INFLUENCE OF TARGET POPULATION MISSPECIFICATION ON EMPLOYEE PERCEPTIONS AT A GOVERNMENT FACILITY

by

JOE LEE SMITH

DISSERTATION

Submitted to the Graduate School

of Wayne State University,

Detroit, Michigan

in partial fulfillment of the requirements

for the degree of

DOCTOR OF EDUCATION

2014

MAJOR: EVALUATION and RESEARCH

Approved by:

_____

Advisor Date

_____

_____

DEDICATION

Dedicated to the memory of Ms. Coty Emily Smith, mother, the greatest influence in life, and best friend a son ever had.

ACKNOWLEDGMENTS

Numerous people have encouraged, influenced, and nurtured these goals. The following acknowledgements have been to recognize the people who inspired this study. This study conducted in memory of Dr. Donald Marcotte, my initial advisor who made statistics interesting and challenging, and Dr. Marjorie Carter who made initial college life/study interesting and challenging. To Dr. Shlomo Sawilowsky, who has been very gracious, understanding, and supportive, Thank You. Thanks to Dr. Rudolph Martinez who believed in me and supported my dream. Dr. Mata, M.D. Associate Chief of Staff John D. Dingell, VAMC a friend, and supporter. To all members of the doctoral committee—Dr. Hill and Dr. Holbert, and prior to her passing Dr. Fahoome — as well as Mr. Paul Johnson in the Graduate Office, you have earned my gratitude and appreciation. Many thanks to family and friends, including Charles & Dale Curry (Godparents), Joe L.C. Durfee-Smith (son), LaTanya Andrew-Richardson (daughter), Dr. Reza (my fellow doctorate companion), my sister Ms. Erlyn Diao, Dr. Barbara Siepierski ("give them what they want"), Beverly Hill (the grace), David Nathaniel (thanks, bud), and Ms. Eleanor Costa .Finally, Ms. Barbara Stoutemire, RN (deceased), Mr. Molitoris (the research man), Ben Mahan (longtime friend and AFGE Union President), Directors of the John D. Dingell VAMC, and any one I may have forgotten, but owe a lasting amount of gratitude.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter I
Introduction

The purpose of this study is to compare voluntary participant responses of personnel of the John D. Dingell Veterans Administration Medical Center, Detroit, Michigan, to similar survey items on the All Employee Survey (AES, referred to as the "gold standard"), which is an obligatory survey administered at the facility. The goal is to determine if statistical results from both surveys exhibit comparable and/or correlated statistical results in an effort to rule out patterns based on voluntary versus coerced response.

Researchers have conducted qualitative and quantitative studies examining employee perceptions related to changes in their work environment based upon management/top-down (deductive) communication of vision, mission, and envisioned organization goals (e.g., Hofstede, Neuijen, Daval, Ohayv, & Sanders, 1990), but research on the influence of subgroup/identity types on workforce perception is sparse (Dutton, Dukerich, & Harquail, 1994). Data on subgroup identification with the mission and strategic goals envisioned by management/administration is limited. Also limited is knowledge of the influence they have over their members, which places management at a disadvantage in planning strategic organization objectives (Albert & Whetten, 1985). These subgroups have the ability to influence member as well as non-member organization behavior and perceptions (Dukerich et al., 2002; Huemer, Becerra, & Lunnan, 2004), Pratt & Foreman, 2000).

Examining healthcare organization culture and identity

Employee perception and interpretation of an organization's culture and identity embodies the understanding of the mission, the vision conceived and communicated by dominant (management/administration) social/demographic identity types, and who the organization is (Albert & Whetten, 1985). Other management theories, such as Burns and Stalker's (1961) mechanistic and organic organizations exhibit particular attributes:

1) Mechanistic - clear understanding among employees what their performance obligations are, what to expect from the organization, clear policies regarding behaviors allowed and emphasis on a chain of command.

2) Organic - an idea of diffuse responsibility and decision making assumed by all employees to get the job done regardless, shared values, goals that direct behaviors rather than regimented rules and instruction.

Whichever identity type (mechanistic or organic) dominates is responsible for establishing the culture, identity, and direction of the organization. Authors of organization theory disagree on the definition of organization culture, with different concepts of culture stemming from two distinct disciplines (anthropology and sociology). Social identity theorists have argued that individuals define concept of self in part based on their membership in various groups (e.g., their work group, their organization, their occupation, or profession) as noted by Ashforth and Mael (1989) and Tajfel and Turner (1979). Furthermore, the means of communication within an organization and among the various identity types is either inductive or deductive in nature (Postmes, Haslam, & Swaab, 2005; Postmes, Spears, Lee, & Novak, 2005).

Deductive group identification is rule-based, meaning individuals create a shared concept of self as opposed to an individual concept Scott, Corman, and Cheney (1998), encompassing negotiated and agreed upon behavioral expectations for the group that are internalized by the whole (Brown, 1988; Lapinski & Rimal, 2006). Inductive group identification involves the unique contributions of each individual group member to the whole (i.e., the product of knowledge, skills, beliefs, or experiences contributed) (Scott et al.). Management dominant identity types are deductive, but subgroups/service groups or identity types can be either and possess the ability to influence employee perceptions, trust, and belief in management's/administration's vision and unify or disrupt goal-directed activities and behaviors within the work environment.

This dominant identity type is responsible for establishing the culture, identity, and direction of the organization. Studies have demonstrated the influence and effectiveness of management and administration top-down communication of perceived and expected concepts of the organization's culture, identity, and idea of appropriate behavior (Albert & Whetten, 1985; Pfeffer, 1981; Pratt & Foreman, 2000). However, few studies have focused on the various demographic subgroups or identity-types that comprise the workforce and their influence on the transmission of employees/members' perceptions of the organization culture and identity from the bottom up (Dutton et al., 1994).

As noted by Ostroff and Tamkins (2003),

Organizational culture comprises the fundamental values, assumptions, and beliefs held in common by members of an organization…Employees impart the organizational culture to new members, and culture influences in large measure how employees relate to one another and their work environment. (p. 565-587)

Various theorists have proposed that the culture that comprises an organization is a critical barrier to the "leveraging" of knowledge, especially new knowledge and the implementation of technological innovation. Gurteen (1999) defined leveraging of knowledge as "The collection of processes that govern the creation, dissemination, and leveraging (means of enhancing return or value without increasing investment in employee assets/capital) of knowledge to fulfill organizational objectives," (p. 2).

Various authors emphasized the importance of knowledge management in judging, modifying and improving organizational performance by developing new and enhanced structural processes and systems to enhance the organizations cultural operations (Delong & Fahey,2000).Three distinct aspects of knowledge, they purport organizations, fail to recognize that play a large role in organization and cultural decision planning encompass;

- Human Knowledge – implied skills possessed by an individual or group
- Social Knowledge – exists in relationships between individuals or within groups
- Structured Knowledge – knowledge embedded in an organization's systems, processes, tools and routines, explicitly rule based

To comprehend the complex interactions both internally and externally that affect the organizations culture and performance all three types of knowledge are essential in effective decision making among management, the Competing Value Framework (CVF) survey instrument developed by Quinn and Rohrbaugh (1983), identifies four areas that organizations focus on (internally and externally) with impetus on;

1) Hierarchical- bureaucratic, centralized authority over organizational processes, adherence to rules. Predictability and stability is their hallmark.

2) Team cultures- emphasize flexibility, encourage broad participation by employees, empowerment, human resource development is priority.

3) Entrepreneurial culture (external focus) - display creativity and innovativeness.

4) Rational culture- emphasizes clarity of task and goals and praise efficiency with measurable goals.

Aspiring to be employer of choice

Global demographics are changing rapidly as the population grows older and substantial numbers of baby boomers enter into retirement. This in turn affects the number of skilled and knowledgeable workers available to perform services in manufacturing, medicine, engineering, retail and other skill sets. Organizations compete to become an employer of choice in order to retain, and attract these needed skill sets, as noted by Anderberg and Froeschle (2006)"general labor shortages will be felt most acutely as a skilled labor gap in professional, managerial, and technical fields" (p. 2).

This distinction exemplifies the organization's ability to attract, optimize, and retain top talent in order to achieve its goals and objectives, therefore it appears necessary that employers recognize, devise, and implement organizational strategies to take full advantage of the three types of knowledge management noted previously in a bid to remain globally competitive.

Organizations seek to remedy the labor and skill shortages predicted by become an employer of choice. An employer of choice, is defined by Anderberg and Froeschle (2006)"as an organization

whose employee policies and Human Resource management practices give it an edge over its competitors in recruiting and retaining appropriately skilled employees, optimize productivity, and increase/maintain market share" (p. 3).

Inducements include the implementation of various innovative benefit packages that include bonuses, incentive awards, daycare sponsorship, and flextime, along with management theory emphasizing a decentralized organization structure or hierarchy. Even with the implementation of varied incentives and measures, many organizations fail to comprehend the needs of their most valuable asset: the employee.

The effect on the organization's work environment, the neglect, or misinterpretation of employee perceptions, as well as their need or desire to identify with the organization and its strategic direction and goals seriously affect the organization as a whole. Dike (2012) examined the reason for employee rapid turnover in certain industries and proposed that it is not necessarily the dissatisfaction with pay, inflexible hours, boredom or poor working conditions, but behaviors of front-line supervisors. Dike noted that "the first few days on a new job are critical for socialization of new employees into the culture of the organization…the most important factors for communicating organizational culture is front-line supervisors who may be inexperienced, and poorly trained" (p. 1).

