the QWL paradigm, the impact of training and participation on organizational change will be severely minimized.

TABLE 9-1

Summary of Significant Findings
(Letter Carriers)

HYPOTHESIS	SUPPORT FOR HYPOTHESIS	DO QUALITATIVE RESULTS SUPPORT HYPOTHESIS?	STRONGEST PEARSON R CORRELATION	MULTIPLE REGRESSION PREDICTOR VARIABLE	DISCRIMINANT ANALYSIS CLASSIFICATION PREDICTORS
ONE (JOB SAT.)	NO	YES	INF. SAT. (T) INF. SAT. (UT)	NO	NO
TWO (EXT. SAT.)	NO	YES	INF. SAT. (T) INF. SAT. (UT)	NO	NO
THREE (INF. SAT.)	NO	YES	INT. SAT. (T) INT. SAT. (UT)	NO	NO
FOUR (INT. SAT.)	NO	YES	PAT. & SUP./SUB. RELATIONS (T) PAT. (UT)	NO	NO
FIVE (PAT.)	NO	YES	SUP./SUB. REL. (T) SUP./SUB. REL. (UT)	NO	NO
SIX (DEC.)	NO	YES	DOM. (INVERSE, T) N/A (UT)	NO	YES
SEVEN (SUP./SUB.)	NO	YES	EXT. SAT. (T) INF. SAT. (UT)	YES	YES
EIGHT (DOM.)	NO	YES	PAT. (T) ROLE PROB. (UT)	NO	YES

TABLE 9-1 (cont.)

Summary of Significant Findings
(Letter Carriers)

HYPOTHESIS	SUPPORT FOR HYPOTHESIS	DO QUALITATIVE RESULTS SUPPORT HYPOTHESIS?	STRONGEST PEARSON R CORRELATION	MULTIPLE REGRESSION PREDICTOR VARIABLE	DISCRIMINANT ANALYSIS CLASSIFICATION PREDICTORS
NINE (EFF.)	YES	NO	IMPACT (T) ROLE PROB. (UT)	NO	NO
TEN (R.P.)	NO	YES	CLARITY (T) FAIRNESS (UT)	NO	NO
ELEVEN (FA.)	YES	NO	EFFECTIVENESS (T) DESIRABILITY (UT)	YES	YES
TWELVE (DES.)	YES	YES	EFFECTIVENESS (T) IMPACT (UT)	YES	NO
THIRTEEN (OV.)	NO	YES	CLARITY (T) CLARITY (UT)	NO	NO
FOURTEEN (IM.)	NO	YES	SUP./SUB. REL. (T) CLARITY (UT)	NO	NO
FIFTEEN (CL.)	NO	YES	INF. SAT. (T) INF. SAT. (UT)	NO	NO

Summary of Significant Findings
(USPS Managers)

HYPOTHESIS	SUPPORT FOR HYPOTHESIS	DO QUALITATIVE RESULTS SUPPORT HYPOTHESIS?	STRONGEST PEARSON R CORRELATION	MULTIPLE REGRESSION PREDICTOR VARIABLE	DISCRIMINANT ANALYSIS CLASSIFICATION PREDICTORS
ONE (JOB. SAT.)	NO	YES	EXT. SAT. (T) INT. SAT. (UT)	N/A	N/A
TWO (EXT. SAT.)	NO	YES	INT. SAT. (T) N/A (UT)	N/A	N/A
THREE (INF. SAT.)	NO	YES	INT. SAT. & PAT. (T) PAT. (UT)	N/A	N/A
FOUR (INT. SAT.)	NO	YES	PAT. (T) EFFECTIVENESS (UT)	N/A	N/A
FIVE (PAT.)	NO	YES	SUP./SUB. REL. (T) SUP./SUB. REL. (UT)	N/A	N/A
SIX (DEC.)	NO	YES	N/A (T) N/A (UT)	N/A	N/A
SEVEN (SUP./SUB.)	NO	YES	INF. SAT. (T) EFFECTIVENESS (UT)	N/A	N/A
EIGHT (DOM.)	NO	YES N/A (UT)	FAIRNESS (T)	N/A	N/A

TABLE 9-2 (cont.)

Summary of Significant Findings
(Letter Carriers)

HYPOTHESIS	SUPPORT FOR HYPOTHESIS	DO QUALITATIVE RESULTS SUPPORT HYPOTHESIS?	STRONGEST PEARSON R CORRELATION	MULTIPLE REGRESSION PREDICTOR VARIABLE	DISCRIMINANT ANALYSIS CLASSIFICATION PREDICTORS
NINE (EFF.)	NO	YES	DES. (T) DES. (UT)	N/A	N/A
TEN (R.P.)	NO	YES	ROLE PROB. (T) FAIRNESS (UT)	N/A	N/A
ELEVEN (FA.)	NO	YES	CLARITY (T) N/A (UT)	N/A	N/A
TWELVE (DES.)	NO	YES	EFFECTIVENESS (T) EFFECTIVENESS (UT)	N/A	N/A
THIRTEEN (OV.)	NO	YES	INF. (T) PAT. (UT)	N/A	N/A
FOURTEEN (IM.)	NO	YES	EFFECTIVENESS (T) CLARITY (UT)	N/A	N/A
FIFTEEN (CL.)	NO	YES	FAIRNESS (T) SUP./SUB. REL. (UT)	N/A	N/A

Conclusions

The NALC/USPS joint agreement was a major step toward changing the organization's autocratic top-down management culture. To this end, the initial QWL interventions were concerned with participative decision-making and introduced two parallel structures: (1) EI workteams; and (2) the LJSC.

However, this approach to QWL has serious limitations because very little attention is paid to subsystem congruence or the need to "fit" with the new decision-making structure. Subsystem congruence is an integrative approach to organizational change and provides compatible design features that fully support a QWL endeavor. It is apparent from this research that unless there is compatibility between these various organizational components, effectiveness of the cultural change process will be lost.

The QWL training component is an acute victim of this lack of congruence. As such, training has been handled in a very traditional manner - providing employees with the skills deemed necessary (i.e., communication, team building, etc.) that are required for the job (participative decision-making). Since QWL is a philosophy with emphasis on human growth and development, traditional skill-based training is not consistent with the value orientation of the emergent

paradigm.

From the QWL perspective, training must be used to continuously upgrade the skills and business knowledge necessary for employees to operate in a participative environment. This type of educative process also sends a clear message to workers of the organization's continued commitment to transforming the traditional culture.

USPS managers are perceived by most letter carriers who participated in the study to be the primary threat to QWL diffusion in the Roanoke MSC. A number of respondents indicated that many managers still maintain a Theory X approach to management and that this behavior is still condoned by their organization and superiors. However, it may be unreasonable to expect changes in managerial behavior without the type of focused, in-depth training previously discussed. The Mohrman and Lawler (1988) proposal to make manager behavior the lead change variable is an implicit endorsement for this type of training format.

Consequently, it appears that training should be one of the first organizational subsystems to be fully merged into the QWL paradigm since it inculcates workers with the behaviors and values needed in a participative culture. Failure to do this can have negative long-range implications for the QWL process. Training was not integrated into the

QWL paradigm in the NALC/USPS joint endeavor and can be cited as one of the reasons for the low level of organizational change that was found in this study.

Limitations

Assessing organizational change is difficult because of the numerous variables that cannot be controlled by the researcher during field study. In this vein, Mirvis (1983; 417) writes that "the assessor of an organizational change program casts an envious eye upon those who conduct social experiments under controlled conditions."

Several researchers advocate evaluating QWL interventions by employing longitudinal measurements (see e.g., Mirvis, 1983; Macy and Peterson, 1983). This methodological approach allows the researcher to measure changes over time which greatly assists in identifying changes that are directly related to the particular QWL intervention. This methodology also minimizes "Hawthorne effects" and stresses the importance of investigator assessment during the implementation stages of the endeavor. Such an approach determines which factors were effective or detrimental to the "start-up" phase of the process. Finally, because of their design, longitudinal studies allow more accurate causal inferences to be made than the case study approach utilized in this research.

Although similar case study approaches have been used in other QWL evaluations (see e.g., Ledford and Mohrman, 1988), the problem of causality has been noted. Based on Yin's (p.38) model, this researcher protected internal validity through the use of a pattern-matching tactic. Still, because of its ability to record and measure change over time based on specific interventions, longitudinal studies appear to produce more conclusive causality.

A second limitation of the study was the limited use of qualitative research sources. Utilizing these additional resource bases would have provided an even greater holistic picture of the organizational realities the researcher was attempting to capture. For example, archival records would have provided a historical flow of events and given greater insight into the evolutionary nature of the process.

Naturalistic observation techniques would have been useful in recording and tracking participant behavior over a period of time. This procedure could have been used to determine if, in fact, managers really do dominate LJSC meetings. While highly subjective, naturalistic observations help substantiate or discount research conclusions drawn from other sources.

Lastly, the study was limited by the researcher's lack of access to top decision-makers, especially members of the

National NALC/USPS Committee in Washington, D.C. Ironically, this limitation occurred because the NALC/USPS Joint Committee specifically designated Mr. Weems my "contact" person for the study.⁸ Owing to the rigid bureaucratic nature of the organization, inquiries made to other high-level policymakers would always be channeled back to Mr. Weems. Since most study participants felt that the only real organizational commitment to QWL was in USPS Headquarters, speaking to these institutional leaders and getting their perspective on the change process would have been very beneficial.

Recommendations for Future Study

The findings and conclusions found in this study provides many opportunities for future QWL research. Also, any of the limitations discussed in the previous section could be the basis for further study. Three additional opportunities are discussed below.

This study suggests that a serious design flaw of the NALC/USPS joint endeavor was the lack of overall systems congruence with participative decision-making. High involvement plants are organizations where numerous subsystems have been simultaneously changed to be consistent

⁸Otherwise, the designation of Mr. Weems as my contact was an invaluable asset in conducting this research. Every request made of him was quickly granted.

with the QWL paradigm. Research into this organizational phenomenon would produce empirical data that more clearly explains the effects of subsystem "fit."

Many organizations have attempted to use other lead variables to facilitate organizational change. Mohrman and Lawler's (1988) call to make managers the primary change lever points to the need for research in this area. The conclusions reached in this study suggests that training is the most appropriate lead variable in QWL endeavors bolsters the need for further inquiry.

These findings will expand our knowledge of which change levers are the most potent in the cultural change process. To date, most organizations have followed the trend of implementing participative decision-making (i.e., quality circles or EI workteams) as the primary change variable. However, there have been few notable QWL successes using this approach.

The role of training, as an important organizational subsystem, should also be evaluated in the change process. In the QWL scenario, training predates all other organizational structural and systems changes. Employees have to be taught the relevant behaviors that are required for the QWL environment. Informally, training is always the lead variable in the QWL movement. Mohrman, et al. (1985;

24) pointed out that "very little research has exposed the impact of training in the QWL mode . . . It (research) needs to examine the pervasiveness of training, both in terms of numbers of employees exposed and breadth of exposure, as an important variable in determining training outcomes." This statement lays the groundwork for future investigation into this crucial QWL area.

Finally, continuous field research needs to be conducted to capture workplace realities during the QWL paradigm shift. This leads to considerations of "mixed methodological" studies with qualitative data as the lead variable and quantitative research providing confirming evidence. This is already the favored methodology of many researchers and may well be the favored approach of QWL researchers in the future.

Reflections: QWL and Public Administration Theory

The intellectual roots of QWL can be traced directly to the theoretical framework of organizational humanism. Indeed, the theories of the most prominent thinkers in the field (i.e., Douglas McGregor, Chris Argyris, and Renis Likert) have been cited extensively in this research. Significantly, this theoretical approach advocates a strong anti-hierarchical and anti-bureaucratic critique of traditional public administration theory.

Humanistic psychology had an important, if somewhat controversial, impact on public institutions in the 1960s and 1970s (see e.g. Denhardt; 1984). Recently, this theory has come under sharp criticism as a malignant and destructive force that has helped undermine confidence in public institutions. The "Blacksburg Manifesto," written by a distinguished group of public administration theorists, called organizational humanism "a particularly corrosive influence . . . specifically to the denigration of the role of authority in the administrative process and managerial relationships" (Wamsley, Goodsell, Rohr, Stivers, White, Wolf; p.305, 1987). Consequently, these scholars call for the re-emergence of a "positive role of authority" in public administration (Wamsley, et al., p.306).

The approach to QWL suggested in this analysis offers organizational humanism in a hospitable environment where all subsystems are congruent with the QWL philosophy. It is highly unlikely that the public organizations that experimented with QWL in the 1960s and 1970s utilized this holistic approach to the implementation, diffusion, and institutionalization of the process. Indeed, the NALC/USPS QWL experience, which began in the 1980s, did not utilize a subsystem congruence methodology in their process design. Based on the evaluation and interpretation of the results of

this study, this lack of subsystem congruence is one of the primary reasons for the low levels of quality-of-working-life for USPS personnel in the Roanoke MSC.

Thus, the analysis and recommendations contained in the "Blacksburg Manifesto" are valid for these organizations that attempt a QWL endeavor in an isolated and incremental manner. However, these public organizations who utilize simultaneous subsystem change in a QWL venture would find the more traditional concepts of authority noncongruent with the QWL world-view. Lawler (1986) describes the role of authority in a congruent subsystem environment in the following passage:

"In high-involvement organizations, the key positions need to be staffed by leaders. Traditional managerial behaviors are not needed because of the self-regulatory nature of the design. ... In a high-involvement organization, information is shared, as expertise and rewards - thus, the important traditional power bases are not present in the manager's role. The managers must rely on other means for influencing behavior and shaping the direction of the organization" (pp.209-210).

QWL is an emergent paradigm in the study of public organizations. The growing body of scientific research clearly indicates that subsystem integration is required to give life to humanistic psychology concepts. QWL simply cannot be implemented in the isolated and fragmented manner that marked the initial use of these techniques in public

agencies. To continue with this practice would invite the anarchical organizational climate described in the Blacksburg Manifesto.

Thus, the implication for public administration should be clear. Unless an organization is willing to commit to the process of simultaneous subsystem change, QWL/organizational humanism concepts are not appropriate for introducing employee democracy in the workplace.

The findings and conclusions of this study provide evidence that the lack of subsystem congruence has been the missing link in most QWL ventures and constitutes the fundamental reason these programs have not achieved their intended outcomes. This focus on congruent subsystems emphasizes the interdependencies of organizational parts and how the **health** of one component effects the entire system. Further, these findings lead to the conclusion that the QWL paradigm takes a very holistic approach to change because of the highly organic nature of organizations. Miles (1980; p.22) characterizes an organic organization in the following manner: (1) a greater degree of flexibility and adaptability; (2) jobs lose much of their formal definitions; and (3) communications up and down the hierarchy are more in the nature of consultation than of passing up of information and the receiving of orders.

The implications of QWL involvement are significantly greater than the mere adoption of a few humanistic innovations since the process comes complete with its own philosophy and underlying values as an emerging world-view. QWL explicitly challenges the dominant management and organizational design paradigms by advocating participative management and organizational structures that facilitate employee growth and development. Mohrman and Cummings (1982) called QWL an organizational "upheaval". That may well be an understatement. The question that remains is whether USPS leaders, both union and management, decide to accept the revolutionary challenge that QWL has placed squarely before them.

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APPENDIX A

Long term

Improve line of communication between labor/management

Establish trust (ongoing)

Improve USPS image

Increase local control

Make the EI process "a way of life"

End win/lose concept

Improve safety

Improve morale

Increase job security

Improve service to customers

Better working environment

Reduce grievances, discipline, absenteeism

4. COMMUNICATE WITH MANAGERS, STEWARDS AND OTHER EMPLOYEES TO INFORM THEM ABOUT THE PURPOSE FOR AND THE FORM EI WILL TAKE.

A Joint Statement of Commitment should be sent to all offices in the MSC. This should inform them of the purpose for and the form EI will take.

5. SPONSOR ORIENTATION SESSIONS FOR PEOPLE WHO NEED TO BE KNOWLEDGEABLE ABOUT THE EI PROCESS.

Manager/Steward orientation- LJSC and facilitators conduct a 1-2 hour orientation for NALC representatives and Station Managers and AO Postmasters within the MSC. This may be done as a single meeting or several meetings held in various places.

Station orientation-1-2 hour orientation for the letter carriers and supervisors and managers of those stations or AO's chosen by the MSC committee as EI sites. The facilitators conduct this orientation, with opening remarks prepared by the CO-chairs.

5. Select sites and work out those issues that need to be resolved around team composition and start up steps.

How to select sites

Considerations:

Labor/Mgt Climate

Shop steward/Mgr. Must both agree to participate in EI

Unit that has some/no problems

Stability/Turnover rate

Distance

Absenteeism/Behavior Indicators

Work Load

Other meetings

Union members

Interest level- These can be learned by passing out forms to be completed and returned to facilitators at general orientation meeting of stewards/Mgrs.

Morale

Operational Statistics

Alternate ways to select sites:

Lottery

Survey

Volunteers

IJSC picks at random

System based on size of office

IJSC develops way to select (This is best way)

How to select work team members

Preferred way is to ask all volunteers in the station to put their names in a hat. The number of team members plus alternates is drawn from this. Usually done at orientation of site selected.

How many on work team and how many alternates

-Considerations:

Size of unit

Impact of meetings on unit

Size of meeting area in station

Number of managers on team

No more than 20% of Nalc members on team

At least 1 union steward and 1 manager on team/Remain permanently

At least 2 alternates/when they serve/Usually on days off or SL/AL of regular team member. Also, do they become next regular member during rotation.

Rotation of team members-No sooner than 1 year

No more than 12 or 14 members unless site unusually large

APPENDIX B

WORKTEAM TRAINING

DAY ONE

8:00AM - INTRODUCTIONS - TRY TO HAVE CO-CHAIRMAN PRESENT

8:30AM - ALPHABET SOUP- TO ESTABLISH A RELAXED ATMOSPHERE

INDIVIDUAL - 5 MINUTES TO FILL IN AS MANY NAMES AS POSSIBLE
-CIRCULATE AROUND THE GROUP AT ABOUT 4 MINUTES TO GATHER SCORES
AND POST THEM ON A FLIP ANONYMOUSLY.

-ASK PEOPLE HOW THAT EXERCISE FELT, POST RESPONSES ON FLIP

GROUP - BREAK GROUP INTO TWO TEAMS. GIVE 5 MINUTES TO DO THIS
SAME EXERCISE.

GET SCORES AND ASK HOW THIS APPROACH FELT.

PROCESS QUESTIONS- ASK PARTICIPANTS: WHAT IS THE POINT OF THIS
ACTIVITY? WHAT DOES THIS EXERCISE SUGGEST? (TWO HEADS ARE BETTER
THAN ONE).