Impressions made on new employees, permanent or newly transferred in from other areas depend on their reception and indoctrination to their new positions and environment. This indoctrination plays a huge part in how they view the organizational culture and therefore how perceptions of the organization translate to the outside world/customers. Delong and Fahey (2000) emphasized that organizations are comprised of a main culture, and various subcultures, and the

amount of conflict between the two varies. These subcultures maintain and exhibit varying sets of values, norms, and practices engaged in that differ from the organization overall culture. According to Delong and Fahey (2000), trust levels in organizations play a significant role in "impeding cross-functional knowledge management…cultures with norms and practices that discourage open and frank dialogue among differing levels of organization hierarchy perpetuates a context for dysfunctional communication which undermines effective, efficient problem solving and strategic decision making" (p. 117).

Researchers have identified several questions that organizations should ask themselves if they want to achieve this distinction and comprehend employee perceived views of the organization's culture and its identity Asch (2007):

- Do your employees love to work for your company?
- Do employees appear deeply engaged?
- Do employees feel their full potential is recognized?
- Are employees planning to stay with your company?
- Are communications open, honest, positive, and future-focused?
- Are people proactive, and do they see, own, and act on problems quickly and efficiently?
- Are truth telling and risk-taking encouraged and rewarded?
- Is there a high level of cooperation and collaboration?
- Do people show respect and seek to bring out the best in each other?

- Is there a healthy work-life balance?
- Do employees have energy and passion?
- Do employees trust and respect their managers and feel valued and supported?
- Do employees trust and respect the leadership?
- Do employees feel they are fairly treated?
- Do employees feel appreciated and recognized for good performance?
- Are there opportunities for growth and development?
- Are employees encouraged to contribute and make a difference?
- Are employees proud to work for your organization?
- Would your employees recommend your company to their friends as a good place to work?

Meade (2000) CEO of Scitor Corporation that provides engineering, financial, management, and related services to corporate customers observed, "Scitor is our people. Our success depends on them. Knowledge resides in their minds and their feet… too many companies fail to grasp that feet can walk out of the door as easily as they walked in" (p. 8). Even in today's challenging economic environment, this continues to remain a prime consideration; limited skill sets lead to limited productivity, innovation, and profitability.

As stated previously, top management is expected and entrusted to develop the organization's culture and identity but can fail to consider the power and influence manifested by the various organizational subgroups that make up the core of all organizations. An interesting

observation posed by Dukerich, Golden, and Shortell (2002) asked, "Which identity type has more impact on strengthening or weakening the connection between organizational members and the organization?" (p. 507-533). Management's idea of identity and culture may differ from that of the subgroups, resulting in barriers to strategic planning attributable to all organizations.

John D. Dingell Veteran's Administration Medical Center

Participants in this study are from the John D. Dingell Veterans Administration Medical Center (VAMC), which employs a number of initiatives formulated by administration to motivate and provide social/psychological support Employee Assistance Program (EAP), reinforcement of the VHA mission and goals, and personal and professional development through various programs.

Such programs include town hall meetings, physical fitness groups, customer service committees, an Employee Assistance Program (EAP), clinical seminars, an ethics committee, education loans, internal e-mail (VISTA), and Microsoft Outlook, and employees are encouraged to participate. Unfortunately, with budgetary constraints and a limited number of experienced employees able to provide appropriate and effectual patient care and ensure patient safety, attendance can be problematic.

Qualitative and quantitative studies have researched various variables that various populations of employees identify as contributing to a supportive work environment and organization culture Perry and Mankin (2004), Roberts & O'Reilly (1974), Podsakoff, Mackenzie, Moorman & Fetter (1990), Podsakoff, Mackenzie, Paine, Bacharach (2000), Organ & Ryan (1995) measured employee job satisfaction, personal and professional development, communication, conflict resolution, technology, empowerment, and leadership. Very few have looked at the perceptions of the individual subgroups to assess these factors. This encompasses the degree of

their influence, whether the organizations identity embodies these responses and data (Dutton, Dukerich, & Harquail, 1994).

There is a need for employees of an organization to be aware of the socio-economic and political challenges facing the organization and for the organization to understand the socio-economic, personal, and professional needs and perceptions of its workforce. Confusion, conflicting views, and a lack of focus within the organization jeopardize the socio-economic stability of the organization and its employees as well as its culture, identity, and reputation. Transparency of organization communication, comprehension of workforce needs, and positive perceptions enable management to alert employees to the changing opportunities and economic landscape affecting the organization and their livelihood. According to Wilson (1997), "The issue of fair treatment of people is first and foremost a business issue, not one of altruism or legislation. We are moving into an information age wherein means of production are entirely controlled by the employee; the fair and equitable treatment of the employee becomes the essential management tool" (p. 4).

Communicating the vision of the John D. Dingell VAMC management

As an organization expands, complexity of the communication process also expands, and the necessity of monitoring and modifying it to fit the dynamics of the changing environment becomes significantly important. Graves (1997) noted that to integrate all diverse groups into a cohesive organizational culture, the aspect of effective communication must encompass a clearly defined mission, vision statements, and attention to the goals envisioned. This embodies what organizational management envisions is needed to ensure accountability, to limit conflicts within the work environment, to ensure continuity of production, to maintain an informed and motivated

workforce, and to promote a genuine sense of involvement - not only for top-tier management, but for all other levels that are acutely affected.

In 1996, the medical center moved from its original location in Allen Park, Michigan to the current location in Detroit. The John D. Dingell VAMC is one of the newest VA facilities in the country. Services are available to more than 330,000 Veterans living in Wayne, Oakland, Macomb, and St. Clair counties. This population represents approximately forty-four percent of the Veteran population in the Lower Peninsula of Michigan. The John D. Dingell VAMC policy for the successful communication of the vision, goals, and mission for the facility as visualized and documented by leadership John D. Dingell Veterans Administration Medical Center(2011).

Mission

The mission is to provide timely, compassionate, and high-quality care to those served by encouraging teamwork, education, research, innovation, and continuous improvement.

Vision

The vision for the next decade is to be a leader in healthcare with a focus on meeting the unique healthcare needs of our surrounding community. This accomplishment involves integrating healthcare delivery to veterans, providing a seamless continuum of care, supporting education, promoting community health, and becoming an employer of choice.

Values

- Patients are the top priority.
- Trust, integrity, mutual respect, compassion, and dignity guide interactions.
- There is dedication to excellence through continuous improvement.
- Teamwork, innovation, and effective communication are essential to meeting the mission.

- Actions demonstrate commitment to ethical practices, pride in our workplace, and our sense of responsibility.
- Diversity is embraced as a positive value in relationships with patients, their families, our coworkers, and others.
- Efforts of federal and other community agencies are supported to improve capabilities in homeland defense, disaster reaction and relief, and emergency preparedness at times of crisis.

This plan complies with VA Policy and Joint Commission Standards and defines the flow of information related to governance through the organization; service chief(s), key staff chair the major committees, sub-committees, work groups, and teams of the healthcare system. Employees are also leaders within the organization in key areas, regardless of their positions within the organization. Employees chair sub-committees, task groups, and other committee structures within the healthcare system and provide valuable insight and input into the decision-making of the organization. Additionally, each employee contributes to the culture of the organization. Boards, committees, and councils in the governance structure function to integrate the flow of information, minimize duplication, and promote innovation.

Figures 1-A, indicates the original means specified for disseminating information throughout VAMC facilities. Recently revised policy information dissemination guidelines suggested by the Joint Commission on Hospital Accreditation displayed in Figure 1-B.