POST RESPONSES ON FLIP. TALK FOR A COUPLE OF MINUTES ABOUT EI
AND ITS RELEVANCE TO THIS EXERCISE. THE OUTCOMES EXPECTED FROM
EI ARE HIGHER QUALITY DECISIONS, AND THERE WILL BE A GREATER
COMMITMENT TO IMPLEMENTATION AS A RESULT OF THE INVOLVEMENT.

8:40AM - PARTICIPANT EXPECTATIONS & WORKSHOP OBJECTIVES

USE A GO-AROUND AND PLACE ON A FLIP CHART WHAT PEOPLE EXPECT TO GET
OR EXPERIENCE IN THIS TRAINING.

PROPOSED WORKSHOP OBJECTIVES - THESE ARE POSTED ON THE FLIP CHART
REFER BACK TO THEM DURING THE TRAINING TO FIND OUT WHERE WE ARE
AND WHAT HAS BEEN ACCOMPLISHED.

8:50AM - EI OVERVIEW

SHOW SOMBROTTO/CARLIN VIDEO.

MAKE A BRIEF PRESENTATION ON THE GOALS FOR THE EI PROCESS. THERE
IS A SEPARATE FLIP CHART PREPARED FOR THE GOALS OF THE LJSC. USE
OVERHEAD FOR NJSC GOALS(OVERHEAD #2)

ASK PEOPLE IF THERE ARE ANY QUESTIONS REGARDING THE HISTORY OR
DEVELOPMENT LEADING UP TO THE FORMATION OF WORKTEAMS.

9:30AM - COMMUNICATION SKILL BUILDING

INTRODUCTORY COMMENTS - UNDERScore HOW IMPORTANT EFFECTIVE COMMUNICATIONS ARE TO A SUCCESSFUL EI EFFORT.

LISTENING, ACCEPTING AND UNDERSTANDING DIFFERENT PERCEPTIONS

OWNING YOUR OWN PERCEPTIONS BUT RECOGNIZING OTHERS.

LISTENING***PERCEPTIONS*****FEEDBACK**

ACTIVE LISTENING 45 MINUTES**PROCESS:**

1. **FACILITATOR INTRODUCES ACTIVITY BY EXPLAINING THAT LISTENING IS ONE OF THE MOST IMPORTANT TOOLS FOR EFFECTIVE COMMUNICATIONS DURING WORKTEAM MEETINGS. STUDIES INDICATE MOST OF US LISTEN AT ONLY 25% EFFICIENCY. WE TALK AT APPROXIMATELY 200 WORDS PER MINUTE, BUT OUR BRAIN HAS THE CAPABILITY OF LISTENING AND ABSORBING 400/450 WORDS PER MINUTE. WHAT DO WE DO WITH THIS EXTRA TIME?(DAYDREAM, THINK AHEAD, ETC.)**

WE SPEND UP TO 80% OF OUR LIFE LISTENING, BUT LISTENING SKILLS ARE NEVER TAUGHT IN SCHOOL.

2. **HAVE GROUP FORM PAIRS. ONE LISTENS INTENTLY FOR 3 MINUTES WITH NO FEEDBACK. THE SPEAKER MAY SPEAK ON ANYTHING HE OR SHE WANTS TO (WORK, HOBBIES, ETC.) AFTER 3 MINUTES, THE LISTENER SHOULD FEEDBACK TO THE GROUP WHAT THE NARRATOR SAID. HAVE THE NARRATOR RATE THE LISTENER ON HOW HE/SHE DID ON A SCALE OF 1 TO 10. REVERSE ROLES.**

FACILITATOR LEADS A DISCUSSION ON THE FOLLOWING PROCESS POINTS:

1. **DID PARTICIPANTS OBSERVE RULES FOR ACTIVE LISTENING?**
2. **DID PARTICIPANTS FIND THE TIME LONGER WHILE LISTENING? WHILE TALKING?**
3. **DID ANYONE FEEL UNCOMFORTABLE DURING THE ACTIVITY? WHY?**

4. WHY IS ACTIVE LISTENING IMPORTANT? WHY IMPORTANT TO WORKTEAM?
5. WHAT DID YOU LEARN BY PARTICIPATING IN THIS ACTIVITY? (MAY WANT TO PLACE A FEW ON THE FLIPCHART)

HAVE TEAM MEMBERS COMPLETE AND KEEP THE LISTENING INVENTORY.

GET PARTICIPANTS TO TALK ABOUT THEIR EXPERIENCES. KEY POINTS TO BRING OUT:

- *HOW LITTLE WE USUALLY LISTEN
- *THE ROLE QUESTIONS PLAY, CLARIFY VS CONTROL
- *NON-VERBALS (BODY LANGUAGE)
- *JUST BECAUSE WE LISTEN, IT STILL DOESN'T MEAN WE UNDERSTAND THE SENDERS MEANING.

WRAP UP COMMENTS ABOUT THE DIFFERENCE LISTENING CAN MAKE IN RELATIONSHIPS, IN A GROUP PROBLEM SOLVING EFFORT, AND IN HOW WE FEEL AS INDIVIDUALS. IN THE WORKPLACE, MANY WORKERS DO NOT FEEL LISTENED TO AND HENCE, DO NOT FEEL LIKE THEY ARE TREATED WITH ANY RESPECT. WE CAN IMPROVE OUR SKILLS IN THIS AREA BY BEING AN ACTIVE LISTENER. (USE THE LISTENING OVERHEAD TO SUMMARIZE)

10:10AM BREAK

10:25AM PERCEPTIONS

PROCESS:

1. DISTRIBUTE OLD LADY PERCEPTIONS SHEET. ASK PARTICIPANTS WHAT THEY SEE. DISTRIBUTE SHEET WITH SQUARES HAVE EVERYONE COUNT THE SQUARES THEY FOUND AND DISCUSS.
2. USE A WORK ASSOCIATION. ASK PEOPLE WHAT THEY ASSOCIATE WITH THE WORD ON THE FLIP CHART (USE WORK OR CHANGE. WRITE ON FLIP CHART THE DEFINITIONS GIVEN.
3. ASK PEOPLE TO WRITE DOWN HOW LONG "A LITTLE WHILE IS? WHAT'S GOOD MUSIC?
4. AFTER THE ACTIVITY ABOVE, LEAD A DISCUSSION ASKING INDIVIDUALS WHAT CAUSES US TO PERCEIVE THINGS DIFFERENTLY? LIST RESPONSES ON FLIP CHART. SOME ARE: HISTORY, RACE, CULTURE, RELIGION, ROLES, ENVIRONMENT, EDUCATION, PERSONALITY, HEALTH, LIFE'S EXPERIENCES.

PERCEPTIONS ARE NEITHER RIGHT NOR WRONG - THEY JUST ARE
 PERCEPTIONS AFFECT THE WAY I BEHAVE
 MY PERCEPTIONS ARE VALID TO ME - NOT NECESSARILY FOR ANYBODY ELSE.

5. ASK PARTICIPANTS TO LOOK AT THEIR JOB THROUGH MANY EYES:
 - THEIR SUPERVISOR'S POINT OF VIEW
 - CO-WORKER'S POINT OF VIEW
 - SPOUSE'S POINT OF VIEW
 - FRIEND'S POINT OF VIEW

6. CONTINUE DISCUSSION WITH A SHORT INPUT PIECE AROUND HOW CRITICAL TO EI'S SUCCESS IT IS TO DEVELOP AN ATMOSPHERE WHERE PEOPLE ARE NOT JUDGED RIGHT NOR WRONG BECAUSE THEY SEE THINGS DIFFERENTLY. DIFFERENCES ARE A POSITIVE IN THE EI PROCESS. THROUGH UNDERSTANDING THE DIFFERENT PERCEPTIONS, WE HAVE A FULLER APPRECIATION THIS PROBLEM OR ISSUE. (USE OVERHEAD ON PERCEPTIONS TO SUMMARIZE).

10:45AM WHAT IS FEEDBACK AND HOW IS IT USED IN THE EI PROCESS?

HAVE DEFINITION OF FEEDBACK ALREADY ON FLIP CHART.

PROCESS:

1. FACILITATOR REVIEWS THE DEFINITION OF FEEDBACK
2. FACILITATOR CONDUCTS A DISCUSSION ON TYPES OF FEEDBACK AND THEIR USE.
3. SUMMARIZE FEEDBACK GUIDELINES (USE OVERHEAD)
4. PROVIDE WITH PRACTICAL EXAMPLES OF FEEDBACK. DO RECTANGLE EXERCISE.

5. TALK ABOUT THE USES FOR FEEDBACK IN EI
 - ENHANCES COMMUNICATION IN GROUPS RE: ACTIVE LISTENING
 - AT THE END OF MEETING FEEDBACK IS GIVEN ON HOW THE GROUP PERFORMED.
 - FEEDBACK CAN BE USEFUL TO INDIVIDUALS

6. PROVIDE RATIONAL FOR INTERPERSONAL FEEDBACK (JO-HARI WINDOW) PUT ON FLIP CHART.

7. ASK THE PARTICIPANTS TO WRITE DOWN A DESCRIPTIVE STATEMENT ABOUT THIS MORNING AND OFFER IT AS FEEDBACK TO THE GROUP.

1:15AM COMMUNICATION WRAP UP

1. SUMMARIZE THE SKILLS WORKTEAM MEMBERS HAVE BEEN WORKING ON WHICH IN TOTAL COMPRISE THE COMMUNICATION PROCESS (USE OVERHEAD RE: THE COMMUNICATION LOOP
2. FACILITATOR POINTS OUT MAJOR REASONS THIS "LOOP" MUST BE COMPLETED AMONGST WORKTEAMS IF THEY ARE TO BUILD A STRONG AND EFFECTIVE TEAM.

FILM: VERBAL COMMUNICATIONS: THE POWER OF WORDS.

NOON LUNCH BREAK

1:00PM GROUP DYNAMICS AND WORK TEAMS

PURPOSE: TO EXPLORE THE DIFFERENCE BETWEEN TASK & PROCESS IN GROUP WORK. TO RAISE PEOPLE'S AWARENESS AROUND THE IMPORTANCE OF HOW GROUPS NEED TO MAKE DECISIONS. TO INTRODUCE PARTICIPANTS TO PROCESS FEEDBACK.

EXERCISE: ZIN OBELISK

1. DISTRIBUTE ALL CARDS AT RANDOM. READ INSTRUCTIONS OUT LOUD AND CLARIFY THE TASK. TELL THE GROUP THEY HAVE 25-30 MINUTES TO COMPLETE THE TASK. TELL THEM WHEN 10 MINUTES ARE LEFT. GIVE A 2 MINUTE WARNING.
2. ASK GROUP THE FOLLOWING PROCESS QUESTIONS:

WHAT WAS IT LIKE TRYING TO REACH CONSENSUS IN THE GROUP? WHY USE CONSENSUS:

WHAT WAS IT LIKE AT THE OUTSET OF THE GROUP EXERCISE: HOW DID THE GROUP GET STARTED?
3. INPUT PIECE ON GROUP DYNAMICS AND WORKTEAMS USING NOTES:

THE GROUP

TALK ABOUT EACH MEMBER DEPICTED IN THE PICTURE, DESCRIBE WHAT YOU THINK EACH ONE'S BEHAVIOR WOULD BE.

KEY ASPECTS OF GROUPS: STAGES IN GROUP DEVELOPMENT.

ROLES, BOTH TASK AND PROCESS ROLES

GROUP NORMS HAVE CONSIDERABLE INFLUENCE ON INDIVIDUAL BEHAVIORS. NORMS ARE STANDARDS OR GROUND RULES THAT MAY DEVELOP IN A GROUP THAT CONTROL THE BEHAVIOR OF ITS MEMBERS. NORMS USUALLY EXPRESS THE BELIEFS OR DESIRES OF THE MAJORITY OF THE GROUP MEMBERS AS TO WHAT BEHAVIORS SHOULD OR SHOULD NOT TAKE PLACE IN THE GROUP. THESE NORMS MAY BE CLEAR TO ALL MEMBERS, KNOWN OR SENSED BY ONLY A FEW OR OPERATING COMPLETELY BELOW THE LEVEL OF AWARENESS OF ANY GROUP MEMBERS. SOME NORMS FACILITATE GROUP PROGRESS AND SOME HINDER IT.

ARE GROUP MEMBERS OVERLY NICE OR POLITE TO EACH OTHER? ARE ONLY POSITIVE FEELINGS EXPRESSED? WHAT HAPPENS WHEN MEMBERS DISAGREE?

DO YOU SEE NORMS OPERATING ABOUT PARTICIPATION OR THE KINDS OF QUESTIONS THAT ARE ALLOWED (E.G. "IF I TALK, YOU MUST TALK").

DISCUSS THE WORKTEAM AS A GROUP

DISCUSS HOW THE WORKTEAM WILL BE SET UP AND THE VARIOUS ROLES IN THE TEAM.

2:30PM BREAK

2:45PM MEETING MANAGEMENT AND FACILITATION

1. REVIEW HOW WORK TEAM MEETINGS WILL TAKE PLACE
TIME ROLES MINUTES DECISION MAKING
2. EXPLAIN THE BASICS INVOLVED IN MEETING MANAGEMENT
AGENDAS LEADERSHIP/FACILITATION PLANNING CONTROL
3. ASK THE GROUP MEMBERS TO ESTABLISH THEIR OWN GROUND RULES FOR EFFECTIVE MEETINGS. TELL THEM THEY CAN START THESE GROUND RULES IN TRAINING AND BUILD THEM IN FUTURE MEETINGS. PROVIDE THEM WITH AN EXAMPLE:
EFFECTIVE MEETINGS START ON TIME
TEAM MEMBERS NEED TO PRACTICE ACTIVE LISTENING IN THESE MEETINGS.

3:10PM THE FACILITATOR'S ROLE

1. EXPLAIN YOUR ROLE IN THE TEAM AND THE NEED FOR EVERYONE TO HELP FACILITATE THE TEAM'S PROCESS. A "FACILITATOR" IS SOMEONE WHO HELPS MAKE THINGS HAPPEN WITH EASE.
HELPS THE GROUP WITH
 - *ROLE AGREEMENTS
 - *CLARIFYING AND FOCUSING ON TASKS
 - *AGREEING ON OUTCOME
 - *SUGGESTING PROCESS TOOLS
 - *ALLOCATING TIME
 - *DIRECTING TRAFFIC
 - *SUMMARIZING ACTIONS & ASSIGNMENTS
 - *CONDUCTING THE MEETINGS' EVALUATION
2. RECORDER'S ROLE
 - *RECORD VERBATUM OR ASK PERMISSION TO CHANGE MESSAGE TO SHORTER VERSION
 - *INVOLVED WITHOUT PREJUDICING INFORMATION
 - *GOOD COMMUNICATOR/GOOD LISTENER
 - *SENSITIVE TO PEOPLE IN THE ROOM
 - *RECORDS THE MINUTES OF THE MEETINGS AND INSURES THAT THEY ARE DISTRIBUTED AS REQUIRED.

THE TIMEKEEPER'S ROLE

*KNOWS IN THE BEGINNING OF MEETING TIME ALLOTTED EACH SUBJECT OR PROCESS

*KEEPS GROUP AWARE OF TIME SPENT AND TIME REMAINING

*REMINDS GROUP WHEN MEETING IS NEAR END TO PREPARE SUMMARY AND NEXT AGENDA.

FILM; MEETINGS, THERE IS A BETTER WAY (OPTIONAL)

4:00PM HAVE GROUP WRITE (INDIVIDUALLY) FEEDBACK ON WHAT THEY LEARNED TODAY.
LIKES AND DISLIKES.
QUESTIONS AND ANSWERS?

REVIEW DAY TWO

DAY TWO

7:00AM REVIEW DAY I

-ASK PARTICIPANTS TO WRITE DOWN TWO THINGS THEY GOT OUT OF YESTERDAY. USE A GO-AROUND FOR SHARING.

-BRIEFLY REVIEW CONTENT AREAS FROM DAY I

7:15AM CLIMATE SETTER - THINKING

INTRODUCE THE NOTION THAT EI IS A WAY TO INCREASE THE ABILITY OF PEOPLE TO USE THEIR THINKING CAPABILITY.

FILM: BRAINPOWER

USE THE BUZZ EXERCISE TO ILLUSTRATE HOW HARD IT IS TO GET OFF OF AUTOMATIC ONCE YOU HAVE BEEN TRAINED TO DO SOMETHING LIKE COUNTING ON AUTOMATIC.

-BUZZ IS SUBSTITUTED FOR ANY NUMBER WITH 7 IN IT (IE. 7, 17, 27, ...)
AND ANY NUMBER WHICH IS A MULTIPLE OF 7 (IE. 7, 14, 21, 28, 35....)

BRAINTEASERS - INDIVIDUAL AND GROUP

7:45 INTRODUCE THE PURPOSES OF THE WORKTEAM

- TO IMPROVE COMMUNICATIONS
- TO ENHANCE COOPERATION
- TO DO JOINT PLANNING
- TO RESOLVE PROBLEMS

THESE PURPOSES AND THE FRAMEWORKS SUPPORTING THEM ARE DESIGNED TO;
(USE OVERHEAD ON WHAT'S EI)

- STRUCTURE COLLABORATION
 - INCREASE THE THINKING CAPABILITY WITHIN THE USPS
- AND AS A RESULT WILL

IMPROVE THE QUALITY OF THINKING AND MAKE A CONTRIBUTION TO THE ORGANIZATION'S NEED FOR CONTINUOUS IMPROVEMENT WHILE IMPROVING THE EMPLOYEES WORK LIFE.

8:00AM CONDUCT A DISCUSSION REGARDING THE 4 PURPOSES FOR WORKTEAMS AND WHAT EACH ONE MEANS.

1. ASK PARTICIPANTS TO SHARE WHAT IMPROVED COMMUNICATION WOULD LOOK LIKE IN THEIR STATION.
2. ASK TEAM MEMBERS TO DISCUSS WHAT BETTER COOPERATION IN THE WORKPLACE WOULD BE LIKE FROM THEIR PERSPECTIVE.
3. REVIEW THE 6 STEPS FOR JOINT PLANNING. (FLIP CHART)

-USE THE 6 STEPS IN DEMONSTRATING HOW WE AS INDIVIDUALS APPLY SUCH STEPS IN OUR LIVES, USE THE EXAMPLE:

*YOUR GOAL IS TO UPGRADE YOUR HOME. WHAT ARE THE CONSIDERATIONS AND THE ALTERNATIVES

9:00AM BREAK

9:15AM JOINT PLANNING- GIVE PARTICIPANTS THE FOLLOWING GOAL
 -YOUR GOAL IS TO IMPROVE THE CLIMATE AND OCMUNICATIONS IN YOUR WORK UNIT - LIST THE CONSIDERATIONS - THEN IDENTIFY ALTERNATIVE WAYS TO ACCOMPLISH THIS GOAL. (THE FACILITATORS STAY OUT OF THIS EXERCISE AND ONLY ANSWER MINIMAL QUESTIONS)

9 STEP PROBLEM SOLVING.

USE PREPARED FLIP CHART OR OVERHEAD OF 9 STEP MODEL
 REFERENCE COPIES OF 9 STEP MODEL IN WORKBOOK.

1. FOCUS TEAM'S ATTENTION ONTO STEP #1- DEVELOP CRITERIA FOR SELECTING A PROBLEM. PUT CRITERIA IDENTIFIED BY THE TEAM AS IMPORTANT ON A FLIP.
 - A. EXPLAIN THE CIRCLES OF INFLUENCE (USE OVERHEAD)
2. LEAD WORKTEAM THROUGH STEP #2. GENERATE A LIST OF PROBLEMS. BY LEADING A BRAINSTORM AROUND PROBLEMS IN THEIR WORKPLACE. EXPLAIN THE RULES OF BRAINSTORMING (POST ON A FLIP). BE SURE TEAM MEMBERS OBSERVE THE RULES OF BRAINSTORMING. TRY AND RECORD RESPONSES IN MEMBER'S OWN WORDS AND MAKE THEM STATE THE PROBLEM NOT THE SOLUTION.

- A. GENERATE A LIST OF PROBLEMS TOOLS: BRAINSTORMING AND OR GO-AROUNDS.
- B. PRIOR TO VOTING, CHECK TO SEE IF PROBLEMS CAN BE GROUPED TO AVOID DUPLICATION. ALSO SEEK CLARIFICATION IF ISSUES AREN'T SELF-EXPLANATORY.
-MAY WANT TO QUICKLY CATEGORIZE ISSUES AS CIRCLE A, B. OR C.
- C. DECIDE 1ST, 2ND, 3RD, ETC., CHOICE PROBLEMS REFER PARTICIPANTS BACK TO THE CRITERIA.

STEPS:

- USE THE MODIFIED NGT TO OBTAIN THE TOP 5-10 ISSUES.
 - PRIORITIZE LIST - USING THE FULL NGT OR BY GROUP DISCUSSION. DISCUSS WHETHER THE TOP ISSUE IS A GOOD ONE TO TACKLE.
 - INEVITABLY MANY OF THE TOP PRIORITY ISSUES ARE TOO DIFFICULT FOR NEW TEAMS TO RESOLVE AT THE OUTSET. CHECK THE PRIORITIZED LIST AND ASSESS THE LEVEL OF DIFFICULTY.
 - SEPARATE OUT ISSUES BEING RANKED AS THE HIGH PRIORITIES FROM THE OTHER SECONDARY CONCERNS. SEE IF THERE ARE 3 OR 4 MINOR ISSUES WHICH COULD BE ANALYZED AND RESOLVED IN THE SHORT TERM BY THE TEAM. ONE OF THESE ISSUES COULD BE TAKEN AND DEVELOPED AS A PRACTICAL ILLUSTRATION IN THE WORKSHOP.
3. DEVELOP A PROBLEM STATEMENT. (MAKE SURE YOU ASK WHAT IS WRONG AND SO WHAT). DO THIS FOR A PRIMARY PROBLEM AND IF TIME ALLOWS, DO IT FOR SECONDARY ISSUE.
 - A. DEMONSTRATE THE FISHBONE BEING USED AS A MEANS FOR IDENTIFYING POTENTIAL CAUSES.
 - B. USE POOR TASTING COFFEE AS EXAMPLE.
 - C. FISHBONE ONE OF THE ACTUAL ISSUES THE TEAM SELECTED.
 1. MAKE SURE THE CATEGORIES ON THE FISHBONE FIT OR ARE ADAPTED TO SUIT THE PROBLEM.
 2. GET THE PARTICIPANTS TO WRITE DOWN TWO OR THREE CAUSES THEY THINK COULD CAUSE THIS PROBLEM. HAVE THE GROUP BRAINSTORM THE CAUSES.

3. DISCUSS THE POTENTIAL CAUSES AND SEE IF THERE IS SOME AGREEMENT ON THE PRIME POTENTIAL CAUSES. YOU MAY WANT TO USE THE MODIFIED NGT ON THE FULL FISHBONE GIVING EACH PERSON 4 VOTES IF THERE ISN'T ANY APPARENT AGREEMENT.

LIST POTENTIAL PRIME CAUSES ON A FLIP AFTER THIS STEP IS COMPLETED.

4. COLLECT DATA ON THE POTENTIAL PRIME CAUSES OF THE PROBLEM.

-ASK THE GROUP WHAT DATA IS NEEDED, HOW WILL IT BE USED, WHAT ABOUT OTHER RESOURCES.

DECIDE ON AN APPROACH TO DATA COLLECTION.

-ASK WHO ELSE WOULD THIS PROBLEM EFFECT, HOW MIGHT WE INVOLVE THEM?

-DISCUSS WITH THE TEAM HOW THE BALANCE OF THE STEPS WORK.

10:45AM ASK THE TEAM WHAT THEY WOULD LIKE THEIR WORK UNIT TO LOOK LIKE AFTER 2 YEARS IF EI IS SUCCESSFUL.

-GIVE THEM A MINUTE TO THINK ABOUT THE QUESTION

-USE A GO-AROUND TO RECORD PEOPLE'S PERCEPTIONS

-DETERMINE WITH THEM WHAT THE COMMON THEMES ARE

*YOU COULD HAVE THE TEAM DEVELOP SOME EI GOALS FROM THIS

-HOW CAN THEY BEST ACCOMPLISH THIS FUTURE STATE.

11:00AM LUNCH

12:00PM DETERMINE THE TEAM'S INITIAL FOCUS

HAVE A DISCUSSION ON HOW THE WORKTEAM INTENDS TO KEEP THE WORKFORCE AT THEIR STATION INFORMED ABOUT WHAT IS HAPPENING WITH THE EI PROCESS. VERY IMPORTANT.

READINESS ASSESSMENT; HAVE WORKTEAM MEMBERS COMPLETE AND WE WILL REPORT TO THEM AT THEIR FIRST WORKTEAM MEETING THE READINESS OF THEIR STATION FOR EI.

GIVE THE TEAM A PROBLEM OR GOAL AND LET THEM WORK ON IT FROM START TO FINISH...ASSIGNING ROLES , ETC. CHANGING ROLES WITH EACH NEW TASK.

SOME TASKS:

**HOW TO IMPROVE COMMUNICATIONS AT THEIR STATIONS
WHAT THEY WOULD LIKE TO ACHIEVE WITH EI(6 STEP)**

**2:00PM FEEDBACK QUESTIONNAIRE FOR WORKTEAM TO EVALUATE FACILITATORS
AND CONTENT**

**DISCUSS GROUND RULES FOR THEIR WORKTEAM MEETINGS. MAKE SURE THEY
ARE RECORDED.**

DECIDE ON WHEN THEIR FIRST MEETING WILL TAKE PLACE(DATE AND TIME)

CONCLUDE

APPENDIX C



THE DEPUTY POSTMASTER GENERAL
Washington, DC 20260-0050

April 7, 1988

MEMORANDUM FOR REGIONAL POSTMASTERS GENERAL

SUBJECT: Employee Involvement/Quality of Work Life Success Stories

The successes which are being achieved through the Employee Involvement/Quality of Work Life process are continuing to mount in numbers and in results.

I am attaching a compilation of recent such success stories, this one from the Eastern Region. All of the stories are interesting; some are very impressive. Every one of these stories exemplifies what can be achieved through the process.

Success in the process is often dependent upon management support, not so much from distant management as upon those in close proximity. I urge you to convey to your subordinate managers and supervisors (and they to theirs) that you expect them to promote the process and adhere to the principles behind it in all their dealings with all our employees.

The job of the manager is to get things done through people. The best way to get things done through people is by allowing them to express their own natural creative abilities, by sharing with them the information they need to understand our business requirements, by consulting with them on how they are to do their work, and encouraging and even requiring them to participate in making the hard decisions relative to our operations. Only in this way will we achieve the optimum efforts of all our employees.

Everyone needs to understand that the Employee Involvement/Quality of Work Life process in the Postal Service is the way we intend to conduct our business in all its aspects.

Michael S. Coughlin

Attachment

344



**REGIONAL POSTMASTER GENERAL
EASTERN REGION
Philadelphia, PA 19197-0100**

March 23, 1988

MEMORANDUM FOR: Field Division General Manager/Postmasters
SUBJECT: EI/QWL Success Stories

Attached you will find a compilation of success stories generated under the EI&QWL processes with the NALC, NRLCA and the Mailhandlers unions.

I believe these successes which are in excess of 200 are a tribute to both management and labor and what can be accomplished in the joint processes. We have not included the successes which are considered cosmetic, e.g. painting of walls, water cooler repairs, etc. Although these were important to the start-up of the process, we are now beyond that stage.

I would strongly recommend that you share this package with your managers and work teams/quality circles. It may spark additional efforts in your Division.

I want to re-emphasize my commitment to the processes and insist you do likewise with your managers.

/Johnny F. Thomas

Attachment

cc: Michael S. Coughlin, Deputy Postmaster General
David H. Charters, SAPMG, Human Resources
Regional Directors

TABLE OF CONTENTS

	<u>Page</u>
I Operations	1
II Express Mail	9
III Labor/Management Relations	13
IV Safety	15
V Training	20
VI Customer Relations - Marketing	23
VII Facility Improvement - Work Environment	28
VIII Sick Leave / Recognition / Incentives	32
IX Other	36

I OPERATIONS

Bowie, MD

Bowie was using a conventional, PTF router system. Regular carriers were unhappy about miscases, having to carry moves on the street and about the quality of customer service they felt they were giving. There was also a concern over office productivity and overall productivity. Management needed to see an increase in the DCEA. The work team replaced its old router system with the street router. They needed vehicles and arranged for car contracts. They created walking routes for PTF's using relay boxes and giving the new carrier the same territory daily. PTF's became familiar with the new quasi-permanent assignments, customer service (fewer miscases, faster forwarding) improved, DCEA increased and there was an improvement in carrier morale.

Clinton, MD

The office has all curbside delivery except for businesses. Every day some carriers were facing delivery slowed down or hampered because boxes were being blocked by cars and other things. There was also an increase in animal related hazards because carriers had to exit their vehicles. The team drew up and had printed, at nominal cost, a bright orange card which recorded the customer's tag number and requested that the customer not block the box. Considerably fewer boxes are now blocked.

Greenbelt, MD

Central Delivery makes up over 75% of the delivery in Greenbelt. Half of that delivery is inhabited by a highly transitory college population. It is not uncommon for a single route to have a 1000 active moves and as many as 25 vacant apartments. This creates a mountainous job for T-6's and PTF's. Many times mail, especially bulk rate, is left in vacant boxes. An inexpensive fix to this problem was to place a small red dot, about 3/4 inch in diameter, in boxes that were to remain vacant. This was also effective for hold mail. The dots were removed as soon as old tenants returned or new tenants moved in. People unfamiliar with the route could easily see the dots and not leave mail. Better customer service at a much reduced cost was provided.

Many times the 3575's or letters requesting to have mail held were not getting to the carrier in time and if they did, they did not specify the period for which the mail was to be held. This created many customer problems. The team devised a form that indicated all the information the carrier needed to properly provide good service to the customer. Good service was provided and the complaints stopped.

Radford, VA

The city routes in Radford, VA were out of adjustment causing excessive OT, fatigue to carriers and low morale. The work team recognized that the situation was getting out of hand. At an early work team meeting, the MSC Director of Customer Services and Manager of Delivery and Collection were in attendance to see what the work team was doing. They granted approval for the work team to continue. After 4 months of hard work, the routes were adjusted and the Radford work team not only eliminated the excessive overtime, fatigue and low morale, but were able to return 1800 hours that were budgeted for delivery in the Radford Post Office back to the MSC.

During weeks 3 and 4 of AP 10, FY 87, Radford carriers experienced a 6.2% increase in mail volume, a 4.1% decrease in street hours used, a 10.8% increase in feet per hour delivered and a decrease in overtime of 44.1% over SPLY.

Dayton, OH

A station work team in the Dayton, OH MSC was responsible for the construction of a ramp at their rear dock, making traffic flow from the workroom floor to vehicles in parking lot quicker and easier with less congestion at east dock. The office realized a small yearly savings due to less time loading mail in vehicles.

Wilmington, DE

The Rodney Square station is in downtown Wilmington. They use approximately 300 white tubs every day for "caller services". The problem....they don't always get all 300 tubs back. The team's solution was to use a plastic bag instead. The bag will fit in the tub for sorting purposes and when the customer calls for the mail, the clerk will simply lift the bag out of the tub by the handle in the bag. The bags are being designed with various forms of advertising on the outside. White tubs cost \$1.14 each....the bags cost \$.05 - \$.06 a piece. This project will be monitored by the team to see how effective the bags are and just what kind of savings results.

Charlottesville, VA

Instituted a new hold mail system for office using different color cards to code the mail.

Designed and had installed in each city delivery vehicle, a form holder.

Approval not to carry satchel on loops with light mail was received.

Culpeper, VA

Changed vehicle gassing system to a more efficient system.

Plastic storage bins installed at each case for carrier hold mail.

Harrisonburg, VA

Obtained much needed vehicle thru work team proposal.

Moved hold mail cases and installed a more efficient system for holding the mail.

Installed modification to carrier case - shelf to hold trayed mail.

Orange, VA

Work team worked on system to improve hold mail procedure by standardizing the way it was done office wide.

Staunton, VA

Team had canvas satchel waterproofed in order to keep mail dry in inclement weather.

Team designed a modification to the carrier case - a shelf to hold empty trays and trayed mail.

Team submitted revisions to the April 1985 edition of PS Form 3575, Change of Address Order, immediately after it was introduced. They were later notified that this form was again being revised and their suggestions were being taken into consideration.

Hold mail system revision, set up by work team, enacted.

Waynesboro, VA

Instituted a hold mail system using color coded hold mail forms.

Bryn Mawr, PA

Through the efforts of the Employee Involvement work team, they made flat cases, to fit into recessed windows by carrier cases, built storage bins for parcels thus eliminating hampers and allowed for more space to work.

Hatboro, PA

Designed a "Form" similar to a 3982 for hold mail. Eliminated many problems at this office, and created a lot of harmony between patrons and USPS.

Columbus, OH

Storage for Tractor Hooks - Storage space for jack-tractor hooks and use of sign-in and sign-out method to control issue of hooks. There is now accountability and less loss of hooks.

Mail Processing Directory - Mail Processing Unit Directory placed inside each elevator - results in more efficient movement of mail to correct destination.

Pittsburgh, PA (BMC)

Movement of Empty ERMCS - Separation of serviceable and unserviceable ERMCS by unloaders at the dock; the problem of damaged equipment mixed with good equipment was eliminated and time was saved when ERMCS were needed for service.

Electric Ox Replacement - Circle was able to prove through investigation and cost analysis that it would be more cost effective to purchase new equipment; the upkeep and maintenance on the old equipment far weighted the cost of purchasing new equipment.

Cincinnati, OH

Pickup and Dispatch for Private Mailers - One area designated for mail drop and empty equipment pickup for private mailers. This proposal further secured the building by keeping unauthorized persons out of the building and relieved the security force of escort duty.

Station Mail Dispatch - Assigned a door on the platform for each station to pick up its mail. This eliminated the confusion and inefficiency during dispatch time.

Philadelphia, PA (BMC)

Extension Modifications for Inbound Conveyors - One prototype extension would allow unloading of twelve (12) vans per day (2 tours) with a savings of 36 minutes per van.

Philadelphia, PA

Misdirect Mail from BBM Annex - The implementation of this problem saved the Postal Service \$29,007.36 per year; it reduced the double handling of the mail by 96 percent.

Accumulation of Access Equipment - Formulated a plan to remove excess equipment from the ramp and concourse area by fully using return trips of contract trailers and systematic sweep by the equipment operators to clear ramp and concourse area of empty equipment.

Wilmington, NC

Boxholder Mail - The work team addressed the problem of boxholder mail which was being distributed to the carriers due to lack of P. O. Box numbers in the address. Subsequently, a letter was sent to all P. O. Box customers explaining the problem and encouraging the use of "dual addresses" on their invoices, letterhead and envelopes. Response was very good and the volume of this mail was significantly reduced.

Wilkes-Barre, PA

East States Mail Separation - East state and local mail coming in from Reading mixed had Reading Facility make this separation so that the East State mail was trailer ready when it reached Wilkes-Barre Post Office.

Raleigh, NC MSC

Work team members at North Durham Station are aware of customer service, and when it was brought to their attention that the unit was meeting the P. O. Box commitment less than 10% of the time, they eagerly went to work. They studied the operation, layout, and A.M. procedures, and invited a clerk into a meeting to share with them the schedules and duties of the A.M. clerks in the unit. After thorough research and planning, they submitted a proposal for an additional 3 hours clerk time each morning. This freed a clerk from other duties to concentrate on boxing the mail. As a result of this, the boxing commitment is now met 95% of the time, resulting in improved service and public image, and reduced customer complaints.

Louisville, KY

The Valley Station and Hikes Point work teams have each made up an Accident Kit to be placed in all vehicles at their own respective locations.

Youngstown, OH

The Girard team developed a flip type laminated route map that showed step by step delivery of all the routes in the unit. Each route had its own color coded map, and they were so well done, that the Supervisor of mail processing exclaimed, "I never carried a mail route in my life, but with one of these maps, I could deliver any route in the city." It reduced to zero the chances of a carrier getting lost or mixed up on a new route.

The Steubenville team drew up a letter to customers telling them that their house numbers were not visible from the street. This was well received and greatly reduced this problem.

Urichville, OH

The EI/QWL team undertook a program to replace hazardous mail boxes. After a survey of their present mail receptacles, it was determined that of the 4,084 mail receptacles in their delivery area, 26% were judged lacking in some way. Therefore, they expanded their original program (to replace hazardous mail boxes) to include mail boxes that were also broken or undersized. In a cooperative venture with the local newspaper, "Mail Box Improvement Week" was kicked off. Also, a cordial letter was sent to those patrons identified as having such mail boxes requesting their assistance in replacing them. The public response was very positive and resulted in a substantial improvement in an area which is often overlooked.

Harrisburg, PA

Hold Notice - Linglestown work team worked on improving service to customers who had their mail on hold. They came up with the idea of having a formal Hold Notice Card printed, with a fluorescent yellow background. The new card has been a big success and has been expanded to include all Harrisburg branches.

Lewistown, PA

The Lewistown work team looked into saving the Postal Service money by eliminating the contract washing of their postal vehicles. They researched the contract and found out the Postal Service was paying ten dollars for every 1/4 ton vehicle washed and fifteen dollars for every 1/2 ton washed. They looked at the local custodian, who works less than 40 hours per week, and found out he would be able to wash all the vehicles in 2 hours. They recommended this to the Postmaster and it was approved. They not only saved money, but they found out that the vehicles were cleaner than they were before.