Figure 1-A

John D. Dingell Healthcare System

Committee and Communication Structure

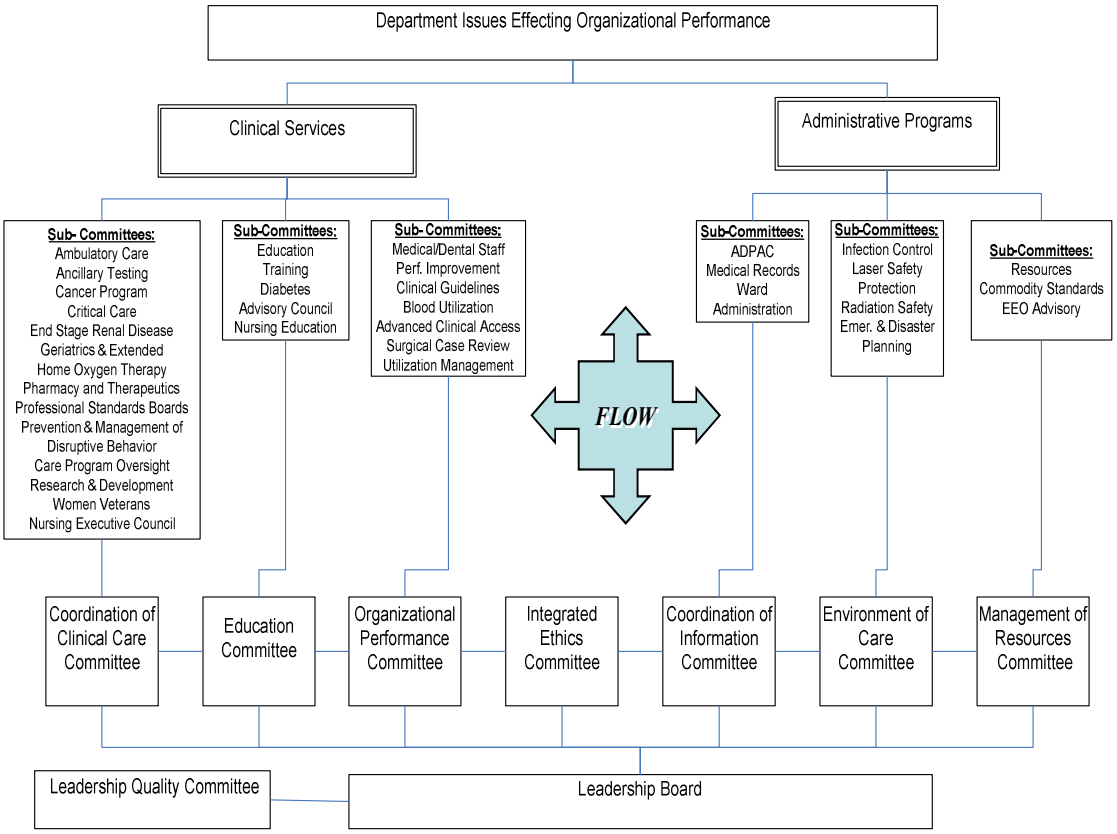
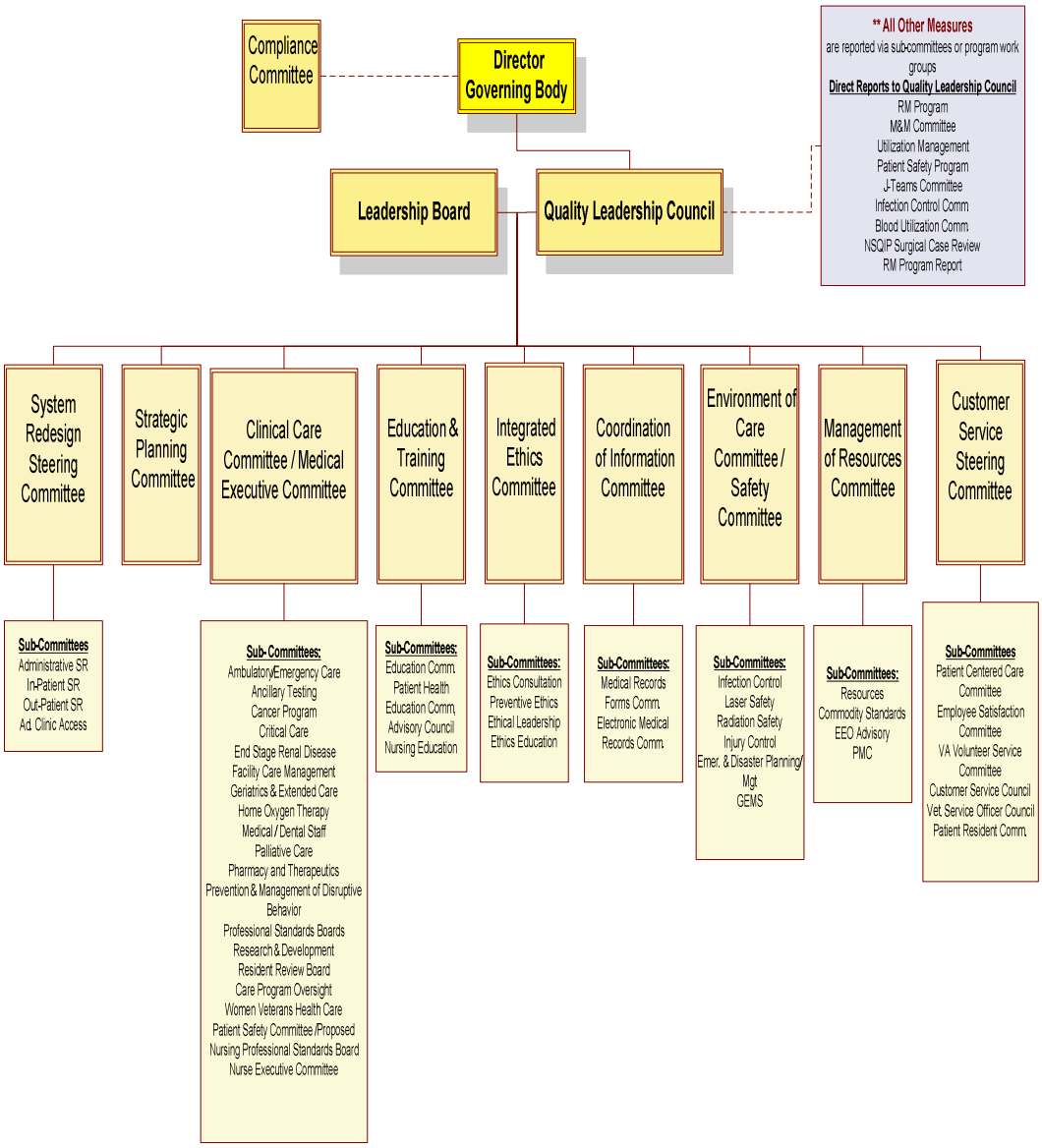


Figure 1-B

John D. Dingell/Detroit VAMC Committee Structure Revised

Effective June 26,



Examining employee perceptions of the veterans health administration

Each year during the months of April through May, the Veterans Health Administration administers the All Employee Survey (AES). The AES is designed to assess, measure, and collect quantitative and qualitative data concerning the overall work environment at each facility. Data analysis provides information to national and local administrators to enable strategic decision making at all levels.

The AES is comprised of three areas of interest,

1) The Job Satisfaction Index (JSI): measures employee perceptions of individual satisfaction includes concepts related to amount of work, praise, type of work, direct supervision, working conditions, and pay satisfaction.

2) Organizational Assessment Inventory (OAI): assesses employee satisfaction at the work group level including components related to customer service, cooperation, conflict resolution, leadership, psychological safety, and employee/organizational engagement.

3) Culture: assesses information at the organizational level including components of work groups, bureaucratic, rational, enabling or entrepreneurial style of management.[2]

---

[2] This information is readily accessible through their website at http://www.detroit.va.gov/DETROIT/about/index.asp

Administration takes two alternate formats Internet and by telephone Interactive Voice Response (IVR). All employee work groups receive a seven-digit code with which to participate, with each employee within the work group issued the same code.

To provide for anonymity separate servers store differing information (demographics), and information would not be reported for any occupation, work unit, or groupings (subgroups) whose responses to the survey in that group equals less than ten. In addition, as stated in the literature, leadership neither (upper nor lower) has any links or access to demographic data.

The National Center for Organization Development (NCOD) compiles the data, and presents their results of their findings at the National, VISN, Program Office Area, and local VHA levels. The findings provide previous, current, and possible future projections in regards to strategic performance measures, goals, and future decisions (policy, budgetary, resource, and man/woman power allocation). Responses, and data analysis results for year 2011 and previous years for the John D. Dingell VAMC and other facilities made accessible at www.fedview.opm.govwww.fedview.opm.govwww.fedview.opm.gov.

The competing values framework (CVF)

Numerous types of statistical measurement tools, surveys, and questionnaires attempt to assess employee perceptions of organizational culture by examining variables of job satisfaction, personal and professional development, conflict resolution, communication, empowerment, leadership, and tech resources (IT). The VHA All Employee Survey (AES) piloted in 2004 by the National Center for Organizational Development (NCOD) is such a tool developed from the Quality Improvement Implementation Survey created by Shortell and fellow developers (1995) which evolved from the Competing Value Framework (CVF) scales by Zammuto and Krakower

(1991). CVF frequently used among healthcare facilities and health service research in an attempt to assess organizational culture as a predictor of quality improvement measures instituted, employee, and patient satisfaction and functionality of teams within the workplace environment. Developed in 1980 it is based on a conceptual framework, a combination of organizational theories based on two dimensions resulting in four archetypes/subscales identified as hierarchical, rational, entrepreneurial, and team cultures.

As a tool CVF has limited validation as an instrument according to studies conducted by Scott, Mannion, Davies, Marshall (2003), and Ostroff, Kinicki, Tamkins (2003) since there is only one study conducted on record and was restricted to supervisory personnel at a VHA facility from a single demographic area Kalliath, Bluedorn, and Gillespie (1999). Exclusion of non – supervisory personnel raises doubt as to viability, and reliability as a perceptual measure of organizational culture. Other problems noted in a study by Helfrich, Li, Mohr, Meterko, and Sales (2007) conducted specifically to establish validity exhibited problems with convergent/divergent properties of the subscales when applied to non - supervisory personnel where employees appeared not to distinguish between entrepreneurial, team, and rational cultures. Questions concerning external, internal, and construct validity, as well as scoring of the subscales were questioned since CVF uses ipsative scales which pose a possible threat to internal validity by imposing interdependence among the subscales, which can serve to inflate reliability statistics (Baron, 1996), rendering collected data unsatisfactory in correlation (regression and factor analysis) modeling.

In addition, other criticisms of the CVF survey, as well as various others marketed tend to focus on specific items only such as job satisfaction, organization communication, and/or leadership ability by recording responses of participants in mass but neglect how differing

employees or organization subgroups feel based on their demographic data and differences Dutton et al.(1994). Further information on this topic provided in Chapter 2.