Lexington, KY

To eliminate the problem of not having a tub to place their trays and live mail when the carriers came in off the street, the work team had the carriers' tubs colored coded to their zone.

Columbia, SC

Forest Acres station had a problem with customers having to wait in line because clerks had to go to the back of the post office to find customers' hold mail. The EI team came up with a suggestion that they tackle it as a project. One of the team members brought his two wireless intercoms to use on a trial basis. It worked so well they got prices and wrote up the proposal.

Greenville, SC

A work team was having a serious problem with no record mail from CFS. The work team drew up a SOP for the handling of mail to be forwarded. This SOP had a complete outline with examples of proper procedure for processing this mail. They sent a task force to CFS to observe their operation. This office had a 13% error ratio before SOP and in 3 weeks it was down to 11%. Their goal is 8%.

Washington, DC

The Government Mail EI work team in the Washington, DC post office changed the procedure used to unload incoming mail. Formerly, Government Mail vehicles unloaded incoming mail on the south platform (ground floor). This practice required drivers to drive around the building, causing a safety hazard (congestion by pedestrians, motor vehicles, etc.), waste of gasoline, and wasted time. The recommended change to move the operation to the basement level and have Government Mail vehicles unload at the basement platform (rather than at the south platform) eliminated the safety hazards, saved energy, and improved productivity. They also implemented a HAMPER RECOVERY PROGRAM to recover some of the much needed equipment. The program resulted in an estimated savings of over \$99,000 for the Postal Service.

Louisville, KY

Several work teams in the Louisville, KY MSC have worked with the local Customer Service representatives and public utilities in an effort to sequence utility bills with the delivery routes, therefore, saving time and money.

State College, PA

The EI Work team in State College, PA developed a self-managing concept while addressing the need to adjust overburdened routes while keeping the case schemes the same. Five cases are clustered, surrounding a large table for sorting flats. One regular letter carrier is assigned to assist a specific cluster of routes. The carriers on these routes determine how the assistance will be utilized. Every morning each cluster meets briefly to discuss mail volume and schedules for the day. Management decides the priority of mail worked by these carriers, but after that, the carriers are on their own. The duties of the assisting carrier may cover routing and casing flats, moving outside for hand-offs or other delivery assistance, and moving back inside to case mail, allowing another carrier to punch out on time. Having more control of their work lives by taking responsibility for the workload and their time has given these carriers a feeling of pride and real involvement in their jobs, and has improved the morale of the entire unit.

Radford, VA

The Radford, VA work team felt the need for additional personnel in the office. The work team was given permission by management to do a study to determine if this was a valid need. Based on the overtime hours being used, the work team was able to show that additional help was needed in the office. The work team sent a letter to the Postmaster requesting the hiring of two additional employees. At present, one PTF has been hired and the second one will be hired in the near future.

Raleigh, NC

A work team in the Raleigh, NC MSC was concerned about the amount of "No Record" mail that was being returned to the unit from the CFS. A CFS supervisor was called in as a resource person and worked with the team to determine what could be done locally to reduce the error rate on mail sent to the CFS. The work team members first educated themselves on the correct procedures for completing Forms 3575 and 3982, what types of mail did or did not go to CFS, how to bundle mail being sent to CFS, and treatment of mail pieces regarding senders instructions (Do Not Forward, etc.). When the work team members became proficient in these procedures, they conducted one-on-one sessions with the carriers. Following this procedure, the error rate of mail sent to the CFS was reduced by 50 percent throughout the office. This project resulted in improved customer service, reduced customer and mailer complaints, a better public image, and cost savings by eliminating several handlings of mail between the delivery unit and the CFS.

Richmond, VA

Management and craft employees are working closely together at one of the Richmond, VA Division branches in finalizing a cluster system whereby carriers assigned to a group will have a self-management team to manage their own routes.

Falls Church, VA

Work teams representing two units in Falls Church, VA were having problems with marriage mail and circulars, including address labels and size and sequencing of this mail. The teams invited a representative of ADV0 to a joint meeting. The work teams had a list of questions they submitted to the ADV0 representative for discussion. With the information that these teams received, they were able to return to their units and answer the questions of their co-workers. Each of these work teams found this to be a very informative meeting.

II EXPRESS MAIL

Charlottesville, VA

Came up with an "Express Mail Notice", which they utilized locally, before the post office came out with their own Express Mail Notice.

Cockeysville, MD

The Cockeysville, MD Employee Involvement work team developed an Express Mail program in June, 1987 that encompassed three areas: sales, collections and delivery.

SALES: The "Carrier Sales Day" program was explained to the carriers, volunteers trained and cut loose. In AP 9, before the sales day, sales amounted to \$7304. In AP 11, sales had increased to \$9044, an increase of almost 24%. This was mainly to small firms since many of the large firms in the area have discount arrangements with our competitors.

COLLECTIONS: Schedules were changed to allow for earlier collections of Express Mail and tie-in with the local hub.

DELIVERY: By utilization of PTF's all Express Mail is delivered by 12:00 noon, even rural routes, and in most cases by 10:00 AM.

Wilmington, NC

Express Mail Sales: The work team identified the downward trend in Express Mail Revenue at the Main Office. The Accounts Representative, Peg Watson, gave an Express Mail sales talk to all carriers. Next, the carriers were asked to identify potential customers on their routes. The following week, in lieu of meeting, the EI Team spent one (1) hour on the street selling Express Mail and leaving informational packets on our Express Mail Service. Several new corporate accounts were sold as a result of these efforts.

Vineland, NJ

Instituted an Express Mail program which trained carrier personnel to sell Express Mail and were successful in establishing some thirty new corporate accounts. Other post offices, having seen their success, are also showing interest in this program to increase Express Mail revenue.

Louisville, KY

The Downtown Carrier Unit (DTCU) complex team promoted and participated in "Express Mail Sales Day", where the carrier actually went out on their routes and contacted patrons about using Express Mail.

Lexington, KY

All casuals were given Express Mail shirts so they could be identified as postal employees.

Harrisburg, PA

The Main Office team is working to increase the Express Mail generated from their patrons. Customer Account Representative has made Express Mail Kits available to those carriers for distribution. The kit gives the potential customer the prices of the service and other important information.

Youngstown, OH

The efforts of some Youngstown, OH MSC EI work teams to improve Express Mail performance include; obtaining authorization to deviate their line of travel on city delivery routes, in order to accomplish delivery of Express Mail by 10 AM, and forwarding potential leads and information concerning who our competitors are serving to MSC Account Representatives.

Charleston, WV

St. Andrews Branch EI work team wanted to work on the task of promoting Express Mail. Having heard of the Carrier Sales Day concept, which was just introduced to the Charleston area, the team asked a Customer Service Representative to visit and address the work team. Each carrier on the work team received two hours of special training, and then was asked to canvas his/her respective route to solicit Express Mail business. Another carrier covered their route while they were trying to sell Express Mail to their business customers. The first work team members' sales efforts resulted in four corporate accounts sold. These four businesses were using another Express Company. So far, nine corporate accounts have been signed up, which is an increase of \$600-\$700 monthly, with hopes of doubling shortly. Each carrier in the office will be given the same opportunity. Having all employees involved in promoting and selling Express Mail is an example of how to work smarter, not harder.

Northern VA MSC

As a result of a suggestion from one work team in the Northern VA MSC, a team of three knowledgeable employees was developed to canvas the community on Express Mail using an educational approach. These employees not only sold the on-demand product, they generated interest in numerous custom designed contracts. As a result, the Express Mail Manager arranged meetings with all potential customers to finalize plans. In addition, this team conducted follow-up visits with customers to provide supplies and answer any concerns about the service.

Northern VA MSC (cont'd)

This effort generated a positive effect on the level of business by bringing in many new customers who were utilizing other overnight carriers, merely because they were unfamiliar with this Postal Service product. These actions were in addition to the normal contracts made by Accounts Representatives with the larger volume customers. In many instances, the companies visited, mailed infrequently, but the philosophy of every piece counts sparked the energies of the team. The Express Mail office at this facility maintains a policy of accepting all invitations to attend not only work team meetings, but to give presentations to any office upon request. This is performed in an effort to gain the full support of all employees and to motivate them toward seizing each and every opportunity to promote Express Mail.

Louisville, KY

A work team in the Louisville, KY MSC developed a program to increase Express Mail sales through carrier involvement. The program consisted of the commercial services staff joining the EI work team in developing an Express Mail sales promotion and lead generation orientation package. The team and staff presented this orientation program to all carriers in the downtown business community. Four or more carriers are selected, receive training (both classroom and on-the-job), and are assigned an ad-hoc position extending to 90 days on a full-time basis to assist in increasing Express Mail sales.

Cuyahoga Falls, OH

The Cuyahoga Falls EI team had a Customer Service Representative come to their meeting to explain the workings of Express Mail. They had several service talks on the subject and distributed informational bulletins to potential Express Mail customers. Cuyahoga Falls was receiving all Express Mail after 3:00 PM, resulting in a high rate of failures. Through the efforts of the work team, they received permission to send one of their own employees to pick up Express Mail in Akron at 1:00 PM. Their efforts have resulted in a revised Star Route schedule at 1:15 PM thus eliminating potential failures.

Southern Maryland Division

The Southern Maryland Division has a clerk/carrier sales lead program activated in twenty (20) post offices in the division. Clerks or carriers that provide a sales lead that an Account Representative is able to convert into a sale, receives either an Express Mail hat, Express Mail duffel bag, Express Mail pen, or stamp pin. When a clerk or carrier provides a lead that results in a number of sales, or a very large sale, that person will be recognized through the special achievement process with a cash award.

Evansville, IN MSC

In the Evansville, IN MSC, EI facilitators use a twenty minute presentation to their work teams to promote Express Mail Contacts/ Referrals by Letter Carriers. Last year at one of the work team sites at which the original presentation was developed (Murray, KY), one carrier quickly picked up five accounts -- taking two away from Federal Express. Another team that participated in the presentation's development, Mayfield, KY, proposed taking an ad in the city's only newspaper to promote Express Mail sales and influence the editor against running anti-USPS items from the newswire services. Two-way radios are in use in their delivery vans and consideration is being given to similar equipment for certain letter carrier vehicles to expedite services. Express Mail baseball caps are available to all letter carriers. Also, they found that a successful Express Mail Promotion Campaign by a work team can greatly help in getting that unit's people started in working together in all areas of the unit's operation.

III LABOR/MANAGEMENT RELATIONS

Clinton, MD

Local negotiations under the new contract were done in EI, giving more employees input and making agreements that were acceptable to more of the work force.

Greenbelt, MD

Pre-discipline Intervention - Carriers mistrustful of managers were planning to act in ways that would cause disciplinary action to be taken against them. The team considered the emotional sides, as well as the practical sides of this issue. They thought that often the parties in the issue were too close to events to make objective decisions, that union and management in disciplinary grievances were often placed in win or lose situations and often stalemated and they thought that impartial parties close to what was happening could lend influence and resolve some issues without discipline. The team recognized management's need to reserve the exclusive right to discipline in some cases and the can of worms carriers might open if they attempted to discipline other carriers. The team devised a pre-disciplinary policy that allowed for the intervention of impartial parties before a disciplinary action was taken. There have been at least two situations in which members of the team interceded before the employee acted incorrectly. There has been no disciplinary action since the policy. Members of the team encourage management to discuss situations with management before they become problems.

Kensington, MD

In order to keep employees informed of what the work team is doing and regulations and events which effect the quality of their work life, the work team publishes an office newsletter. Current events, births, deaths, marriages, promotions, awards, transfers, and commendations are among the things published in the letter. A craft member serves as the editor and the Postmaster has the letter published.

Lanham/Seabrook, MD

A certain letter carrier was removed from the Lanham post office for poor attendance. The carrier lived over 60 miles from the post office and often had difficulty getting to work for several reasons. Approximately 3 months after the employee had been removed, the team discussed bringing him back to work on a trial basis. The Postmaster did the necessary paperwork, the carrier was returned to work as a casual, later as a PTF. He has since transferred to a post office nearer home. He has gone for more than a year with no unscheduled absences.

Lanham/Seabrook, MD

Lanham/Seabrook also has a voluntary process, similar to EI, designed to get all employees together, involved in work place problem solving. Representatives from each craft and management meet to discuss work related issues. It grew out of the Employee Involvement Process which is still being practiced at Lanham.

Cambridge, MD

The labor/management atmosphere in Cambridge was terrible. There was no communication, and trust between the two didn't exist. As a result of EI training and involvement in their office, both the Postmaster and the NALC President agree that things are better than ever. The opened lines of communication and new trust between labor and management is truly an EI success story.

Charlottesville, VA

Had policy changed to allow carriers to wear headphones at their case.

Changed annual leave policy so that a calendar is now passed among carriers (by seniority) for prime time annual leave selection.

Orange, VA

EI meetings in Orange established an avenue that improved communication and information sharing between management and craft employees. This was something that this office felt was greatly needed.

Waynesboro, VA

Had proposal approved allowing employees to wear headphones.

Philadelphia, PA

Custodial Maintenance on the Work Floor - Quality Control created a Housekeeping Committee consisting of two members from each Circle to meet on a monthly basis with management in the Custodial Maintenance Department along with the Mail Processing Manager in an effort to open the lines of communication with that Department and Quality Control.

At Paschall Station (Philadelphia), in memorial to a deceased carrier, a yearly award is presented to the carrier who exemplifies the deceased carrier's attributes and qualities. A formal presentation is made, with the letter carrier's family present. Plus the survivors of the deceased carrier's family.

IV SAFETY**Staunton, VA**

Work team established a fire brigade and a new evacuation system with the fire department's cooperation.

Dayton, OH (MSC)

An A.O. work team developed a "Cold Weather" reminder program for customers and carriers working through the local media.

Charlottesville, VA

Safety proposal enacted resulting in EI work team handling weekly safety talks given at the unit.

Safety proposal approved to award the "Driver of the Month" a prime parking space for the month.

Harrisonburg, VA

Solved safety hazard by having customer move mailboxes to new location.

Philadelphia, PA

Roxborough Station - Employee Involvement work team has worked on getting portable emergency lights for vehicles in high traffic areas to alert other drivers that USPS vehicle is parked.

Market Square - Reduced accidents by 4% by conducting a stand-up quiz on safety tips, prizes are given to outstanding quizzes that are written, it urged all to get involved, and received many suggestions from the work floor.

Media, PA

Recognized the need for additional steps for access to and from the platform, after working on the problem for two months, it was done.

Columbus, OH

Emergency Telephone List - The posting of an in-house and emergency telephone list near each workroom telephone.

Philadelphia, PA (BMC)

45 Ft. Extendable Conveyor Belt - Belt did not go full length of trailers. Sudden surges were causing safety hazards and destroying mail. As a result, mail had to be carried or thrown into nose of the trailer. Belts were replaced with 54 ft. conveyors which are safer and more efficient.

Philadelphia, PA (BMC)

AIDS Seminar - Sponsored by a quality circle in conjunction with Hispanic Program. Provided information on the disease and how it related to the work place. Also information shared by experts on drug and alcohol abuse.

Wilmington, NC

The Team identified a problem of area waste disposal carts obstructing mailboxes and presenting hazards to vehicle drivers. As a result, letters were sent to every local waste disposal company and the City of Wilmington asking for their cooperation in correcting this problem. The letters were well received and carriers reported a significant decline in the obstruction of mailboxes.

Lehigh Valley, PA (MSC)

The Bethlehem work team recognized that motor vehicle accidents are continuing to rise and safety problems do exist. The W/T identified 14 highly traveled carrier vehicle routes where serious situations occur daily. Fourteen yellow strobe lights were purchased and installed on these vehicles thus reducing the hazards on the major highways that these carriers serve on a daily basis. Beepers have been placed on a number of 1/2-ton vehicles who do considerable amount of driving in downtown areas. Pedestrians now are warned anytime the vehicle is in reverse motion, again eliminating a potential accident.

Winter Awareness Notices - The Hazleton W/T identified a serious problem with unsafe conditions of walkways and steps following a winter storm. The local Branch (NALC) and the Postmaster agreed to split the cost of a 1/2 page advertisement in the local newspaper, informing them of their responsibility. Program was a local success.

CPR Class - The Kingston Branch of Wilkes-Barre office sponsored a CPR class (off the clock) by the American Red Cross and 75% of the office, total work force, signed up for the program. Carriers, clerks, managers attended the class with the social fund paying half the cost.

Lancaster, PA (MSC)

Twelve (12) out of fifteen (15) EI offices either reduced or maintained motor vehicle accident rate FY 87 over FY 86.

Youngstown, OH

All teams in the Youngstown area participated in a citywide effort on behalf of safety. They visited all the grade schools in the Youngstown area which permitted them to, and presented a safety program to the children. This dealt with problems carriers have with children during the summer: hanging onto trucks, leaving the dog out when carrier approaches, throwing things in collection boxes, etc. The children and teachers really enjoyed this project, and there are plans to make it an annual project.

Lexington, KY MSC

In conjunction with the local fire department, sent out letters to all residents in Clark County for those who would like the fire department to place addresses on their homes, free of charge.

They have received small first aid kits that will be given to all carriers in the Lexington MSC. The kits contain aspirins, antacids, lotion, needle and thread, safety pins and band-aids.

Harrisburg, PA

Yellow Hazard Warning Lights - Linglestown work team looked into reducing hazardous conditions for carriers when traveling on specified routes. They collected data on areas where hazards existed and then identified those routes to receive yellow hazard warning lights. The data collected was forwarded through to Harrisburg where final approval was made.

Sunbury, PA

Smoke detectors have been purchased through the recommendation of the work team and the local fire department. The work team invited the local Fire Chief to their office to inspect it for fire safety hazards. The Chief came up with the following recommendations, move two fire extinguishers for better accessibility, install smoke alarms, paint water line for fire company red, test fire hose and flush lines, assign duties for operation of fire extinguishers. The work team is presently working on fulfilling these recommendations to make their office a safer place to work.

Lebanon, PA

Continuing on the idea of varying Safety Talks, this group has gone to outside resources. After a safety talk presentation, the employees were offered an opportunity to take a colo-rectal test kit (at no cost). This type of programming ties in Community Services and Private Business support for the Health and Safety of postal employees.

Hershey, PA

After a health question was raised about the Radon level in the post office, the team was able to have the test approved. The results showed that levels were well within the safety area. This has put all employees more at ease with the building in which they work.

Louisville, KY

A work team in Louisville, KY revised the standard medical form used by employees upon returning to work from an extended illness or injury. This was adopted citywide to decrease the use of replacement overtime, particularly when carriers would make several trips to the medical unit.