VHA and other Governmental agencies participating in the survey attempt to insure respondent privacy, and protect them from perceived recrimination/retaliation by management organizational trust remains an issue. Even with such assurances response to many surveys register frequentneutral, and/or unreliable responses from participants due to fear of retaliation from supervision. As pointed out by Delong and Fahey (2000), organization culture is comprised of the overall organization culture and the subcultures embedded in it that may not possess or transmit similar norms and values among the membership as the overall culture expects or envisions. The value of data surveys is highly dependent on employee participation and candor. Employee non-compliance in responding, organizational trust issues, lack of accessibility, mis – conceptions, and faulty perceptions of the organization interest and dedication to its employees can result in "lower or non – committal or acquiescent response rates in data, which in turn limits both research choices of validity and power for statistical tests." (p. 116). Rogelberg, Luong, Sederburg, and Cristol (2000) emphasized another factor to consider is employee belief about organizational use of collected data: "Employees are less willing to complete an 'attitude' survey (used to solicit and assess employee opinions, feelings, perceptions and expectations regarding a variety of managerial and organizational issues) for their organization if they believed that their organization could not be counted on to use, or act on the survey data" (p. 284).

This inhibits the collection of valuable information depriving management flexibility and comprehension in decision - making, focusing on organization needs, modifying, implementing, and improving perceived organizational culture in relation to implementation of strategies and goals. "A low response rate may diminish in the eyes of management and employees, the perceived

credibility of the data, and result in biased sampling of employees. It also limits management's ability in identifying workforce needs through faulty assessment of characteristics, needs, and perceptions of the various subgroups making up the organization" (Rogelberg, Luong, Sederburg, &Cristol, 2000, p. 284).

According to Blau's description of Social Exchange Theory (1964), when the individual possesses a positive and trusting attitude toward the organization, they are not concerned with monetary issues for extra – role activity. If, however, positive and trusting attitudes do not exist or cease the relationship between the organization and employee becomes one of an economical exchange and no more. Employee perception and understanding of the organization's culture, identity, and the method of transmission of these concepts is fundamental in establishing effective communication, employee response, and dedication to leadership's vision and goals.

Additionally, the importance of the various employee subgroups' perceptions of organizational belonging, pro-active working relationships among employees, the union, management, and other subgroups reinforces the belief that all employees are active participants in the organization's ongoing future. Depending on various individual factors, employees differ in their understanding and perceptions of what comprises the organization's culture and identity. Employees also differ in their understanding of the organization's focus, vision, and goals and the type of benefit the employee gains from supporting the focus, vision, and goals of the organization.

Limitations of research study

In the study the method of data compilation, analysis, and results reported, and the number of responses obtained will significantly affect conclusions reported. If an inadequate number of responses result, the resulting correlation coefficient will fail to present an accurate estimate of the degree of the relationship among the variables. The measures used to collect the data must appropriately measure the intended variables. All attempts to predict what potential outcomes of the study that should imply in terms of management strategic planning would require further research in order to substantiate such recommendations that would prove viable. Although, evidence of causality is not implied, the analytical data obtained will still prove valuable as a tool in benchmarking the success or failure of previous as well as the feasibility of current, and future strategic, and operational plans concerning workforce empowerment and organizational interaction. The treatment of participants in this research study is in accordance with the ethical standards of the APA principles 6.1- 6.20 in the "Ethical Principles of Psychologists and Code of Conduct," APA, 1992a.

Chapter II

Review of Literature

The benefits of surveying employee perceptions of organizational culture encompasses increased productivity, profitability, efficiency measures, cost cutting, and system redesign for continuous improvements throughout the organization, and team building; that is if such data is accurate and truly represent respondents' actual perceptions of the culture. Cox, Edmondson, and Munchus (2007) noted that to avoid division, employees (of all races) may choose to remain silent (non - committal) when trust in the organization and its leadership is in question, and when employees feel no sense of urgency to voice complaints choosing instead acquiescent/compliant behavior. Emphasizing the point further Quinn (1997) emphasized the human prerogative of telling people what they think they want to hear.

In addition, Donald (1960) emphasized that a good indication of employee willingness to participate in organizational surveys is the employees' willingness to engage in organizational activities beyond the scope of their job. Avoidance of organization activities can be perceived as lack of organizational trust, ethnic and culture diversity issues, and/or dismissed suggestions submitted to management to resolve workplace stressors that employees feel are neither considered pertinent for discussion let alone believed valuable by leadership to the organization overall Cox, Edmondson, Barnes, Gupte (2008).

Changing Economic Landscape.

Employee trust in organizations employing them, the organizational culture, and its leadership is at an all time low today as oppose to circa 1950 or 1960. Factors perpetuating this involve corporate scandals still being publicized involving management (Bank of America, AIG,

Enron, Global Crossings, Adelphia, and Tyco) and various other corporate entities resulting in the financial crisis of 2008 that continues to reverberate throughout the global economy today with recent revelations concerning Nomura Securities, Barclays, and JP Morgan. On-going turmoil evidenced by increasing loss of jobs globally, under- funded pension obligations, an astronomical number of family foreclosures, small business bankruptcies, astronomical sovereign debt, and austerity measures resulting in global civil unrest (Greece and Spain). Contributing to the chaos is the ever-increasing number of baby – boomers entering retirement resulting in a loss of acquired knowledge and skills, issues involving current and future corporate and governmental regulations possibly conducive to an increasingly volatile and challenging economic landscape. To further confound these difficulties introduction of a globally and culturally diverse workforce, out-sourcing, changing business practices, geo-political issues, and ultimately the information technology revolution only further exacerbates the situation.

In an attempt to restore order, trust, and confidence in organizational integrity government has legislated the Sarbanes – Oxley Act resulting in a proliferation of articles and a flurry of team building seminars focusing on ethical behavior, integrity, and employee empowerment. To aid in adapting to these changes, some theories advocate the empowerment of workers, recognizing the various cultural differences, and capitalizing on the vast array of talents, underutilized skills and leveraging that knowledge to benefit the organization. This requires engagement of everyone from leadership to the various subgroups in shaping and defining the organization and its culture.

Arrival of the Information Age is further complicating organizational business strategies whether private or governmental. Challenges involving changing global business models, cultural environments, along with budgetary problems, outmoded or limited employee skills, a steep

learning curve to acquaint older and newer employees to the new technology, increasing hardware and software costs, market irregularities, cultural and demographic disparities among employees, changing culture's organizations, and an expanding and complex information technology (IT) culture. These factors provide further complications, especially, in knowledge leveraging, education, training, and/or expertise in information technology depending on the individuals' career choice.

Trust and organization leadership

Organizations comprise a multitude of micro-cultures functioning as a portion of the whole culture. These various micro-cultures range from social cliques; racial, professional, occupational, and administrative micro-cultures; and a variety of others that make up the macro-culture or organizational culture. As economic and political landscapes continue to change, the identity/culture of organizations must change in order to adapt and flourish. It is postulated that the organization's culture is a by-product of the leadership—not necessarily management or managers, but the leader (i.e., CEO, Director, President, or Chairman) themselves. They create the culture, manage it, and are responsible for its functional nature as well. As noted by Schein (1992), "Leaders create and change cultures, while managers live within them" (p. 5). The role of leadership is to plan and manage how the various entities of this collective interact with each other. How to interpret the various subgroups and organizational culture overall and what these subgroups perceptions of belief , trust, and confidence in leadership decision making capabilities, planning for and adapting to changing environmental and business conditions, belief that the organization has their best interest at heart, values their input, and understands and endorses suggestions for the organization's growth, efficiency, and survival.

Organizational leadership

Machiavelli (1532) stated "One ought to be both feared and loved, but as it is difficult for the two to go together, it is much safer to be feared rather than loved. For love is held by a chain of obligations that, men being selfish, is broken whenever it serves their purpose; but fear is maintained by dread of punishment that never fails" (p. 60). On a practical level, Schwahn & Spady (1998) offer certain essential assumptions that they believe embody a total leader:

- Paradigm of a total leader: Openness to change creates and sustains personal and organizational health and security. Total leaders see stability as the source of the problem.

- Purpose: To create quality products and services that meet or exceed the present, emerging, and future needs of customers, empower and motivate employees to give their best to accomplish their organization's mission and vision.

Two primary goals expressed in total leaders that comprise the five performance domains essential for effective leadership include the following:

- Cultural Leadership: Develop meaning and ownership for innovation and quality through involving everyone in productive change and developing a change-friendly culture involving innovation, healthy relationships, quality, and success, creating meaning for everyone.

- Quality Leadership: Build continuous improvement capacities and strategies throughout the organization by means of a) developing and empowering everyone, b) improving the organization's performance standards and results, and c) creating and using feedback loops to improve performance.

Tracey (1999) advised, "Creating an open atmosphere in which people feel free to raise issue without fear of reprisal is an important first step" (p. 6).

The previous statement indicates that the quality of communication between leadership and subordinates involves the ability of employees to feel free from retaliation for recommending corrections needed in the workplace. Promoting open communication among all levels of the organization involves,

1) Being positive in communicating organization issues

2) Seek and respect others ideas regardless of employee status

3) Listen to recommendation, understand, and give full consideration

4) Disclose pertinent organization developments, and

5) Foster a positive problem – solving environment.

Leaders are responsible for the evolution of the culture, transformation of the culture, and/or eventual destruction or success of that same culture if intervening circumstance do not interfere. If, and when an organization's culture becomes dysfunctional, leadership qualities and skills that will enable a turn-around are essential. The hope is that the reigning or "chosen" apostle will have the ability to divorce themselves of their own preconceived assumptions and beliefs in order to embrace, encourage, and implement a new philosophical change.

Although administrative leadership is responsible for the evolution of organizational culture, the frontline supervisors present the face of the organization to employees and customers. They are the true ambassadors of trust in an organization and influence significantly subordinates

perception of their work environment by the way they interact and communicate. Frontline supervision is critical in determining employee performance, empowerment, satisfaction, self – esteem, devotion to their employer, promoting organizational trust and activity involvement. Quality of communication between frontline supervision and subordinates is essential for establishment of trust Roberts & O'Reilly (1974). The greater the degree of trust the more candid disclosure of truthful perceptions of the work environment, inherent problems (social, efficiency, and productivity), mis-understanding of organization strategies' and development will be readily voiced and answered either privately or through surveys (Wrightsman,1974; Zand,1971).

Positive employee perceptions and attitude of trust in the organization and towards leadership and frontline supervision encourages activity involvement, and supposedly limits request for extra payment for services provided beyond their job description, but if this trust and belief are lacking or ceases to exist the employee - employer relationship becomes one of simple economic exchange and no more (Blau, 1964). Organizations today comprehend the vital link involving business results (profitability and stakeholder value) and customer and employee satisfaction, which is a significant component of the Employer of Choice movement. Therefore, frontline supervisors and the skill sets (people and communication) they possess and employ can either enhance perceptions of the organization or pose a serious hindrance Rogers and Riddle (2003).

Improving Organization and Leadership Trust Through Employee Empowerment.

Bowen and Lawler (1995) conducted research to determine if respondent data collected would suggest that empowerment might have a positive impact on a number of performance indicators such as satisfaction, leadership, professional development, and other relevant

components. Results indicated that respondents reported that empowerment improves worker satisfaction and quality of work life.

Unfortunately, even in this age of enlightenment, the best-laid plans for implementing diversity in the work environment are fraught with various complications. One obstacle is trying to convince those managers and front-line supervision that remain indifferent, fearful, and resistant to change in any form. Previous attempts to force group diversity have not been very successful. The thought of management was that individuals wanted to assimilate into the traditional culture mainstream, in effect abandoning their symbols of identification of authority, power, and prestige fought so hard for in climbing that organization's ladder of success considered especially true among people of color, gender, and different cultural/ethnic backgrounds (Cox, Edmondson, Barnes, &Gupte, 2008). Emphasizing this point,Birnhamand Weston (1974) implied that people of color have been reluctant to respond to organizational research resulting in reliability and validity issues concerning interpretation of the data. Employees of all ethnicities consider three factors in responding or not responding to surveys as emphasized by Cox, Edmondson, Barnes, and Gupte (2008):

1) What individual payback is there?

2) Responding candidly could lead to adverse consequences career wise.

3) Does anybody really care about or do anything with the data anyway?

Many front-line managers resist empowerment in the interest of protecting their jobs. Traditional managements attempt to maintain control over prescribed practices. Management especially uses these traditional practices and rules to get work accomplished and safeguard their

own turf (Spreitzer & Quinn,1996). According to Davenport (1994) "Senior people in different divisions create the information environment they want, and to hell if they're going to share it with anybody. So, I think understanding the existing [environment] in terms of politics and processes and information strategy and behavior is very critical" (p. 9).

In addition, employees may be resistant to empowerment and diversity due to cultural ideas about what role management should play. According to some cultures, traditional values expect leadership to be authoritarian and view any change in management with distrust, a loss of power and control, and a dereliction of duty and weakness (Seibert, et al., 2004). In certain circumstances, employees express discomfort with the idea of empowerment, especially, if individuals feel they cannot accommodate both their work and life demands, some core needs are unfulfilled. Some employees experiencing work-life imbalance due to having more responsibility and accountability placed on their shoulders (Gropel & Kuhl, 2009); Khan, 1990; Hirschman, 1970). An example of this the Exxon-Valdez incident of 1990, employees of Exxon experienced stress, loss of confidence and doubt towards the organization, and frequently found themselves defending the organizations actions socially (Fanning, 1990).

Regardless of the reasoning, these concerns are legitimate and need assessment by the sanctioned leadership for the good of all. Leadership's role is critical in establishing as well as maintaining a sense of trust. Employee fears decrease with clarification as to what they are supposed to be doing and how their efforts will contribute to the organization's success. It is the responsibility of leadership to clarify the vision and the goals to achieve through employee empowerment. This would provide a sense of security, stability, less confusion, and peace of mind to the workforce (Rogers & Riddle, 2003). Studies by researchers have shown where an

empowerment philosophy implementation occurs in the work environment; there is an increase in productivity and a reduction in conflict, such as, for example, Barnard (1996), Judge (1996), and Millar (1998). To further, substantiate this point, Ciulla (1996) emphasized "when leaders promise empowerment they raise the moral stakes in their relationship to followers; Failure to deliver can lead to greater cynicism about leadership, alienation, and abdication of moral responsibility by employees and/or citizens" (p. 2).

This need to involve all persons also protects the well-intentioned leader from altering long-standing beliefs. Jack Welch (1999) expressed the following opinion regarding some managers: "[Managers] equate managing with sophistication, with sounding smarter than anyone else sounds. They inspire no one…managing had become synonymous with controlling, stifling people, keeping them in the in the dark, wasting their time trivia and reports, breathing down their necks; you cannot manage self-confidence into people" (p. 28). Moreover, Morita (1966) emphasized "The most important mission for a…manager is to develop a healthy relationship with his employees, to create a family-like feeling within the corporation, a feeling that employees and managers share the same fate… we learn a lot by listening to our employees, because, after all, wisdom is not the exclusive possession of management" (p. 130)

Motivational theories

Extremely important to an organization's stability and survival are the Informal groups/Subgroups that comprise the organizational culture. Subgroups develop to fulfill specific needs not gratified by the formal organization. All individuals in the work environment have needs that cannot be satisfied by the work itself, no matter how enriched the environment. Personal, emotional, psychological, and social needs abound that only informal group affiliations can fulfill.

The degree to which these needs are satisfied determines the amount of influence these groups have over an individual's behavior and work values (Han, 1983; Robinson & O'Leary-Kelly, 1998).

Two of the most influential theorists involved in the development of motivational theory were Mayo (1924, 1927) and Maslow (1943, 1965). Both researched the effects that environmental stimuli and management practices had upon workers attitudes and productivity. Their findings indicate that the social existence of the adult employee essentially centers on work activity.

Other theorists who have contributed substantial information to the understanding of workplace employee motivation include the following:

- McGregor (1960): Theories X and Y based upon the assumptions of management and their beliefs concerning the general attitudes of workers towards work and the best means of managing those workers.

- Likert (1967): Likert studied various organizational structures and managerial styles to determine the optimum form. The four models postulated included the following:

1) Exploitive-authoritative: with no communication, coercion, or empowerment or trust in subordinates

2) Benevolent-authoritative: a condescending management style characterized by very limited empowerment with motivation based on rewards, and not communication.

3) Consultative management system: limited trust in subordinates, motivation based on rewards, limited communication and empowerment of employees to define the culture and motivation of employees

4) Participative-group system: the optimal management style involving total workforce empowerment, positive communication, and constructive comments, with economic rewards based on pre-set goals

- Herzberg (1966): Motivation Hygiene Theory postulated that people work for and in their own self-enlightened interest and express pleasure and satisfaction emotionally through their accomplishments at work. Herzberg separates the needs of people into the following two categories:

1) Animal needs (hygiene factors): These include company policy, supervision, interpersonal relations, working conditions, and salary.

2) Human needs (motivators): These include achievement, recognition, empowerment, and advancement.

Sanzotta (1977) comprised a list of job factors rated by blue and white-collar workers as being most important to them. The findings reported that blue-collar workers rated good pay as the most important, but good pay ranked as the least important for white-collar workers, while interesting work ranked first. Job security ranked high for blue-collar workers, while development of skills and favored empowerments ranked high for white-collar workers. Despite the fundamental wealth of data concerning workplace motivation, team building and employee empowerment the true essence of human nature and what motivates us is still dubious and poorly understood, and the

implementation of workplace motivation techniques continue to be poorly practiced by most organizations.

Empirical studies conducted by Niehoff et al.(2001); Fulford and Enz (1995), and Niehoff, Enz, and Grover (1990) established a positive and significant relationship between employee empowerment, loyalty, and organization commitment. There have been studies conducted that have shown empowerment negatively aligned with a desire to leave an organization (Kolberg, Boss, Senjem, & Goodman, 1999).

Further research to validate findings, hypotheses, postulates, and methods is required to provide comprehensive and indisputable results. Although survey research methods lack adequate validity, reliability, and generalization across various organizational spectrums, data collected, utilizing this method in addition to previous empirical studies conducted should be valuable and indispensible to further evaluations and conclusions in this area of research.

Chapter III
Method

The following research study will compare voluntary participant responses of personnel of the John D. Dingell Veterans Administration Medical Center, Detroit, Michigan, on survey items constructed by this investigator, obtained with permission, to similar survey items on the AES (a known fixed number/value or "gold standard") determined for the facility. This chapter encompasses the design of the research, population and sample/participants, instrumentation type, the data collection procedure, data analysis procedure, privacy issues, and limitation of study. The purpose/goal of the study is to determine if statistical results from both surveys exhibit comparable statistical results in assessing perceptions of the facilities organizational culture by its personnel.