Southern Maryland Division

1986 - The Collections EI work team, after a presentation by the LJSC Safety Subcommittee, developed a plan to reduce the number of vehicle accidents in the unit. The plan consists of a Driver Observation Team (DOT). The driving practices of vehicle operators in the unit are observed and monitored by peers, and all drivers assigned to the unit will be retrained to react to situations unique to the work location (downtown rush hour traffic, etc.). Part time flexible employees will receive the initial training covering all phases of collections and full time employees are to receive follow-up when involved in an "at fault" accident. In addition, the DOT emphasizes proper techniques in lifting sacks and collecting mail from boxes and chutes.

York, PA

Work team in York, PA submitted a proposal for amber rotating lights for rural carriers. Benefit - safety factor for identification purpose of the rural carrier along the highway. Revolving lights are assigned to each rural route.

Lanham, MD

In September 1985, the Lanham vehicle fleet was in a constant state of disrepair. Repairs done by the contract station were not reliable and often needed to be redone. Carriers were not completing PS Forms 4565 (Vehicle Repair Tags) and only reported major vehicle malfunctions. The EI work team members gave an initial safety talk on the importance of filling out vehicle repair tags. The supervisor visited the contract station and advised them that another provider would be found if repairs were not more lasting and/or some kind of warranty was given. The team requested that a Vehicle Operations Maintenance Assistant position be authorized.

Lanham, MD (cont'd)

This new Vehicle Maintenance and Safety program has saved Lanham about 50 percent of its prior vehicle costs. The average AP dollar savings was \$843 over the last nine accounting periods, with a projected increased savings over the next two to three months. The VOMA works directly with the Office Safety Committee to better educate letter carriers. Carriers now readily submit 4565's and talk openly about a marked improvement in vehicle maintenance. Vehicle accidents were reduced by 50 percent from FY 85 to FY 86 and no accidents have been reported in FY 87.

Lancaster, PA

The Lancaster, PA MSC work teams instituted a program to have at least two employees on each tour trained to administer CPR.

Work team in Lancaster, PA proposed testing of the drinking water for contaminants. Of 15 offices tested, there were nine offices that were required to use bottled water due to the unsafe well water.

V TRAINING

Louisville, KY

In the Louisville, KY MSC associate offices that do not meet the criteria for establishing a work team are receiving 3 hours of Human Awareness Training. This training is offered on a voluntary basis in an effort to improve craft/management relations through improved human relations skills, thereby improving the Quality of Work Life for involved employees. Also, internal work team coordinators are now receiving 4 hours of advanced EI/QWL training on a quarterly basis. This type of training is designed to expedite self-facilitation.

Youngstown, OH

This team drew up a training manual for all new carrier employees. This manual took just about a year to complete and have approved. This manual is now in effect MSC wide.

Northern VA (MSC)

Steering Committee in Northern VA recognized that there was a 60-70% turnover of newly hired employees. The LJSC, PEDC, and facilitators collaborated and came up with a new training package to be used. They advertised for letter carrier trainees and instituted a carrier training academy staffed by letter carriers.

Raleigh, NC (MSC)

Several work teams recognized the need to train new PTF carriers. They could see that by putting these new employees "on the street" with no training was not only costing the USPS money because of the inefficiency of untrained people, but was giving the USPS a bad image in light of the many errors that these untrained carriers were making. These teams were proposing that a plan be implemented to give these new hires training in a carrier's street and office duties. As a result of these proposals there has been instituted in the Raleigh MSC a Carrier Academy, where all new carriers receive 40 hours of training before they report to a work location. Feedback has been positive, in that new PTF's are now aware of postal terminology, casing and carrying techniques, rules and regulations, and are immediately productive and a positive influence to the unit when they arrive there.

Lehigh Valley, PA (MSC)

CFS Training - The Allentown team recognized the problems with CFS mail and that a large number of the problems are caused by the new employees, both carriers and the CFS staff. After a tour by 4 work team members of the CFS operation a new training program (CFS) was developed. All letter carriers (200) attended a 1/2-hour presentation by two members of the W/T, dealing with incorrect addresses, 3575's, misspelling of names, and the remainder of the problems associated with CFS errors.

Benefits - a reduced number of errors with CFS by carriers, an educated work forces - both management and craft and a better understanding of the CFS program.

Philadelphia, PA (GMF)

Audio Visual - To acquaint mail handlers with the different types of mail. The path of the mail flow through the system and the various types of equipment and their usage is presented.

Wilkes Barre, PA

Training Film - Description of the jobs done by all mail handlers in the O10 and Mark II Operations.

Philadelphia, PA (GMF)

Slide Presentation on Mail Classification - First, Second, Third and Fourth class mailings (basic); types of mail, i.e. flats, letters and machineable and non-machineable mail; Central sack sort and pouch opening functions; tractor operations; how to read labels, i.e. various abbreviations and their definitions; types of equipment and use; and operation of the scale.

Lancaster, PA

Training Film - Description of the jobs done by mail handlers in the O10 Operation and the Mark II Operation. This film was also designed for the hearing impaired.

Philadelphia, PA

Richmond Station - Complete training program for new hires, Employee Involvement work team conducted a meeting for the whole station's 53 employees.

Waynesboro, VA

Developed a system to give new PTF's additional training once they returned to the local office from the MSC PEDC.

Warrington, PA

Warrington Post Office work team constructed a New Hire Training Manual. It consisted of all the forms that a carrier would use in the performance of his/her daily routine. It was very comprehensive in that it showed what sections of the various forms were filled in by the carrier, the clerk and the customer. This manual was shown at Southeastern's first Employee Involvement rap session on 4/24/87 and was such a well thought-out manual, all the other participating offices requested a copy of it. The Local Joint Steering Committee wanted it to be sent to all the carrier offices in the MSC.

Dayton, OH (MSC)

An A.O. work team developed a supplemental booklet for use by new employees, PTFs and regulars explaining the daily uses of various forms and outlining proper procedures during emergencies. This booklet is being reviewed for possible use in the entire MSC in conjunction with established training procedures.

Roanoke, VA

The Roanoke LJSC felt that they could help improve the deliverability of the mail by educating letter carriers in the proper procedures to follow for Undeliverable as Addressed mail. They made a video answering questions most often asked about UAA mail. The NALC members of the LJSC answered the questions from a script prepared by the entire LJSC. They are in the process of editing the video, and hope to soon have it ready for distribution to all carriers.

Bethlehem, PA

The EI team instituted a standard 5 day training program for new PTF carriers. The program has five phases: beginning office time, street time, ending office time, written tests on each phase and a final test.

VI CUSTOMER RELATIONS - MARKETING

Woodmoor, MD

The post office was getting numerous phone calls requesting directions. The area is highly transitory and carriers were concerned over public image. The work team drew up a letter which introduced the new customer to the carrier and to the local post office. The letter gave the carrier's name and listed the services available at the post office. A traced map was reproduced on the back of the letter and a rate chart is included with the letter when it is delivered. Carriers feel the letter is a positive way to familiarize customers with the new office. Fewer calls come in. Greenbelt, Kensington and Mitchellville are three other post offices in the area which have made special adaptations of the letter and are also using it to foster good customer relations in their areas.

Salem, VA

The Salem, VA work team realized there was a problem with casuals and new PTFs not having a postal uniform on the street. They discussed several ideas including a uniform bank for old carrier uniforms. After rejecting several ideas, they designed a Carrier Trainee Vest. The vest is adjustable to different sizes and fits over a uniform jacket. Each office is supplied with several of the vests that are owned by the post office. The vest costs about \$10 in small quantities and less with volume. The new hires are now recognizable as postal employees on the street, and the vest enhances the public's image of the USPS. The vest has the postal emblem and Carrier Trainee in prominent places. The idea was felt to be very good and was submitted to the Charleston Division. The Charleston Division agreed and adopted use of the vest Divisionwide.

Claymont, DE

In an attempt to improve both customer relations and delivery to apartments in Claymont, the Claymont work team developed a "welcome letter". The idea is to welcome their new neighbors, explain the services that are available and solicit the patron's help in putting names on the inside of the apartment mail boxes. The team hopes to generate good feelings between their office and the public, plus start correcting an ongoing problem of unmarked mail boxes in some of the many apartments in Claymont.

Newtown, PA

Project - Drive-In Window - During a brainstorming of projects, the drive-in window concept was raised for their new building. This was quickly adopted by the team. In subsequent meetings, they developed the need and uses of this new window. They then made new drawings for their building (in the area of the proposed window) and revised parking area. The architect for the project was invited to a meeting and after some minor adjustments stated that their work and ideas were excellent. The project was then approved by the PM, MSC and Division, but rejected by the Project Engineer as untimely. The work team, with the aid of the Facilitators and MSC Manager, went to the Division Manager who contacted the Region and the Engineer's Supervisor. The project was deemed excellent and approved, and put out as an addendum bid to the project.

Lexington, VA

Work team collected and delivered food and clothing to a community charity.

Waynesboro, VA

The EI work team, with the cooperation of the entire work force, planned, organized and held an Open House to enhance the image of the Post Office in the community. It was a big success, and it received many favorable comments from the community.

Willow Grove, PA

A letter to patrons explaining the volume of today's mail, and outdated mail receptacles, requesting patrons to buy bigger boxes for safety and to keep mail dry in inclement weather.

Philadelphia, PA

A number of the stations conducted an annual collection of food and clothing for the needy patrons of their area during the holiday season.

Pottsville, PA

Work team in Pottsville, PA worked in conjunction with County Planning Commission to change the address identification from R.D. routes to house numbers. Benefit - When route adjustments had to be made, the customer's address would stay the same forever instead of changing R.D. numbers.

Philadelphia, PA

Market Square - A "Welcome to the Neighborhood" letter for all new patrons. Some of the content was the location of the post office, phone number, hours of operation.

Cincinnati, OH (GMF)

Automatic Teller Machine - Automatic Teller Machine installed in the lobby of the Main Post Office. This proved to be a great convenience to employees and customers, plus added revenue for the post office.

Wilmington, NC

Mail Box Improvement - The team identified a widespread problem of poor mail box conditions. A week was declared "Mail Box Improvement Week". They decided each customer should receive a letter if their box needed repairs or replacement. Media coverage was obtained from two local TV stations and with an article in the local newspaper. In lieu of a meeting, team members also alternated in handing out letters to customers entering the station for a one week period. The project was a great success with carriers reporting numerous box replacements and repainting, numbering, etc.

Lehigh Valley, PA (MSC)

Check Day Policy - The Pittston work team developed a plan to ensure all carriers maintain their leaving times on the 3rd of the month. The plan recognized heavy volumes, overtime, curtailing of third class mail, manpower, sick leave, annual leave, vacations, pivoting and service to the customers. Benefits earned: Prompt delivery of all mail, better customer service with less customer complaints, reducing late deliveries, plus less customer phone calls to managers, creating satisfied employees, both letter carriers and managers at no additional cost to the Postal Service.

Somers Point, NJ

Postponed EI meetings during December and set up a carrier dressed as Santa Claus in the lobby to welcome patrons and hand out candy canes to children.

Gloucester/Bellmawr, NJ

After receiving numerous complaints from patrons whose normal delivery time did not afford them the opportunity to deposit their checks in the local bank, it was proposed that on check day the carriers start one hour early by changing their scheduled starting time. This was tried by the Postmaster which resulted in no complaints and quite a few compliments from satisfied patrons and letter carriers.

Louisville, KY

A proposal by the work team at Station H & R, allowing all first and third of the month Government checks to be sent to the stations earlier, has been approved. This will allow time for the nixies and misthrows to be redirected for on time delivery.

West Warren, OH

This team visited high rise apartments for the elderly and gave the elderly people coffee and donuts. They then explained the various duties of letter carriers in regard to delivery of mail. The Warren Postmaster attended the meeting, and he and the EI team took turns explaining the various problems encountered by the elderly. This team is going to go into the schools, and the poor areas of the city of Warren, they are going to sell the post office, and make people aware of just how great it really is. There are no percentages involved in this project, but the morale, and the understanding of the people of Warren about the carriers' problems will be immeasurable.

Paris, KY

This will be their second year Christmas food drive for the needy, the first was a huge success. They were able to feed 10 families last year for one week.

Lock Haven, PA

The Lock Haven work team participated in the celebration of the 2nd Annual Sentimental Journey to Cub Haven. The work team helped organize employee's to construct a float which was entered into the local parade. The float took 3rd place for Best Appearing Organization. The work team also helped organize a display of postal memorabilia that was displayed at the mini-post office which was set up at the Lock Haven Airfield.

Lebanon, PA

The Lebanon EI work team experimented with the "Stamps by Mail" program. They decided to distribute the postage paid envelope, which had the Lebanon post office as a return address, citywide. The envelope was distributed the 1st week of December, just in time for the holiday season.

Lebanon, PA (cont'd)

Requests for "Stamps by Mail" started pouring in by the hundreds. Public response was overwhelming and a local TV talk show even praised the program. A great majority of the public was unaware that such a program, which is provided at no extra cost to the customer, existed. Customers were able to receive stamps at home without having to wait in long holiday lines or fighting the harsh elements of the winter weather.

Camden, SC

Mailbox improvement was one of the first projects tackled by the Camden post office EI team. They received a lot of publicity in the newspapers. The carriers painted numbers on boxes and repaired and replaced boxes of patrons who could not afford to spend the money to repair boxes. They are now starting to go back over them again to make sure all are up-to-date. This project has also been tackled by a number of stations and associate offices with a lot of success by the EI work teams.

Columbia, SC

Due to over centralization of mail processing the 1st and 3rd of month checks were delivered to the stations on day of delivery. The team suggested that these checks be delivered to the station at least 2 days early or as soon as arrival in the MSC. This solution permitted early delivery, reduces phone in request and complaints about delay of checks and improved service to our customers.

VII FACILITY IMPROVEMENT - WORK ENVIRONMENT

Adelphi, MD

The team wanted to gain the right to wear headphones with walkman radios. The Postmaster would not agree because of safety related issues. There was an old radio in the station that partially worked. When it did, it could not be heard on some parts of the workroom floor unless the volume was abrasive to the window service area. Individual carriers, coupled with small donations of money from other carriers, donated the stereo with speakers. A member of the work team installed the new system with speakers placed strategically so that music could be heard anywhere in the station at a reasonable volume.

Managers were concerned about the loud noise on the work floor and about some carriers who were talking and not casing mail. Also, carriers were leaving their case to talk to other carriers. Instructions had been given that talking on the floor must stop. It was also considered that the noise which customers heard in the lobby did not portray the image of the Postal Service that the team wanted the public to get.

With management approval, the carriers volunteered to move the cases locating carriers next to people they wanted to be near. Attention was given to who smoked and who didn't. The team explained to the employees why the cases were being moved and that there would be no leaving the case except on route related business and that every effort should be made to keep talking to a minimum. They mentioned in the talk that carriers must be concerned about the image they portrayed to the public. The talking since has been minimal.

Vehicles, postal and private, are parked on a leased, fenced lot which over the years has become overgrown with vegetation and cluttered with debris and unused equipment. The lot was poorly lit and did not assure employee safety; also the need for parking space was growing. Employees volunteered to clear and clean the lot. The team requested a cheap gravel cover over an unused portion. The manager of the branch donated more powerful lighting and the parking pattern and line of travel were changed giving more space, all at minimal cost.

Aspen Hill, MD

Amid their many problems, heavy volume, management changes, routes out of adjustment, poor labor/management relations, poor morale, disbelief in the process to name a few; the team had to come up with a way to show the employees that they can be effective and that labor and new management could work together. In keeping with the holiday season, the team took up a collection and used the money to buy Christmas decorations. At their next work team meeting, they used part of the time to decorate a tree and their office. The positive change in mood could be sensed as they were decorating. It may seem small but for this team it was a colossal beginning.

Clinton, MD

The site has been purchased for a new Clinton post office. The team wanted to be certain that the new building met their needs when they moved in. They visited several new post offices noting items that they wanted, also noting items that they did not want. They plotted their growth rate and suggested the size for their new post office based on their volume forecast. While they were not able to change the size of the new office; it does contain an expansion wall which will make expansion easier. It also contains a larger Postmaster's office, a different traffic pattern, a Philatelic Sales room, a mail storage area, a wind block in the customer lobby, the correct traffic pattern and parking areas and a drive-in window. These were all changes that the EI team suggested.

Kensington, MD

The parking lot at Kensington was too small for the number of vehicles that need to be parked, postal and private. Parking on the street near the post office was outlawed. Through the Postmaster, the work team presented this problem to the mayor and town council. The parking ordinance was changed to allow postal employees to park on the street in front of the post office.

Philadelphia, PA (BMC)

Break Area Renovation - Previous break area exposed to weather and rodents from dock area and hazard of belts running overhead. Circle instrumental in having break area renovated to a safe and comfortable area.

Lancaster, PA

Construct a Roof over the Employees Entrance and Picnic Table Area. Employees entrance had been unprotected from the bad weather.

Minimal Recreation Activities for the Postal Employees - Install three video game machine funds to be used to establish a social and recreation committee in accordance with the E&LR Manual. These machines generated over \$2,300.00 over the past nine months.

Wilmington, NC

Work Room Floor Layout - The problem of overcrowding at Azalea Station was identified. The existing layout was a modified horseshoe and required excessive space. A new layout was drawn-up by the EI team. The proposal was implemented on a weekend and the result was better space utilization and provided space for several case arrangements for new routes established due to growth.

Altoona, PA

Color coded case labels, time clock, time cards, truck cards and keys were moved to a centralized location for all carriers, designated areas for parcel post and hot cases in line with the travel flow to exit the work room floor, windows installed on the 01 side to improve air circulation in the summer months.

Indiana, PA

Purchase of two bicycle racks - one for student patrons and one for employees, durable plastic containers for change of address and related delivery forms placed in all vehicles.

Louisville, KY

The Radcliff work team was successful in obtaining ceiling fans at their unit. A work order has been submitted and they are now awaiting installation.

The Jeffersonville work team has been instrumental in the remodification of both the front and rear parking lots at their unit. They relocated the drop boxes for customer safety and convenience.

Southern Maryland Division

In 1986, the Brookland Station EI work team developed an Emergency Contingency Plan to handle situations involving breakdowns in the heating/cooling units during extreme weather conditions. The plan provided a means of meeting the health and safety requirements of the employees of Brookland Station, while continuing to provide service to our customers. This plan is currently being modified to be used citywide.

In 1986, the Southwest Station EI work team became involved in the renovation of their building. The work team recommended installing "JAMISON" doors at the platform area to replace the single door. When dispatches arrived with mail loaded in BMC or OTR (over the road) containers, the containers were too large to pass through the narrow single door. Mail had to be unloaded from containers to be transported into the post office. By installing the "JAMISON" doors, this procedure was eliminated. The large equipment can now be brought through the double door structure. The new doors also improved security.