Research Design

Research methodologies are either experimental or non-experimental in design. The experimental design permits the inference of causality with some degree of certainty; non-experimental design permits conclusions about associations or relationships. Important criteria distinguishing the two are,

1) Experimental Design:

- Random assignment of subjects
- Treatments are manipulated and controlled
- Treatment is viewed as a dichotomous variable (warm or cold)

2) Non-experimental Design:

- Subjects of study are already existing, naturally occurring classes
- There is no control over the independent variable
- Treatment is viewed as continuous (from warm to cold)
- Measures on independent and dependent variables are obtained simultaneously

Another difference involving the independent and dependent variable(s) non-experimental design focuses on the relationship between the two; experimental focuses on the influence the independent variable has on the dependent variable (cause and effect relationship); for example independent variable (room temperature/climate) has on the dependent variable (student test performance) (Keppel & Zedeck, 1989). When outcome of the experiment or performance results allow the researcher to make inferences as to whether the outcome/results were due to manipulation of the dependent variable with confidence, the experimental design exhibits internal validity. A frequent concern of such research is its limited external validity, the ability to generalize findings beyond the laboratory and sample type Keppel and Zedeck (1989)

This research study based on non-experimental design or descriptive survey analysis, which is one form of non-experimental research (Campbell & Stanley, 1966; Cook & Campbell, 1979) descriptive survey analysis involve the researcher observing and collecting data on what is currently occurring in the environment (what happens, and when it happens). In such studies, the researcher exerts no control over what happens to whom, since there is no random assignment of subjects to categories. The data collected through descriptive survey analysis represents the

random variables that are inherent in normal living that influences behavior, emotional, and mental situations and/or encounters. Individual perceptions, behaviors, and emotions are dynamic and continually evolving influencing what, when, and how the surrounding environment viewed, perceived, and interpreted. Non-experimental design relies on the collection of data existing in naturally occurring intact groups allowing for the probability of a third factor influencing results promoting explanatory options.

A reliability analysis – scale (Cronbach's Alpha) will be performed on the survey instrument constructed by this researcher utilizing SPSS statistical software. Analysis will involve the response (dependent) variables of leadership, communication, conflict resolution, job satisfaction, personal/professional development, IT integration, and empowerment. The independent variable is the organizational work environment.

Population and Sample/Participants

Participants selected for this study were from the 1,200 employees of the John D. Dingell Veterans Administration Medical Center, Detroit, Michigan. Participants solicited via general announcement of the survey through facility wide e-mail, and availability of the survey from the John D. Dingell VAMC Credit Union.

In determining adequate sample, size specific recommendations by Moore & McCabe (2006) were considered and the Survey Research Sample Size Calculator by Creative Research Systems (2007)is used to calculate the sample size equaling 292 respondents at a confidence interval of 2.8 using a worst-case percentage of 50-responserates as stated by Creative Research Systems, (2007). "When determining the sample size needed for a given level of accuracy you

must use the worst case percentage (50%) due to the fact that accuracy of findings depends on the percentage of the sample that selects a particular response…the larger the sample size, the more confidence that responses reflect true population perceptions" (Creative Research Systems, 2007).

These recommendations based on the central limit theorem states that the sampling distribution of the sampling means approaches a normal distribution, as the sample size gets larger, regardless of the shape of the population distribution. The sample means displays normal distribution (especially when the sample is above 30). When sample size is moderately large (≥15 or large ≥ 40) the sample mean is approximately normally distributed even when the original population is non-normal. As pointed out by Hair, Anderson, Tatham, Black (1995), in comparison to power, "at any given alpha level, increased sample sizes also increases power of the statistical test, but this can also generate too much power – smaller and smaller affects appear significant until almost any effect can be considered statistically significant" (p. 11) .

Power is the probability of correctly rejecting the null hypothesis when rejection is appropriate or not rejecting it when appropriate; alpha (Type I (false positive) or Type II (failing to reject the null hypothesis when it is false) recommended alpha level's .05 and .01. A table displaying power levels for the comparison of two means (variations by sample size, significant level, and effect size) (Hair, Anderson, Tatham, &Black, 1995). The recommended power levels are displayed below.

Table 3.1

Table 3.1 Power Levels for the Comparison of Two Means		
	alpha (α) = .05	alpha (α) = .05
	Effect size (ES)	Effect size (ES)
Sample Size	Small (.2)	Moderate (.5)
20	0.095	0.338
40	0.143	0.598
60	0.192	0.775
80	0.242	0.882
100	0.29	0.94
150	0.411	0.99
200	0.516	0.998

Instruments

A Likert-scale type questionnaire consisting of 30 statements with responses including 5) strongly agree, 4) agree, 3) neutral, 2) disagree, and 1) strongly disagree was used. Survey statements assembled and restated with permission from a cross-section of survey questions/statements developed by the following:

- Conflict Resolution Questionnaire - McClellan (1997)
- Communication for Managers and Supervisors - Sussman (1979)

- A Diagnostic Approach to Organizational Behavior (3rd Ed.) - Gordon (1991)
- Employee Company-Job Satisfaction Sample Questionnaire - Guidestar Communica tions, Inc. (1999)
- Leadership and Learning Organization Profile - ASTD (American Society for Training and Development) 1998
- Learning Organization Profile - Clark (1998)

The following are measures of employee responses to questions (response variables) concerning their perceptions of the organization's culture. The response variables assessed employee perceptions of a) Leadership, b) Communication, c) Conflict resolution, d) Empowerment, e) Job satisfaction, f) Personal/professional development opportunities, and g) IT (Information Technology).

The responses to the 30 survey items comprised seven dimensions. The seven dimensions are associated with the following numbered survey questions:

1) Job Satisfaction: 1-5.

2) Conflict Resolution: 6-9.

3) Leadership: 10-14.

4) Communication: 15-18.

5) Empowerment: 19-21.

6) Personal/Professional Development: 22-26.

7) Information Technology Integration: 27-30.

Sample questions used to elicit responses for the dependent variables assessing employee perceptions of the organization include the following:

1) Job Satisfaction: This job gives a personal feeling of accomplishment.

2) Conflict Resolution: Supervisors are committed to resolving employee conflicts.

3) Education: Supervisors assume the duties of a mentor to help facilitate career advancement for the employees.

4) Communication: Organizational change communication is effective throughout the organization.

5) Empowerment: The reasonableness of the job responsibilities is satisfactory, and

6) IT Integration: Learning opportunities involving new technology taught effectively, and

7) Leadership: Management has a clear understanding of the organizations future.

Data Collection

Selection of participants in the study obtained via general announcement of the survey through facility wide e-mail and ability and availability to obtain a copy of the survey from the John D. Dingell VAMC Credit Union. Submission and collection of responses are by self-addressed envelope to the P. I. included with survey. Follow-up reminders to submit survey responses delivered via facility wide e-mail during December and January. Data collection began the beginning of December 2012 and concluded the end of February 2013.

Data Analysis

Data analysis conducted employing the One-sample t-test, Explore, Factor Analysis, and Reliability Analysis. The One-sample t-test is used to compare a single mean to a fixed number or "gold standard" in this case the AES, to determine if there is sufficient, evidence to confirm that the mean of the population from which the sample is taken is different from or comparable to the specified value "gold standard". Value standards (gold standard) from the ASE used in t-test comparison are leadership (3.67), communication (3.82), conflict resolution (3.57), job satisfaction (3.84), personal/professional development (3.65), IT integration (3.66), and empowerment (2.97).[3]

---

[3] This information is readily accessible through their web site (http://www.detroit.va.gov/DETROIT/about/index.asp)

The One-Sample t-test employed when comparing sample responses/results with a known value. The purpose of the test is to determine whether there is sufficient evidence to reject the null hypothesis implying that means of both populations from which the samples are drawn is significantly different from the specified value known as the "gold standard." Explore is used to obtain the confidence interval for the mean μ, Factor Analysis analyzes interrelationships among a large number of variables and explain them in terms of their common factors, and Reliability Analysis (Chronbach's/Coefficient Alpha (α)) measures internal consistency, do all items in the survey instrument measure the same thing.

Two-Tailed ***t***-Tests Hypotheses:

$\mathbf{H_0}$: $\mu=\mu_0$ (the population means of the dependent variables are equal to the AES "Gold" standard means for each independent variable.)

$\mathbf{H_0}$: $\boldsymbol{\mu\neq\mu_0}$ (population means of the dependent variables are equal to the AES "Gold" standard means for each independent variable.)

Privacy

All subjective data about participants will remain the private knowledge of the investigator. Only responses to the study, results, and conclusions are available to union and management representatives. This will ensure the ethical nature of the study as it relates to subjects' right to privacy.

Following are numbers gathered from the AES survey and the results obtained from the

voluntary survey administered by this private investigator illustrating the variables investigated as related to employee perception of the organization culture.

Table 3.2

Survey Variables	AES Test Values "Gold Standard"	Comparison Survey Results
Job Satisfaction	3.84	3.09
Conflict Resolution	3.57	2.98
Communication	3.82	2.8
IT Innovation (IT Tech)	3.66	3.09
Leadership	3.67	2.8
Personal/Professional Development	3.65	2.9
Empowerment	2.97	3.11

Limitations of Study

Limitations of the study include reliability and/or validity of participant responses due to random factors not under control of primary investigator. Limitations to the study are as follows:

1) An adequate number of responses to the statements received,

2) The cooperation of management /administration in performing the survey study,

3) The complete cooperation of the union and its membership,

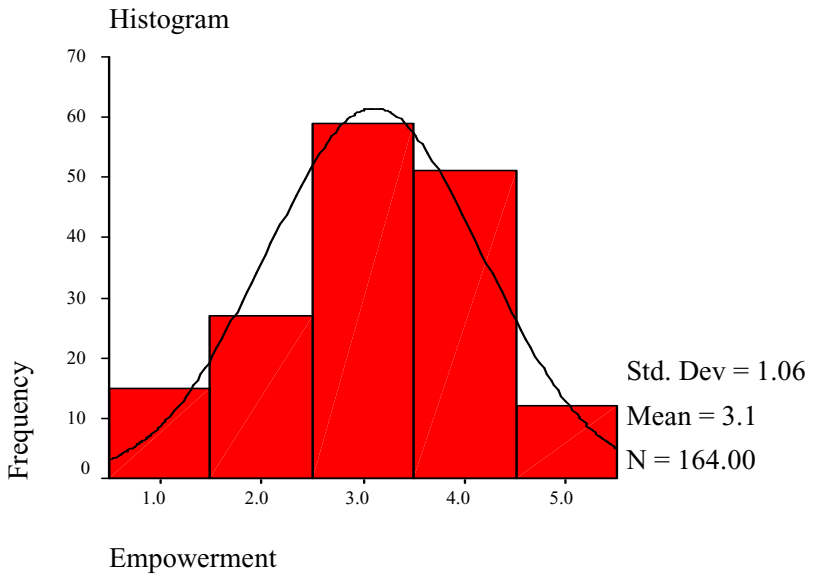
4) Non-experimental research lacks controls.

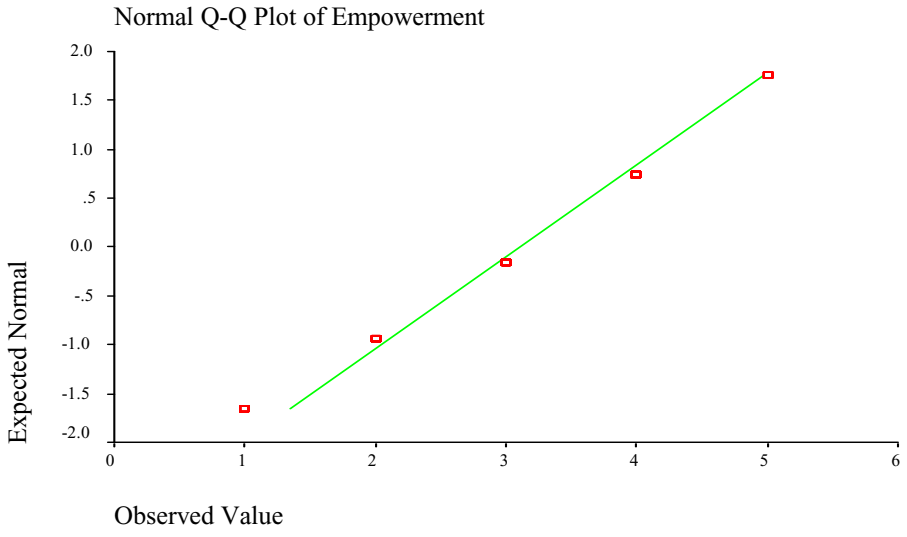
5) Maturation – encompasses the passage of time, aging of respondent.

RESULTS (Overview)

- Sampling Adequacy (Kaiser-Meyer-Olkin)
- Instrument Reliability (Cronbach Alpha)
- Internal Structure Validity (Exploratory Factor Analysis)
- Descriptive Statistics (Means, etc.)
- Hypothesis Tests (t tests)

For illustrative purposes for each survey variable, the normal curves is superimposed on study results, and are accompanied by Q-Q plots as shown in the following example for empowerment.


Histogram
70
60
50
40
30
20
10
0
Frequency
1.0
2.0
3.0
4.0
5.0
Empowerment
Std. Dev = 1.06
Mean = 3.1
N = 164.00


Normal Q-Q Plot of Empowerment
2.0
1.5
1.0
.5
0.0
-.5
-1.0
-1.5
-2.0
Expected Normal
0
1
2
3
4
5
6
Observed Value

The treatment of participants in this research study is in accordance with the ethical standards of the APA principles 6.1- 6.20 in the "Ethical Principles of Psychologists and Code of Conduct," APA, 1992a.

Chapter IV
Results

The purpose of this study was to determine employee perceptions of their organization culture based on several dependent variables Leadership, Communication, Conflict Resolution, Empowerment, Job Satisfaction, Personal/Professional Development, and IT Integration in comparison to an established "gold standard" for the same variables as published in the All Employee Survey (AES). The data collected through "naturalistic" means represents the random variables that are inherent in normal living that influences behavior, emotional, and mental situations and/or encounters. The survey as a data collection tool is dependent on respondents willing participation and candor in answering the survey. Participants recruited for this study randomly solicited via general announcement of the survey facility wide.

Data analyses were conducted employing the One-sample t-test, Explore, Factor Analysis, and Reliability Analysis (Chronbach's/Coefficient Alpha (α)). The One-Sample *t*-Test is used to compare a single mean to a fixed number or "gold standard" in this case the AES, to determine if there is sufficient, evidence to confirm that the mean of the population from which the sample is taken is different from or comparable to the specified value "gold standard". The purpose of the test is to determine whether there is sufficient; evidence to reject the null hypothesis that means of both populations from which the samples are drawn is significantly different from the specified value known a (gold standard).

SPSS's Explore was used to obtain the confidence interval for the mean μ, these measures of central tendency and dispersion are displayed by default. Measures of central tendency indicate the location of the distribution; they include the mean, median, and 5% trimmed mean. Measures of dispersion show the dissimilarity of the values; these include standard error, variance, standard

deviation, minimum, maximum, range, and interquartile range. The descriptive statistics also include measures of the shape of the distribution; skewness and kurtosis measure displayed with their standard errors along with the 95% level confidence interval for the mean.

Explore was used to obtain the confidence interval for the mean μ, these measures of central tendency and dispersion are displayed by default. Measures of central tendency indicate the location of the distribution; they include the mean, median, and 5% trimmed mean. Measures of dispersion show the dissimilarity of the values; these include standard error, variance, standard deviation, minimum, maximum, range, and interquartile range. The descriptive statistics also include measures of the shape of the distribution; skewness and kurtosis displayed with their standard errors along with the 95% level confidence interval for the mean.

T-Test – Leadership

The mean of Leadership (mean = 2.8, SD = .92, N = 164) was significantly different from the hypothesized "gold standard" value of 3.67, t (163) = -8.3, p = .000. A 95% confidence interval on the mean of Leadership using a One-Sample t-Test distribution with 163 degrees of freedom is (2.66, 2.95). Since this interval does not contain the "gold standard" 3.67, there is significant evidence that the mean for Leadership is different from the "gold standard" of 3.67.

Table 4.1

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
LDRSHIP Leadership	164	2.8049	.9193	7.179E-02

Table 4.2

One-Sample Test

	Test Value = 3.67					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
LDRSHIP Leadership	-12.051	163	.000	-.8651	-1.0069	-.7234

Explore

Table 4.3

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
LDRSHIP Leadership	164	82.8%	34	17.2%	198	100.0%

Table 4.4

Descriptives

			Statistic	Std. Error
LDRSHIP Leadership	Mean		2.8049	7.179E-02
	95% Confidence Interval for Mean	Lower Bound	2.6631	
		Upper Bound	2.9466	
	5% Trimmed Mean		2.8049	
	Median		3.0000	
	Variance		.845	
	Std. Deviation		.9193	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		1.0000	
	Skewness		.063	.190
	Kurtosis		-.183	.377

Table 4.5

Tests of Normality

	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
LDRSHIP Leadership	.224	164	.000

a. Lilliefors Significance Correction

Figure 4.1

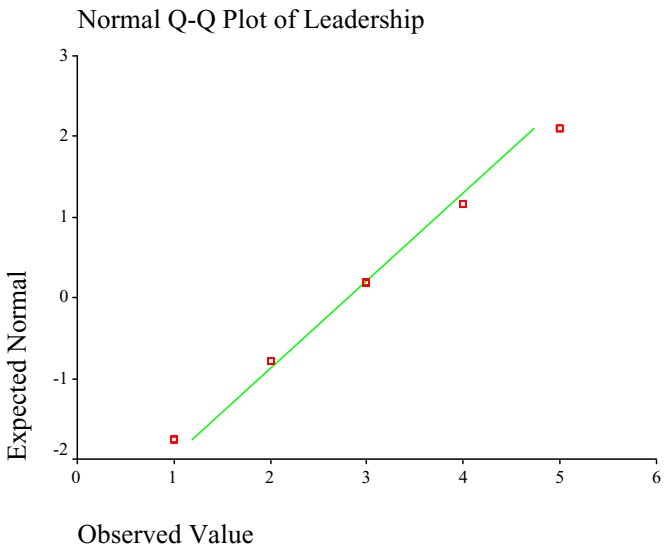
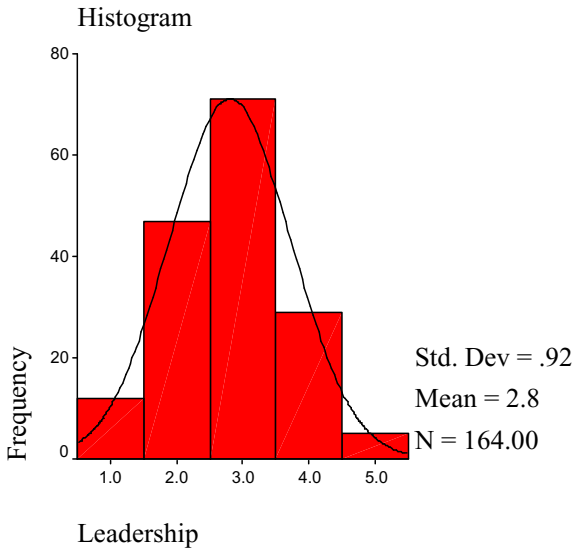

Normal Q-Q Plot of Leadership
Expected Normal
Observed Value
3
2
1
0
-1
-2
0
1
2
3
4
5
6

Figure 4.2

LDRSHIP Leadership



T-Test - Communication

The mean of Communication (mean = 2.8, SD = .93, N = 164) was significantly different from the hypothesized "gold standard" value of 3.82, t (163) = -10.88, p = .000. A 95% confidence interval on the mean of Communication using a One-Sample t-Test distribution with 163 degrees of freedom is (2.69, 2.97). Since this interval does not contain the "gold standard" 3.82, there is significant evidence that the mean for Communication is different from the "gold standard" of 3.82.