Vineland, NJ

A work team in Vineland, NJ solved an annoying parking problem. The town had no parking for employees. When they parked on the streets the police were giving them tickets. They canvassed the immediate area for available space and came up with enough parking spaces for both clerks and carriers that would not interfere with local residents or businesses. They invited the mayor to a local team meeting to discuss this problem. They had a map of the area; times that spots would be utilized; stickers made up to identify it was a postal worker's spot. The mayor agreed to instruct the police not to give tickets to these cars. Incidentally, the mayor was so impressed he declared the following week "Letter Carrier Week".

VIII SICK LEAVE/ RECOGNITION/ INCENTIVES

Aspen Hill, MD

Disciplinary action was being taken. Management was concerned that carriers were not taking lunches in accordance with FLSA and postal regulations. On street supervisors, managers were unable to find carriers where the 1564's said they should be. Carriers complained that they were spending longer amounts of time in the office and were being asked to do more and that there should be some flexibility in the times that they take their lunch. Forms 1564 were outdated and many lunch places were crowded at the designated times. Consensus was reached that carriers could take lunch at a designated time or on a designated relay. The team members worked together to update the 1564's showing the new choices. This gave carriers the flexibility they felt they needed and managers the control over the operation they felt they needed.

Eagleville, PA

The Eagleville work team came up with a Sick Leave Incentive Program that was very successful. The work team sat down with the Postmaster and worked out an award system that was acceptable by all parties, and they are now working on another Sick Leave Incentive Program with the hope it will be as successful as the first one.

Newark, DE

The Newark work team has developed a program aimed at reducing sick leave usage and rewarding those individuals using zero, one or two days of sick leave in a calendar year. All carriers using zero sick leave will receive two (2) guaranteed days off of their own annual leave (excluding prime time and the month of December) and a \$25.00 gift certificate. Use of one (1) day of sick leave will result in the carrier receiving one (1) day of guaranteed annual leave of his/her choice. All carriers using two (2) days of sick leave will receive the prizes currently being distributed (i.e. gym bags, mugs, flashlights, etc.).

Claymont, Edgemoor and Dover, DE

These three work teams have successfully implemented carrier of the month/year programs. While it's too soon to draw any conclusions as to the impact these programs are having in the various stations, the teams involved are hoping to improve overall morale, motivation and efficiency of the letter carriers. So far, the programs are being well received in the stations.

Monthly Awards: (1) \$50.00 gift certificate; (2) Certificate copy in OPF; (3) Photo in lobby; and (4) Parking space.

Yearly Awards: (1) \$500.00 Special Achievement Award; (2) Plaque - OPF Certificate; and (3) Photo in lobby.

NOTE: The above awards vary somewhat from office to office. What's shown is a cross section of awards.

Charlottesville, VA

Furnished all carriers in the MSC with EI/QWL logo pen which was designed by the work team.

Richmond, VA Division

The Incentive Program, dealing with several goals, will start in Quarter II. Quarter I will not be used to figure year-end winners. It was decided that the quarterly incentives would be: Breakfast and picture in the Division newsletter for all units reaching all of their goals. The unit with the best improvement will get breakfast and picture, but in addition, all carriers in the most improved unit will have their names submitted for a drawing for \$500. Year-end prizes will be decided at a later date and will be a much larger reward. AO's with city carriers will compete with other AO's with city carriers. Richmond stations will compete against other Richmond stations.

Philadelphia, PA

Hunting Park Station - Three times a year a luncheon is given for employees for accident free driving or industrial free accidents.

East Germantown - Carrier of the month award, and a yearly carrier award.

West Park - "Pride of West Park Station" award given to a carrier on a monthly basis.

Lehigh Valley, PA (MSC)

Incentive Program - A number of offices have developed plans for recognizing individuals who have perfect attendance during the year. Bulletin boards, special pins, and free lunches are all some of the ideas that have been presented. Part of the cost comes from the employees' social funds.

Northern VA MSC

Several stations instituted "Employee of the Quarter" with criteria based on attendance, appearance, work performance, safety, etc. Prizes include: parking space for a quarter, plaque in lobby, gift certificate. This resulted in improve morale.

Louisville, KY

The St. Matthews and Crescent Hill work teams have developed an awards committee, coupled with their own criteria, to enhance the current distribution of awards under the Awards Program of the USPS.

The Main Office Carrier Unit (MOCU) complex team has come up with a "Sick Leave Incentive Award Program" that is currently being piloted and tested at two different sites.

Two work teams (Pleasure Ridge Park and New Albany) have developed a "Carrier of the Quarter Award" which has proved to be a success.

Shelby station designed a cancelling die hub for the Mark IV promoting the EI/QWL process. The die hub reads - EMPLOYEES INVOLVED TO PROVIDE FIRST CLASS SERVICE.

Station H & R also designed a new "Express Mail" hat for optional purchases by the carriers.

Youngstown, OH

The Cornersburg team did a role reversal, the shop steward, and the station supervisor reversed roles for one day. The carriers picked the day, and it was a Tuesday, one of the heaviest days of the week. This was taken seriously by both sides, and valuable insight into each others jobs gained had by both parties.

Lexington, KY (MSC)

Working on a Carrier of the Month Program where the winning carrier will be given a \$50.00 gift certificate and his/her name will be put in the lobby of that station. (Frankfort)

Georgetown station was running in the local newspaper "Carrier of the Week". The article told a little about the carrier and how long he/she had worked for the post office.

Harrisburg, PA

The Bloomsburg work team wanted to improve morale in their whole office, to include clerks, rural delivery carriers, and a custodian. They developed a program called, Employee of the Month, to select employees who excel in their job and recognize them for a job well done. The work team chose as awards for the recipient, an Employee of the Month Certificate and a Certificate of Appreciation given by the local Postmaster. So far two employees have been chosen and the program appears to have made a difference in morale throughout the whole office.

The Shamokin work team worked on improving morale in their office. The work team came up with a program that would recognize employees who do an outstanding job in their work performance. The award given to the employee chosen would consist of a Certificate of Appreciation, a Letter of Appreciation and a coffee mug by Branch 500. A carrier would be chosen on a quarterly basis.

IX OTHEREvansville, IN

Below is the summation and comparison of the EI surveys that were conducted during 1985 and 1987. There has been significant improvements in the labor/management climate between 1985 and 1987, in most areas.

SURVEY RATINGS
(CRAFT)

	THEN (1985)	NOW (1987)
1 Management actions which create demotivating feelings in me have almost stopped.	0.8	2.4
2 My supervisor is becoming a real leader and carefully avoids behaving like a traditional boss.	2.3	2.6
3 Working hard still holds a high risk of attracting more work to do.	4.5	4.2
4 Our supervisor puts a lot of effort into keeping us well informed.	2.0	2.8
5 When changes in my job are planned, I am asked to lend a hand.	1.8	3.1
6 Incentive programs are becoming adequate and fair.	1.8	1.9
7 My supervisor now seems to have a genuine caring attitude toward me.	2.5	3.1
8 Trust between managers and workers in this unit is increasing.	2.1	2.5
9 I am given enough flexibility to do my job the way I find I can do it best.	2.6	3.8
10 The U.S.P.S. now rates in the upper ten percent of good places to work.	2.2	3.5

Reading, PA

An EI work team in Reading, PA saved the Postal Service \$11,885.50 by getting other industries to share the expense of installing a traffic light at an extremely hazardous intersection close to the post office.

Raleigh, NC

The LJSC was aware of some problems, gripes, complaints that were occurring on some work teams. Some possible causes were identified as apathy, reversion to old adversary roles, complacency, burn-out, etc. The LJSC decided that a means must be devised to have a "meeting of the minds" of all those involved, and decided on a two day workshop. In attendance at the workshop were the LJSC members, the facilitators, the manager and steward from each work team, and Postmaster at each unit if not a work team member, a NALC Business Agent, and the Division Manager.

Feedback indicated a renewed commitment to the process and a better understanding of the other person's role in the work place. The feelings of those present were that most of the underlying issues and roadblocks had been resolved by these, the key players on the local work teams.

Moorestown, NJ

They have instituted an EI stand up talk on the workroom floor, replacing their regular EI meeting once a month, to bring all employees up-to-date on all issues.

Louisville, KY

A proposal was sent through the USPS Suggestion Program by the Okolona work team regarding the lamination of the SF-46. This suggestion was approved and will result in longer life of the license by preventing its deterioration, and its accidental loss.

"OUR RESOURCES TOGETHER"



United States Post Office

Roanoke, Va. 24022

February 25, 1987

Mr. Reginald Shareef

Dear Mr. Shareef:

I am in receipt of your letter of February 20, 1987, requesting an appointment to discuss the possibility of doing your dissertation study with the Postal Service in Roanoke.

I will be happy to see you on March 4, 1987, at 10:00 A. M. in my office.

Please call Mrs. Lee Varney by February 27th to confirm this appointment.

Very truly yours,

Calvin H. Johnson
SC Manager-Postmaster

CEJ:lv

APPENDIX E

June 1, 1987

Mr. Nick Barranca
United States Postal Service
475 L'Enfant Plaza, S.W.
Room 9120
Washington, D.C. 20260-3100

Dear Mr. Barranca:

Enclosed is a copy of a draft proposal I presented in a class on dissertation preparation. The proposal and methodology, with modifications, was acceptable. Consequently, I have satisfied the requirements of my dissertation committee for the study I have proposed.

Although the transcript is rather lengthy (23 pages), I am requesting you read it in its entirety. The paper reveals the essence of the study and why I am proposing it.

Briefly, the academic literature reveals only two in-depth longitudinal studies pertaining to QWL. Most studies have been merely descriptive, relating primarily to the implementation processes of QWL. Mohrman and Lawler, two leading theorists in the field, have stated that what is now needed is to capture "the realities of what is actually happening in the workplace". This study is an attempt to fill that void.

I am approaching this study using the case study model. The model best answers research questions of how and why. Specifically, I attempted to ascertain how (much) of an impact QWL has had on Letter Carriers and why. I will use a valid and accepted quantitative measurement tool to determine the how much of an impact QWL has had on these employees. I have attached a portion of this questionnaire to the draft proposal.

The why portion of the study will be developed through the use primarily of the structured interview technique. These interviews also serve as a guide to the collection of relevant documents and data from archival sources.

As the "Review of the Literature" sections indicates, QWL is based on many theoretical prepositions. Yet, research that validates many of these prepositions is virtually non-existent. Again, quoting Mohrman and Lawler, the need is now for research and theory-building based on the realities of the workplace. A major contribution to theory-building of QWL is the fundamental intent of this study.

Mr. Nick Barranca
June 1, 1987
Page Two

From your perspective, I think the study would increase the effectiveness of QWL processes by increasing the knowledge of why they are working and, simultaneously, enhance organizational effectiveness. Moreover, I sincerely feel that I possess unique qualifications to conduct the study.

First of all, in conducting the study I would be a neutral observer. Though I personally believe in the QWL concept, I would not be working for Postal Management and/or the unions; thus, my objectivity would not be threatened. Objectivity is crucial to the validation of any QWL study and, consequently, to QWL as a concept.

Many opponents of QWL question whether consultants can maintain that objectivity when "they are always looking to impress, maintain, and sell new clients". This is also the view of many unionists who oppose QWL (for example, see Mike Parker's book Inside the Circle: A Union Guide to QWL).

I am not attempting to infer that the integrity of your consultant group has been breached. I am merely stating a legitimate concern that appears frequently in the literature that would not affect the objectivity of my research.

Secondly, and closely related to the first point, nothing in my findings and recommendations would cause any finger-pointing or be incriminating to anyone in a leadership position involved with QWL. I realize the significant investment of this cooperative venture and would do nothing to jeopardize the careers or livelihood of those who direct or manage the QWL process. Whether the hypotheses are supported or not, a dissertation study must make recommendations. The recommendations contained in this study would be based on theories already existing in the literature or ideas that emerged during the study and that can be added to that existing body of knowledge. To reiterate, my fundamental and major concern in this endeavor is theory-building. I have no doubt the hypotheses will be confirmed, I am anxious to understand why.

Finally, I would like to do this study in Roanoke with the Letter Carriers as my focus of study. I make this request for one reason. Many of the Letter Carriers in Roanoke are people I have known all of my life. These men can, and have agreed to, vouch for my integrity with their peers and co-workers.

This is a major concern for any researcher who does data-gathering through questionnaires and interviews. It is often incredible to some participants that anyone would collect data solely for scientific purposes, without intent to employ the data

Mr. Nick Barranca
June 1, 1987
Page Three

in trade or in a self-serving action. These men have agreed to advise their fellow employees of my intentions and assure them of the privacy, confidentiality, and anonymity of their responses. This ensures a higher degree of accuracy in responses than would normally be expected. Upon request, I can provide you with the names of the five members of the NALC that I have spoken with and that have agreed to attest to my credibility. Thus, the crucial variable of trust between investigator and participant is virtually guaranteed and my role clarified from the beginning.

Also, this study would involve no monetary investment from the Postal Service/Union and does not divert the consultants from their existing projects. It also allows Letter Carriers in a geographical location, who probably would not be directly involved in this type of study, to become actively involved in another phase of the QWL process. This would undoubtedly enhance the commitment of the organization to the QWL concept for these employees.

Of course, I agree to review in detail my instruments and interview questions. Furthermore, I accept that the Union and/or Postal Management may unilaterally terminate the study should I guilty of any unduly offensive, intrusive, or threatening action.

Mr. Barranca, I have put much effort, thought, and resources in developing this proposal. I sincerely hope the paper merits the approval of Postal Management/NALC Leadership so the study can proceed.

My final request to you is that I hear from you as soon as possible with the decision. If there is agreement, much work remains to be completed before the proposal becomes operational.

Thank you.

Sincerely,

Reginald Shareef

Encl. copy of draft proposal

cc: Mr. Calvin Johnson



NALC-USPS National Joint APPENDIX F
Employee Involvement Committee



July 31, 1987

Mr. Reginald Shareef

REG-24017 0710

Dear Mr. Shareef:

Our Committee has reviewed your correspondence and proposal for conducting a study of the National Association of Letter Carriers/U.S. Postal Service Employee Involvement (EI) process in Roanoke, Virginia and is prepared to support your request with the following provisions:

1. That you meet with the Local Joint Steering Committee (LJSC) for EI in Roanoke and get their agreement to support your request.
2. Once you have the LJSC's agreement to proceed, develop and provide an action plan for our review prior to launching your efforts.
3. Provide us with periodic progress reports and a final copy of your work which we will be authorized to use in support of our efforts.

We have asked Elmer Weems, a member of our Committee to serve as the Committee's coordinator on this project. Please communicate directly with Elmer at the following address: U.S. Postal Service Headquarters, Office of EI/QWL, Room 9120, Human Resources Group, 475 L'Enfant Plaza, SW, Washington, D.C. 20260-4002, telephone (202) 268-3627.

We look forward to your response.

Sincerely,

Francis J. Conners

Andrew S. Walker

cc: Co-Chairpersons, Eastern Region Joint Steering Committee
Co-Chairpersons, Roanoke, VA Joint Steering Committee

Co-Chairpersons

J. Conners
President, National Association of Letter Carriers
1400 K Street, N.W., Washington, D.C. 20001-2197
4695

Andrew S. Walker
Assistant Postmaster General, Delivery Services Department
United States Postal Service
475 L'Enfant Plaza Southwest, Room 7012, Washington, D.C. 20260-7200

NALC-USPS National Joint Employee Involvement Committee



DATE: January 21, 1988

TO: Mr. Reginald Shareef

FROM: Co-Chairpersons
NALC-USPS National Joint Employee Involvement
Committee

This is to confirm your January 19 conversation with Elmer Weems approving the plan you submitted on December 10, 1987, to evaluate the National Association of Letter Carriers (NALC) - U.S. Postal Service Employee Involvement process in the Roanoke, Virginia Post Office.

We are sending a copy of your plan along with a copy of this memorandum to NALC and Postal Service leadership in the Roanoke Post Office.

Co-Chairpersons

Conners
President, National Association of Letter Carriers
1400 K Street, N.W., Washington, D.C. 20001-2197

Andrew S. Walker
Assistant Postmaster General, Delivery Services Department
United States Postal Service
475 L'Enfant Plaza Southwest, Room 7012, Washington, D.C. 20260-7200
202/245-5697

UNITED STATES POST OFFICE

MSC ROANOKE, VIRGINIA 24022-9992

TE: June 8, 1988
 F: BWM:cs-9992
 T: EI/QWL Questionnaire

POSTMASTERS:

Martinsville, VA 24112 N. Biersbach
 Rocky Mount, VA 24151 B. JORDON
 Abingdon, VA 24210 E. SHELTON
 Wytheville, VA 24382 D. KNELL
 Gretna, VA 24557 B. ROBERTSON

Collinsville, VA 24078 K. HUDSON
 Bristol, VA 24201 W. DICK
 Marion, VA 24354 R. MANGLUS
 Pulaski, VA 24301 (ACTING) T. CLARK
 Vinton, VA 24179 B. YEARTOUT

Approximately July 10, you will receive an EI/QWL questionnaire in the mail. The questionnaire is a significant part of the data collection for a doctoral dissertation study being conducted by Mr. Reginald Shareef of the Center for Public Administration/Public Affairs, VPI&SU. This study, and questionnaire, have been approved by both the National and Local NALC-USPS Joint Steering Committees. I write this letter to urge your participation in the study by completing and returning the questionnaire to Mr. Shareef within ten days of its receipt.

Over 200 letter carriers and managerial personnel in the Roanoke MSC are currently involved in this research endeavor. This questionnaire is designed to find out how you and others feel about USPS as a place to work. These data will provide the NALC-USPS Joint Steering Committee with some of the information they will need to better understand how people feel about the quality of working life in the Roanoke MSC.

Your answers to this questionnaire will be strictly confidential. All questionnaires will be sent directly to Mr. Shareef's home for analysis and safekeeping. You are not to sign the questionnaire and no one at USPS and/or NALC will ever have access to your individual answers.

Mr. Shareef will attach a cover sheet explaining the types of questions that appear on the survey. If the questionnaire is to be useful, it is important to answer each question frankly and honestly. There are no right or wrong answers to these questions since Mr. Shareef is interested in what you think and feel about your work like in the Roanoke MSC.

Thank you for your cooperation.

BILLY W. MARTIN
 MSC Director, Field Operations

cc: MSC Manager/Postmaster

EI/QUALITY OF WORK LIFE QUESTIONNAIRE

Dear USPS Employee:

This questionnaire is designed to find out how you and others feel about the USPS as a place to work. These data will provide the NALC-USPS National Joint Steering Committee with some of the information they will need to better understand how people feel about the quality of working life in the Roanoke MSC.

If this questionnaire is to be useful, it is important to answer each question frankly and honestly. There are no right or wrong answers to these questions, since I am interested in what you think and feel about your work life in the Roanoke MSC.

Your answers to this questionnaire are completely confidential. All questionnaires will be taken to the Center for Public Administration/Public Affairs at VPI&SU, Blacksburg, Va. for analysis and safekeeping. No one at USPS and/or NALC will ever have access to your individual answers.

Most of the questions ask that you check one of the several numbers that appear on a scale to the right of the item. You are to choose the one number that best matches the description of how you feel about the item. For example, if you were asked how much you agree with the statement, "I enjoy the weather in this area", and you feel that you agree, you would check the number under "Agree".

Note that the scale descriptions may be different in different parts of the questionnaire. For example, they may not ask whether you agree or disagree but perhaps whether you are satisfied or dissatisfied, or whether you think something to be likely or not likely to happen, etc.

So, be sure to read the special instructions that appear in the boxes on each page. Be sure to read the scale descriptions before choosing your answers.

After you complete the questionnaire, please place the questionnaire back in its envelope, remove the number from the envelope, and return it to your Union Steward or designated contact person in your Postal Station.

Thank you in advance for your cooperation and assistance. I hope you find the questionnaire interesting and thought provoking. Please remember to return the questionnaire within 10 days.

Sincerely,

Reginald Shareef /

APPENDIX J

MODULE 1 - DEMOGRAPHICS

The following information is needed to help us with the statistical analyses of the data. This information will allow comparisons among different groups of employees and comparisons with similar employees in other organizations.

All of your responses are strictly confidential; individual responses will not be seen by anyone within this organization. We appreciate your help in providing this important information.

1. PLEASE ANSWER EACH OF THE QUESTIONS BELOW BY MARKING THE NUMBER NEXT TO THE DESCRIPTION WHICH BEST FITS YOU OR BY WRITING IN THE CORRECT INFORMATION.

- | | | |
|---|--|--|
| <p>1. Are you - (check one) 1:01</p> <p>[1] Female</p> <p>[2] Male</p> | | <p>4. Are you - (check one) 1:04</p> <p>[1] Black</p> <p>[2] Oriental</p> <p>[3] American Indian</p> <p>[4] Spanish surnamed American</p> <p>[5] White</p> <p>[6] None of the above</p> |
| <p>2. What is your education level (indicate highest completed)? 1:02</p> <p>[1] Some elementary school (grades 1-7)</p> <p>[2] Completed elementary school (8 grades)</p> <p>[3] Some high school (grades 9-11)</p> <p>[4] Graduated from high school or G.E.D.</p> <p>[5] Some college or technical training beyond high school (1-3 years)</p> <p>[6] Graduated from college (B.A., B.S., or other Bachelor's degree)</p> <p>[7] Some graduate school</p> <p>[8] Graduate degree (Masters, Ph.D., M.D., etc.)</p> | | <p>5. How old were you on your last birthday? 1:05</p> <p style="text-align: center;">_____ years</p> <p>6. What was the size of the community in which you spent the largest portion of your life up to the time you finished high school? 1:06</p> <p>[1] On a farm or ranch</p> <p>[2] In a rural area, not on a farm or ranch</p> <p>[3] A suburban town near a city</p> <p>[4] A small city (less than 100,000)</p> <p>[5] A large city (more than 100,000)</p> |
| <p>3. What is your marital status? 1:03</p> <p>[1] Married</p> <p>[2] Widowed</p> <p>[3] Separated</p> <p>[4] Divorced</p> <p>[5] Never married</p> | | <p>7. Is your income the primary source of financial support for your immediate family? 1:07</p> <p>[1] Yes</p> <p>[2] No</p> |

8. How many dependents do you have
(others who depend on your income
for their financial support)? 1:08

_____ dependents

9. Which of the following salary
ranges is nearest to your total
income from your job last year? 1:09

[1] Under \$4,000

[2] \$4,000 - 5,999

[3] \$6,000 - 7,999

[4] \$8,000 - 9,999

[5] \$10,000 - 12,999

[6] \$13,000 - 15,999

[7] \$16,000 - 19,999

[8] \$20,000 - 24,999

[9] \$25,000 or more

MODULE 2 - EMPLOYEE SATISFACTION

The next questions are about you and your job. When answering, keep in mind the kind of work you do and the experiences you have had working here. Follow the directions given in the boxes at the beginning of each set of questions.

2. HERE ARE SOME STATEMENTS ABOUT YOU AND YOUR JOB. HOW MUCH DO AGREE OR DISAGREE WITH EACH?

[1] Strongly Disagree
[2] Disagree
[3] Slightly Disagree
[4] Neither Agree nor Disagree

[5] Slightly Agree
[6] Agree
[7] Strongly Agree

a.	I get a feeling of personal satisfaction from doing my job well.	[1]	[2]	[3]	[4]	[5]	[6]	[7]	2:01
b.	It would be very hard for me to leave my job even if I wanted to.	[1]	[2]	[3]	[4]	[5]	[6]	[7]	2:02
c.	I am very much personally involved in my work.	[1]	[2]	[3]	[4]	[5]	[6]	[7]	2:03
d.	I work hard on my job.	[1]	[2]	[3]	[4]	[5]	[6]	[7]	2:04
e.	If I had the chance, I would take a different job within this organization..	[1]	[2]	[3]	[4]	[5]	[6]	[7]	2:05
f.	I dread the thought of what might happen if I quit my job without having another one lined up.	[1]	[2]	[3]	[4]	[5]	[6]	[7]	2:06
g.	All in all, I am satisfied with my job...	[1]	[2]	[3]	[4]	[5]	[6]	[7]	2:07
h.	I will probably look for a new job in the next year.	[1]	[2]	[3]	[4]	[5]	[6]	[7]	2:08
i.	In general, I don't like my job.	[1]	[2]	[3]	[4]	[5]	[6]	[7]	2:09
j.	What happens to this organization is really important to me.	[1]	[2]	[3]	[4]	[5]	[6]	[7]	2:10
k.	Doing my job well gives me a good feeling	[1]	[2]	[3]	[4]	[5]	[6]	[7]	2:11
l.	I often think about quitting.	[1]	[2]	[3]	[4]	[5]	[6]	[7]	2:12
m.	I don't care what happens to this organization as long as I get my paycheck.	[1]	[2]	[3]	[4]	[5]	[6]	[7]	2:13
n.	I feel personally responsible for the work I do on my job.	[1]	[2]	[3]	[4]	[5]	[6]	[7]	2:14
o.	In general, I like working here.	[1]	[2]	[3]	[4]	[5]	[6]	[7]	2:15
.	I feel bad when I do a poor job.	[1]	[2]	[3]	[4]	[5]	[6]	[7]	2:16

- q. I live, eat, and breathe my job. [1] [2] [3] [4] [5] [6] [7] 2:17
- r. The most important things which happen to me involve my job. [1] [2] [3] [4] [5] [6] [7] 2:18
- s. I have too much at stake in my job to change jobs now. [1] [2] [3] [4] [5] [6] [7] 2:19

2. IN THE QUESTION YOU JUST ANSWERED YOU RATED THE IMPORTANCE OF DIFFERENT ASPECTS OF YOUR WORK.

HERE YOU ARE BEING ASKED SOMETHING DIFFERENT. IN THIS QUESTION, PLEASE INDICATE HOW SATISFIED YOU ARE WITH EACH OF THE FOLLOWING ASPECTS OF YOUR JOB.

- [1] Very Dissatisfied
- [2] Dissatisfied
- [3] Slightly Dissatisfied
- [4] Neither Satisfied nor Dissatisfied
- [5] Slightly Dissatisfied
- [6] Satisfied
- [7] Very Satisfied

HOW SATISFIED ARE YOU WITH . . .

- a. . . the fringe benefits you receive?.... [1] [2] [3] [4] [5] [6] [7] 2:20
- b. . . the friendliness of the people you work with?..... [1] [2] [3] [4] [5] [6] [7] 2:21
- c. . . the amount of freedom you have on your job?..... [1] [2] [3] [4] [5] [6] [7] 2:22
- d. . . the chances you have to learn new things?..... [1] [2] [3] [4] [5] [6] [7] 2:23
- e. . . the respect you receive from the people you work with?..... [1] [2] [3] [4] [5] [6] [7] 2:24

HOW SATISFIED ARE YOU WITH . . .

- f. . . the chances you have to accomplish something worthwhile?..... [1] [2] [3] [4] [5] [6] [7] 2:25
- g. . . the amount of pay you get?..... [1] [2] [3] [4] [5] [6] [7] 2:26
- h. . . the chances you have to do something that makes you feel good about yourself as a person?..... [1] [2] [3] [4] [5] [6] [7] 2:27
- i. . . the way you are treated by the people you work with?..... [1] [2] [3] [4] [5] [6] [7] 2:28

- j. . . the chances you have to take part in making decisions?..... [1] [2] [3] [4] [5] [6] [7] 2:29
- k. . . the amount of job security you have? [1] [2] [3] [4] [5] [6] [7] 2:30

2. HERE ARE SOME THINGS THAT COULD HAPPEN TO PEOPLE WHEN THEY DO THEIR JOBS ESPECIALLY WELL. HOW LIKELY IS IT THAT EACH OF THESE THINGS WOULD HAPPEN IF YOU PERFORMED YOUR JOB ESPECIALLY WELL?

- [1] Not At All Likely
- [2] [3] Somewhat Likely
- [4] [5] Quite Likely
- [6] [7] Extremely Likely

- a. You will get a feeling that you've accomplished something worthwhile. [1] [2] [3] [4] [5] [6] [7] 2:31
- b. You will feel better about yourself as a person. [1] [2] [3] [4] [5] [6] [7] 2:32
- c. You will have an opportunity to develop your skills and abilities..... [1] [2] [3] [4] [5] [6] [7] 2:33

396
MODULE 3 - SUPERVISORY BEHAVIOR

This part asks about your immediate supervisor in this organization. Your supervisor is the individual that you report to directly. He or she may also evaluate your work, give you assignments, etc.

3. THE FOLLOWING STATEMENTS DESCRIBE THE WAY A SUPERVISOR MIGHT PERFORM HIS OR HER JOB. PLEASE INDICATE WHETHER YOU AGREE OR DISAGREE WITH EACH OF THE STATEMENTS AS DESCRIPTIONS OF YOUR DIRECT SUPERVISOR.

- | | |
|--------------------------------|--------------------|
| [1] Strongly Disagree | [5] Slightly Agree |
| [2] Disagree | [6] Agree |
| [3] Slightly Disagree | [7] Strongly Agree |
| [4] Neither Agree nor Disagree | |

MY SUPERVISOR . . .

- | | | | | | | | | | |
|----|---|-----|-----|-----|-----|-----|-----|-----|------|
| a. | . . encourages subordinates to participate in important decisions. | [1] | [2] | [3] | [4] | [5] | [6] | [7] | 3:01 |
| b. | . . plans out work in advance. | [1] | [2] | [3] | [4] | [5] | [6] | [7] | 3:02 |
| c. | . . keeps subordinates informed. | [1] | [2] | [3] | [4] | [5] | [6] | [7] | 3:03 |
| d. | . . is always fair with subordinates. .. | [1] | [2] | [3] | [4] | [5] | [6] | [7] | 3:04 |
| e. | . . encourages people to speak up when they disagree with a decision. | [1] | [2] | [3] | [4] | [5] | [6] | [7] | 3:05 |
| f. | . . makes sure subordinates have clear goals to achieve. | [1] | [2] | [3] | [4] | [5] | [6] | [7] | 3:06 |
| g. | . . demands that people give their best effort. | [1] | [2] | [3] | [4] | [5] | [6] | [7] | 3:07 |
| h. | . . handles the administrative parts of his or her job extremely well. | [1] | [2] | [3] | [4] | [5] | [6] | [7] | 3:08 |
| i. | . . keeps informed about the work which is being done. | [1] | [2] | [3] | [4] | [5] | [6] | [7] | 3:09 |

MY SUPERVISOR . . .

- | | | | | | | | | | |
|----|--|-----|-----|-----|-----|-----|-----|-----|------|
| j. | . . makes it clear how I should do my job. | [1] | [2] | [3] | [4] | [5] | [6] | [7] | 3:10 |
| k. | . . demands that subordinates do high quality work. | [1] | [2] | [3] | [4] | [5] | [6] | [7] | 3:11 |
| l. | . . helps me solve work related problems. | [1] | [2] | [3] | [4] | [5] | [6] | [7] | 3:12 |

- m. . . makes sure subordinates know what has to be done. [1] [2] [3] [4] [5] [6] [7] 3:13
- n. . . is concerned about me as a person... [1] [2] [3] [4] [5] [6] [7] 3:14
- . . . helps me discover problems before they get too bad. [1] [2] [3] [4] [5] [6] [7] 3:15

MY SUPERVISOR . . .

- p. . . keeps informed about the way subordinates think and feel about things. [1] [2] [3] [4] [5] [6] [7] 3:16
- q. . . helps subordinates develop their skills. [1] [2] [3] [4] [5] [6] [7] 3:17
- r. . . feels each subordinate is important as an individual. [1] [2] [3] [4] [5] [6] [7] 3:18
- s. . . makes most decisions without asking subordinates for their opinions. ... [1] [2] [3] [4] [5] [6] [7] 3:19
- t. . . has the respect of subordinates. ... [1] [2] [3] [4] [5] [6] [7] 3:20
- u. . . is biased on the basis of race. [1] [2] [3] [4] [5] [6] [7] 3:21
- v. . . makes important decisions without involving subordinates. [1] [2] [3] [4] [5] [6] [7] 3:22
- deals with subordinates well. [1] [2] [3] [4] [5] [6] [7] 3:23
- x. . . maintains high standards of performance. [1] [2] [3] [4] [5] [6] [7] 3:24
- y. . . helps subordinates with their personal problems. [1] [2] [3] [4] [5] [6] [7] 3:25
- z. . . insists that subordinates work hard. [1] [2] [3] [4] [5] [6] [7] 3:26
- aa. . . knows the technical part of his or her job extremely well. [1] [2] [3] [4] [5] [6] [7] 3:27
- bb. . . tends to play favorites. [1] [2] [3] [4] [5] [6] [7] 3:28
- cc. . . is competent. [1] [2] [3] [4] [5] [6] [7] 3:29
- dd. . . is biased on the basis of sex. [1] [2] [3] [4] [5] [6] [7] 3:30

MODULE 4 - QUALITY OF WORK LIFE PROGRAM EVALUATION

4. HERE ARE SOME STATEMENTS ABOUT THE LOCAL JOINT STEERING COMMITTEE (LJSC) IN THE ROANOKE MSC. INDICATE WHETHER YOU AGREE WITH EACH STATEMENT AS A DESCRIPTION OF THE WORKING COMMITTEE.

[1] Strongly Disagree [5] Slightly Agree
 [2] Disagree [6] Agree
 [3] Slightly Disagree [7] Strongly Agree
 [4] Neither Agree nor Disagree

- a. The LJSC is dominated by management. [1] [2] [3] [4] [5] [6] [7] 4:01
- b. The LJSC is responsible for making changes here. [1] [2] [3] [4] [5] [6] [7] 4:02
- c. Core groups have a say in the decisions the LJSC makes. [1] [2] [3] [4] [5] [6] [7] 4:03
- d. The LJSC is dominated by the union. [1] [2] [3] [4] [5] [6] [7] 4:04
- e. The LJSC is needed here. [1] [2] [3] [4] [5] [6] [7] 4:05
- f. The LJSC listens to both labor and management views. [1] [2] [3] [4] [5] [6] [7] 4:06
- g. The LJSC is doing a good job. [1] [2] [3] [4] [5] [6] [7] 4:07
- h. The LJSC represents my interests. [1] [2] [3] [4] [5] [6] [7] 4:08
- i. I know what the LJSC is doing. [1] [2] [3] [4] [5] [6] [7] 4:09
- j. I have a say in the decisions the LJSC makes. [1] [2] [3] [4] [5] [6] [7] 4:10
- k. The LJSC is dominated by the National Joint Steering Committee. [1] [2] [3] [4] [5] [6] [7] 4:11

4. HERE ARE SOME STATEMENTS ABOUT THE LJSC IN THE ROANOKE MSC. PLEASE INDICATE WHETHER YOU AGREE WITH EACH STATEMENT AS A DESCRIPTION OF THE LJSC.

[1] Strongly Disagree [5] Slightly Agree
 [2] Disagree [6] Agree
 [3] Slightly Disagree [7] Strongly Agree
 [4] Neither Agree nor Disagree

- They . . .
- . . . listen to the employees' point of view. [1] [2] [3] [4] [5] [6] [7] 4:12
 - . . . work well as a team. [1] [2] [3] [4] [5] [6] [7] 4:13
 - . . . are doing a good job. [1] [2] [3] [4] [5] [6] [7] 4:14

- d. . . are not needed at all. [1] [2] [3] [4] [5] [6] [7] 4:15
- e. . . communicate well with the employees. [1] [2] [3] [4] [5] [6] [7] 4:16
- . . . push too hard for changes around here. [1] [2] [3] [4] [5] [6] [7] 4:17
- g. . . help solve both management and labor problems. [1] [2] [3] [4] [5] [6] [7] 4:18
- h. . . help core groups with problems. [1] [2] [3] [4] [5] [6] [7] 4:19
- i. . . have been a big help. [1] [2] [3] [4] [5] [6] [7] 4:20

4. HERE ARE SOME GENERAL STATEMENTS ABOUT THE QUALITY WORK LIFE PROGRAM (QWL) ITSELF AND THE CHANGES WHICH MAY HAVE OCCURRED HERE. PLEASE INDICATE WHETHER YOU AGREE WITH EACH STATEMENT AS A DESCRIPTION OF THE WORK IMPROVEMENT PROGRAM.

- [1] Strongly Disagree
- [2] Disagree
- [3] Slightly Disagree
- [4] Neither Agree nor Disagree
- [5] Slightly Agree
- [6] Agree
- [7] Strongly Agree

- a. I can't tell who is responsible for the changes around here. [1] [2] [3] [4] [5] [6] [7] 4:21
- b. There are too many changes going on around here. [1] [2] [3] [4] [5] [6] [7] 4:22
- c. This is a better place to work than it was two years ago. [1] [2] [3] [4] [5] [6] [7] 4:23
- d. I like things the way they used to be. .. [1] [2] [3] [4] [5] [6] [7] 4:24
- e. I don't know what changes the QWL has made in the Roanoke MSC. [1] [2] [3] [4] [5] [6] [7] 4:25

4. PLEASE INDICATE WHETHER YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS.

- [1] Strongly Disagree
- [2] Disagree
- [3] Slightly Disagree
- [4] Neither Agree nor Disagree
- [5] Slightly Agree
- [6] Agree
- [7] Strongly Agree

- the QWL Program . . .
- . . . has reduced the labor-management conflict in the workplace. [1] [2] [3] [4] [5] [6] [7] 4:26
- . . . has weakened the union. [1] [2] [3] [4] [5] [6] [7] 4:27

- c. . . has strengthened the authority of supervisors. [1] [2] [3] [4] [5] [6] [7] 4:28
- d. . . has brought more meaning to my life. [1] [2] [3] [4] [5] [6] [7] 4:29
- e. . . will help the upcoming labor-management contract negotiations. .. [1] [2] [3] [4] [5] [6] [7] 4:30
- f. . . has increased the amount of trust between employees and the company. . [1] [2] [3] [4] [5] [6] [7] 4:31
- g. . . has provided personal growth for me. [1] [2] [3] [4] [5] [6] [7] 4:32
- h. . . has increased decision making by lower level employees at USPS. [1] [2] [3] [4] [5] [6] [7] 4:33
- i. . . has made a lot of good changes. [1] [2] [3] [4] [5] [6] [7] 4:34
- j. . . has been beneficial to only a few employees. [1] [2] [3] [4] [5] [6] [7] 4:35
- k. . . has improved my working relationship with my supervisor. [1] [2] [3] [4] [5] [6] [7] 4:36
- l. . . has brought more meaning to my work at USPS. [1] [2] [3] [4] [5] [6] [7] 4:37
- m. . . threatens the traditional labor-management relationship. [1] [2] [3] [4] [5] [6] [7] 4:38

4. The first set of questions ask about the extent to which the USPS has accomplished a number of specific QWL objectives. These objectives fall into three broad goal areas: Participative Management, Communication, and Meaningful Work. PLEASE CIRCLE THE NUMBER WHICH REPRESENTS THE EXTENT TO WHICH YOU BELIEVE EACH OBJECTIVE LISTED BELOW HAS BEEN ACHIEVED IN THE ROANOKE REGION.

- 1 - This objective has not been achieved.
- 2 -
- 3 -
- 4 - This objective has been achieved to a moderate extent.
- 5 -
- 6 -
- 7 - This objective has been achieved to a very great extent.

Participative Management

- a. Participation by employees is invited and encouraged in matters that affect employees. 1 2 3 4 5 6 7 4:39

b.	Participation is rewarded.	401	1	2	3	4	5	6	7	4:40
c.	There is openness to consideration of change (i.e., honest listening).		1	2	3	4	5	6	7	4:41
d.	Explanations are given on reasons for requests or decisions (people are told "why").		1	2	3	4	5	6	7	4:42
e.	When people make contributions (such as suggestions), these are given consideration which is:									
	(1) prompt.		1	2	3	4	5	6	7	4:43
	(2) thoughtful.		1	2	3	4	5	6	7	4:44
f.	Periodic reviews are held concerning:									
	(1) organizational performance. ...		1	2	3	4	5	6	7	4:45
	(2) group performance.		1	2	3	4	5	6	7	4:46
	(3) individual performance.		1	2	3	4	5	6	7	4:47

MENTS:

Communication

a.	Employees are well informed about the company (procedures, events, policies, etc.).		1	2	3	4	5	6	7	4:48
b.	Regular and frequent opportunities are provided for:									
	(1) information exchange.		1	2	3	4	5	6	7	4:49
	(2) critique.		1	2	3	4	5	6	7	4:50
	(3) problem solving.		1	2	3	4	5	6	7	4:51

c. There is continual openness to and invitation of:

(1) criticism.	1	2	3	4	5	6	7	4:52
(2) questions.	1	2	3	4	5	6	7	4:53
(3) suggestions.	1	2	3	4	5	6	7	4:54

d. Informal feedback about individual performance is:

(1) prompt.	1	2	3	4	5	6	7	4:55
(2) specific.	1	2	3	4	5	6	7	4:56
(3) frequent.	1	2	3	4	5	6	7	4:57

MENTS:

MODULE 5 - TRAINING

THIS FINAL SET OF QUESTIONS ASKS ABOUT THE TRAINING YOU RECEIVED BEFORE YOU JOINED AN EI WORKTEAM. PLEASE INDICATE WHETHER YOU AGREE OR DISAGREE WITH EACH STATEMENT.

- [1] Strongly Disagree
- [2] Disagree
- [3] Slightly Disagree
- [4] Neither Agree nor Disagree
- [5] Slightly Agree
- [6] Agree
- [7] Strongly Agree

- a. I feel the skills-based training I received prepared me to participate in the EI process. [1] [2] [3] [4] [5] [6] [7] 5:01
- b. I feel the training provided me with a philosophical understanding of EI and what was expected of me in the participative process. [1] [2] [3] [4] [5] [6] [7] 5:02
- c. I would like to be involved in follow-up training to increase my skills and knowledge of the EI process. [1] [2] [3] [4] [5] [6] [7] 5:03
- d. Because of the knowledge and skills gained from my EI training, my overall level of employee satisfaction has been enhanced. [1] [2] [3] [4] [5] [6] [7] 5:04
- Because of my training experience, I have a greater appreciation of the activities of the LJSC. [1] [2] [3] [4] [5] [6] [7] 5:05

APPENDIX K

INTERVIEWS WITH LETTER CARRIERS

	1	2	3
JOINT UNION-MANAGEMENT AGREEMENT	Yes, now permanent part of USPS and can succeed in changing organizational culture. Both groups, although traditional adversaries, can work together. Higher management levels appear committed to process but not lower levels.	Yes, process now permanent and think other crafts will join. Process will change organizational culture but other personnel need to be trained in process. Both groups can work together, divisions should be eliminated (i.e., perks).	Process could be permanent if local management wants it to be permanent. EI is crucial to organizational cultural change. Many areas where they can work together.
SUPERVISION	75% receptive to process, 25% still have "my way or no way" attitude. Top management is committed but must let lower-level managers know this is way it's going to be. Directors not putting pressure on supervisors to accept process.	Very few are receptive, feel they earned position and are paid to make decisions. Top management committed, breakdown at local level.	Yes, receptive to process as a whole. Need permanent supervisor to make it work. Most supervision still Theory X. Need more commitment from local top management so supervisors will know EI for real. Main problem is management treating carriers like childre
EMPLOYEE SATISFACTION	No sense of accomplishment or satisfaction, never saw real progress. Would be interested in more advanced applications of CWL including flex-time, self-managing teams, and MBO. Carriers are ready for these interventions.	Feels growth and satisfaction from EI process. Would like to see flex-time, self-management and MBO. Carriers want more participation.	Would like to see flex-time, self-managing teams, and MBO.

INTERVIEWS WITH LETTER CARRIERS

	1	2	3
COMMUNICATION & PARTICIPATION	No prompt feedback or adequate explanations. Letter carriers who fully participate in EI may be viewed as troublemakers. No trust between the two groups.	Prompt feedback but explanations lack depth. Carriers need more praise, reinforcement. No adequate feedback or explanations.	
LJSC	Has been dominated by management in the past. Not sure now.	Yes, management does dominate.	

INTERVIEWS WITH LETTER CARRIERS

4

5

6

JOINT UNION-
MANAGEMENT
AGREEMENT

EI is now permanent part of USPS. Upper management has accepted process but not lower level supervisors. Local managers don't want to give up power. EI crucial to changing organizational culture.

Process now permanent and essential for organizational cultural change. These two groups can work together.

EI is now permanent in USPS but more difficult for managers. E is important cultural change lever. Many areas where two groups can work together.

SUPERVISION

Most supervisors are still theory X managers. Supervision still resort to dirty tricks and harassment to control Letter Carriers. Supervisors not receptive to suggestions, ideas not taken for value. Supervisors jobs threatened by EI.

Managers receptive to process and commitment is communicated to lower-levels. Thinks EI should be part of supervisors evaluation process.

Most managers are still Theory X. Managers resist because fear loss of power and authority. Managers who are receptive have been through EI/QWL training.

EMPLOYEE
SATISFACTION

Some sense of accomplishment but need to see more results. Would like to see flex-time, self-managed teams and MBO.

Feels accomplishment and growth from participation. Would not like to see flex-time, self-managing teams, or MBO. Would take too much authority from management.

Yes, without a doubt. Would like to see flex-time, self-managing teams, and MBO. However, doesn't know if carriers ready for additional responsibility.

INTERVIEWS WITH LETTER CARRIERS

	4	5	6
COMMUNICATION & PARTICIPATION	No prompt feedback.	Poor feedback, get yes and no answers. Carriers not viewed as troubleshooters, management sees their input as helpful.	Poor feedback. Carriers who actively participate may be viewed as troubleshooters.
LJSC	Management dominates.	Test of wills initially better now, groups working together.	Has been power struggle, LJSC need to be more visible and let people know what's going on.

INTERVIEWS WITH LETTER CARRIERS

	7	8	9
JOINT UNION-MANAGEMENT AGREEMENT	Permanent part of organization and can be cultural change lever if cooperation given. Much local management resistance.	Yes, will help save USPS.	Joint Union-Management Agreement is now a permanent part of organization and is vital in changing organizational culture.
SUPERVISION	Most USPS managers are still Theory X. Management needs to change attitudes. Carriers still receive petty harassment. Not receptive to EI, feel threatened by process. Won't give authority up.	Managers resist because time spent in EI is figured in their budgets. Feel this is held against them.	More committed to budget than to EI process. Also, feel threat to positions, don't want to give power up.
EMPLOYEE SATISFACTION	No, ideas not utilized, if process worked satisfaction would increase. Would like to see additional applications.	Carriers still get hassel before meetings, lowers levels of satisfaction. Yes, would like to see flex-time, etc.	Yes, feel much growth and satisfaction from EI involvement. Yes, need additional types of GMU activities.

INTERVIEWS WITH LETTER CARRIERS

7	8	9
<p>COMMUNICATION & AGREEMENT</p>	<p>Would like to see flex-time but not self-managing teams. Carriers are mature enough for more advanced QWL applications. Good feedback, poor explanation. Active participants will be viewed as troublemakers.</p>	<p>Prompt feedback and adequate explanations. Yes, some feel they will be viewed as troublemakers if actively involved.</p>
<p>LJSC</p>	<p>Currently equality between groups.</p>	

APPENDIX L
 CARRIER COMMENTS (Trained)

CARRIER #	COMMUNICATION	HARASSMENT	MANAGEMENT
28	You are told the right thing to do after the mistake is made. One person's wrong is another's right.		
31		Management harasses certain individuals because of their sex, race, and personality. Employees do not want to be singled out because of their opinions.	
40			There have been improvements in the (named city) in the past 18 months because of excellent management. These improvements can not be credited to EI/QWL.
49	Management gives feedback to the employee if a problem arises. Otherwise, keep the employees in the dark.		The supervisors will not schedule E. meetings if they weren't encouraged by the employees. He seems to find the meetings a burden to schedule, and shows little interest during them.
60	I think there is room for improvement in the area of management treating people on an individual basis and stop singling people out for their harassment.		(named station) is unique in that management does not care about its employees at all. Their main goal is that they meet their goals on their stat sheet.

CARRIER COMMENTS (Trained)

CARRIER #	EI/QWL PROCESS	LJSC	MISCELLANEOUS
28			Hard work means nothing in the (named office). Kissing up is the greatest reward.
31			
40			
49			
60			

CARRIER COMMENTS (Trained)

CARRIER #	COMMUNICATION	HARASSMENT	MANAGEMENT
63	Carriers who give quality service should be informed on an individual basis.		
67			Local management has ability to overrule the process and fails to work within the guidelines set at the regional level.
81			The EI process has been a failure because there is only lip service from (named upper level managers). They do not care about cooperation between labor and management.
88			In Roanoke, EI is a joke. Management allows it because the boss says we will use it.
97			All management is concerned about is the time spent in EI meetings.

CARRIER COMMENTS (Trained)

CARRIER #	EI/QML PROCESS	LJSC	MISCELLANEOUS
63			
67			
81			
88			
97			

CARRIER COMMENTS (Trained)

CARRIER #	COMMUNICATION	HARASSMENT	MANAGEMENT
98			As long as the management team remains, there will never be progress made in the employees' relationship with their superiors nor will there ever be a justified reason to increase your effort for the benefit of this MSC.
102			What management wants goes no matter what your input or desire is.
104			The EI program is a good tool to help labor and management work together but in the Roanoke MSC it is impossible to achieve the goals of the program because of management.
118			The EI team is controlled by (named manager). He reacts negatively to every suggestion.
124	(Named manager) is anti-communication, is not prone to feedback except when negative. All feedback given in the form of intimidation and harassment and is not specific. Any criticism is seen as anti-loyal.		(Named manager) stifles any type of participation.

CARRIER COMMENTS (Trained)

CARRIER #	EI/QWL PROCESS	LJSC	MISCELLANEOUS
98			
102			
104			
118			
124			

CARRIER COMMENTS (Trained)

CARRIER #	EI/QML PROCESS	LJSC	MISCELLANEOUS
126	The EI/QML process is an excellent idea whose time has come but we must stop only giving it lip service. If the PMG is truly in favor of it, he must personally see that it filters down to all levels.		
127			
131			A supervisor must be totally submissive to the desires of the superiors. The result - any supervisor who doesn't totally submit is eliminated.
136	On the surface, EI sounds too good to be true.		
139			More should be expected and demands of the individual carrier. Improvement must come from the bottom up.

CARRIER COMMENTS (Trained)

CARRIER #	COMMUNICATION	HARASSMENT	MANAGEMENT
126			The Roanoke MSC is not committed to the Process. Some supervisors are only involved because they have to be. These people (named specific managers) are not committed to EI.
127	I don't feel communication is anywhere near adequate at my station. If you are an adequate worker you may receive some kind of incentive but no feedback. If you are not performing well, management waits until you screw up. If you are average, you don't receive anything - feedback or otherwise.		
131	USPS epitomizes the archaic one way mode of communication - top down to peon.		There are minimal numbers of 1st an 2nd level managers who offer any enthusiasm and that diminishes when it is learned that higher level supervisors are less interested!!
136	Not enough honest get down to it communication.		It is damn difficult for management to relinquish power and too easy to sit back and let someone else do it (labor).
139			

CARRIER COMMENTS (Trained)

CARRIER #	COMMUNICATION	HARASSMENT	MANAGEMENT
144	I have been a letter carrier for 20 years and not once have I been told I have done a good job or that I am an asset to the Postal Service.		I attended two meetings and the impression I got was we are the boss: - you're the employee.
172			
176	Not enough is said or done for those carriers who do good work day after day.		
177			Management feels threatened (loss of authority) by craft employees. The shift should be to uplift the person, not the figures because people increase production - not the pencil.
179	Info not shared with employees as to changes that are being considered. Lack of communication between management and employees tend to separate goals and reduce efficiency management needs to take the time and listen and communicate with employees, giving the feeling they are valued persons, not just replaceable bodies.		Management here is not as receptive to EI as in another MSC where I worked.

CARRIER COMMENTS (Trained)

CARRIER #	EI/QML PROCESS	LJSC	MISCELLANEOUS
144			
172	The process has been slow, frustrating and most innovations are carrier originated; however, cracks have been made in the wall separating management and workers that would never have been possible without EI.		
176			
177			
179			

APPENDIX M

CARRIER COMMENTS (Untrained)

CARRIER #	COMMUNICATION	MANAGEMENT	LJSC
4	No follow-up or suggestion or information in their status.		
17	Management gives no credit to people who do a good job.	Management stinks. They are too critical of everything.	
38		EI is a threat to management as it takes away some of their power by allowing charges to be a joint effort including letter carriers.	
44	The only feedback I have received has been on my 90 probationary period.		
46			I have never heard of the LJSC. I have no idea what they are supposed to be doing, much less if they're doing it.

* The untrained carriers had no comments regarding Harassment or the EI/QML process.

CARRIER COMMENTS (Untrained)

CARRIER #	COMMUNICATION	MANAGEMENT	LJSC
76		Management at our office doesn't care about you as a person. They only care about how they look on paper for their bosses.	
77	Feedback real prompt if mistake is made.		
95	No attention to individual achievement.		
106		Management in the Roanoke Office will learn what they can from a person and then use it against them. Management doesn't ask and if you try to explain something related to your job that could help, they will ignore you or use it against you.	
133			I really could not answer concernin the LJSC or QWL. All we hear about the LJSC meetings is the suggestion was "shot down" by management and I was not aware of the QWL program.

* The untrained carriers had no comments regarding Harassment or the EI/QWL Process.

CARRIER COMMENTS (Untrained)

CARRIER #	COMMUNICATION	MANAGEMENT	LJSC
153	Criticism, questions, and suggestions by craft are seen as a way to get out of work or an insult to management's ability to manage.	I feel that the major stumbling block in the Postal Service is the refusal to accept craft employees as thinking individuals and only see them as a pair of hands or a quasi-machine.	
170	The only time you hear is when you do something wrong. Pushing yourself means more work being pushed at you.		

* The untrained carriers had no comments regarding Harassment or the EI/QML Process.

APPENDIX N

INTERVIEWS WITH MANAGEMENT PERSONNEL

MGR #	STILL THEORY X ASSUMPTIONS	WHY MANAGEMENT RESISTANCE	ORGANIZATIONAL COMMITMENT	CARRIERS READY FOR MORE QWL APPLICATIONS?	OBSTACLES TO PROGRESS
1	Yes, some.	Afraid of losing control. Not voluntary.	Yes.	No, carriers are afraid of being fussed at by managers for mistakes.	Trust, managers need EI budget.
2	Yes, especially top management.	Think it is a waste. See carriers wasting 5 or 6 hours daily.	Yes in Washington Breakdown in Roanoke.	No, not mature enough.	Budget.
3	Yes.	Some don't want to give up control.	Yes.	Overall, yes.	
4	Yes.	Managers afraid to give up control, fear change.	Yes.	Yes, but small groups not entire office.	Craft wants to use as grievance procedure.

INTERVIEWS WITH MANAGEMENT PERSONNEL

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5	Yes, still some managers.	Perceived that it affects productivity.	Yes, but need separate EI budget.		Need to get everybody trained.
6	Yes.	Not voluntary for managers, pushed into process.	Yes, did not cut EI budget.		Carriers get all the recognition, managers need recognition also.
7	Yes.	Not easy for manager to give up power. Not familiar with process.	Yes.	No, not at this time.	Trust.
8	Ensures their longevity.		Most difficult place to change is Headquarters.	Yes, carriers need to be more active.	Mainstreaming the concept.

APPENDIX O
MANAGER COMMENTS (Untrained)

MGR #	COMMUNICATION	MANAGEMENT	EI PROCESS
2			This process is late in coming. Had we had this 20 years ago it would have saved a lot of time and money.
3		The process will be ineffective as long as certain management employees don't like the objectives of the group.	
7	Unless you work in Roanoke, Lynchburg, Blacksburg or Salem, most of your info comes from outside the Roanoke MSC.		
16			The EI process is a tremendous conceptual idea ... all too often time is merely wasted as members grope for something worthwhile to undertake.
28	Feedback on negative performance. Non-existent on good performance.		

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