Table 4.6

One-Sample Statistics

		N	Mean	Std. Deviation	Std. Error Mean
COMM	Communication	164	2.8293	.9308	7.268E-02

Table 4.7

One-Sample Test

		Test Value = 3.82					
						95% Confidence Interval of the Difference	
		t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
COMM	Communication	-13.631	163	.000	-.9907	-1.1343	-.8472

Explore

Table 4.8

Case Processing Summary

		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
COMM	Communication	164	82.8%	34	17.2%	198	100.0%

Table 4.9

Descriptives

				Statistic	Std. Error
COMM	Communication	Mean		2.8293	7.268E-02
		95% Confidence Interval for Mean	Lower Bound	2.6857	
			Upper Bound	2.9728	
		5% Trimmed Mean		2.8455	
		Median		3.0000	
		Variance		.866	
		Std. Deviation		.9308	
		Minimum		1.00	
		Maximum		5.00	
		Range		4.00	
		Interquartile Range		1.0000	
		Skewness		-.253	.190
		Kurtosis		-.285	.377

Table 4.10

Tests of Normality

		Kolmogorov-Smirnov[a]		
		Statistic	df	Sig.
COMM	Communication	.256	164	.000

a. Lilliefors Significance Correction

Figure 4.3

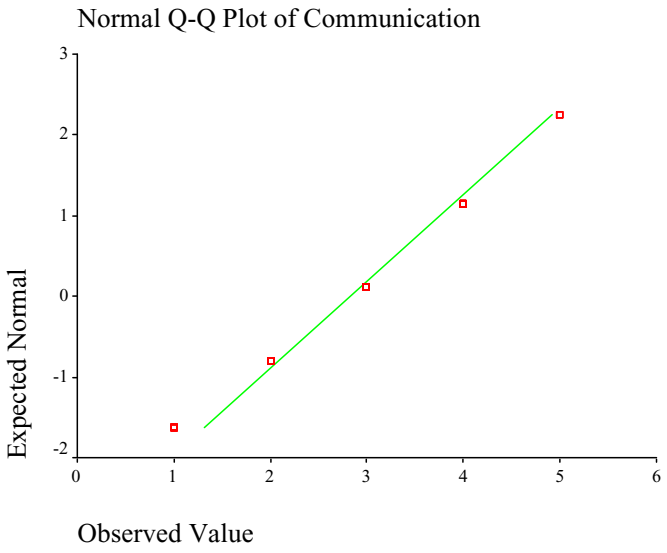
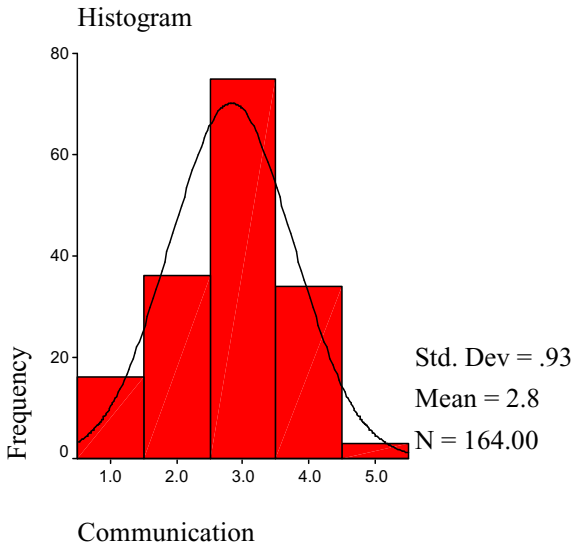


Figure 4.4

COMM Communication



T-Test - Conflict Resolution

The mean of Conflict Resolution (mean = 2.98, SD = .899, N = 164) was significantly different from the hypothesized "gold standard" value of 3.57, t (163) = -5.33, p = .000. A 95% confidence interval on the mean of Conflict Resolution using a One-Sample t-Test distribution with 163 degrees of freedom is (2.83, 3.11). Since this interval does not contain the "gold standard" 3.57, there is significant evidence that the mean for Conflict Resolution is different from the "gold standard" of 3.57.

Table 4.11

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
CONRES Conflict Resolution	164	2.9756	.8996	7.024E-02

Table 4.12

One-Sample Test

	Test Value = 3.57					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
CONRES Conflict Resolution	-8.462	163	.000	-.5944	-.7331	-.4557

Explore

Table 4.13

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
CONRES Conflict Resolution	164	82.8%	34	17.2%	198	100.0%

Table 4.14

Descriptives

			Statistic	Std. Error
CONRES Conflict Resolution	Mean		2.9756	7.024E-02
	95% Confidence Interval for Mean	Lower Bound	2.8369	
		Upper Bound	3.1143	
	5% Trimmed Mean		3.0136	
	Median		3.0000	
	Variance		.809	
	Std. Deviation		.8996	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		2.0000	
	Skewness		-.259	.190
	Kurtosis		-.640	.377

Table 4.15

Tests of Normality

	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
CONRES Conflict Resolution	.206	164	.000

a. Lilliefors Significance Correction

Figure 4.5

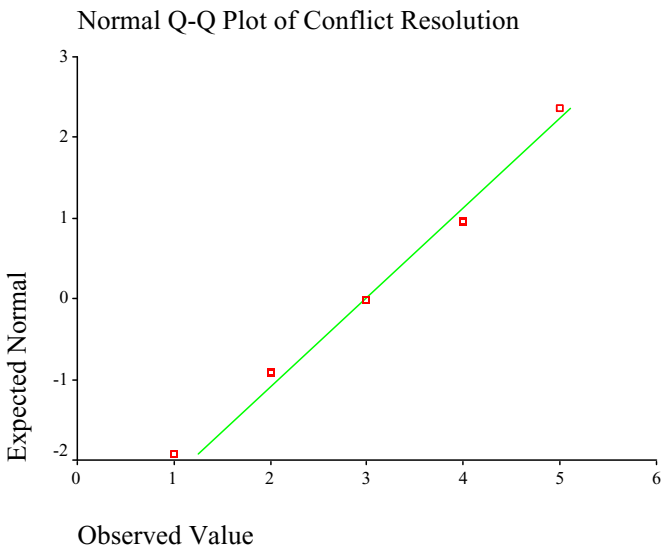
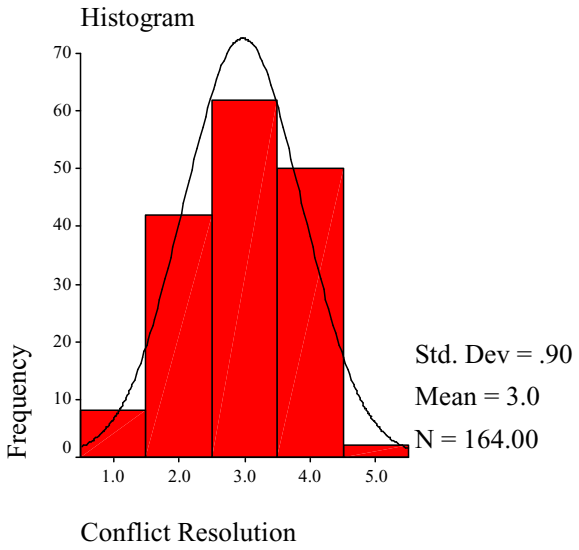


Figure 4.6

CONRES Conflict Resolution



T-Test - Job Satisfaction

The mean of Job Satisfaction (mean = 3.09, SD = .89, N = 164) was significantly different from the hypothesized "gold standard" value of 3.84, t (163) = -8.9, p = .000. A 95% confidence interval on the mean of Job Satisfaction using a One-Sample t-Test distribution with 163 degrees of freedom is (2.9, 3.22). Since this interval does not contain the "gold standard" 3.84, there is significant evidence that the mean for Job Satisfaction is different from the "gold standard" of 3.84.

Table 4.16

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
JOBSAT Job Satisfaction	164	3.0854	.8889	6.941E-02

Table 4.17

One-Sample Test

	Test Value = 3.84					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
JOBSAT Job Satisfaction	-10.871	163	.000	-.7546	-.8917	-.6176

Explore

Table 4.18

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
JOBSAT Job Satisfaction	164	82.8%	34	17.2%	198	100.0%

Table 4.19

Descriptives

			Statistic	Std. Error
JOBSAT Job Satisfaction	Mean		3.0854	6.941E-02
	95% Confidence Interval for Mean	Lower Bound	2.9483	
		Upper Bound	3.2224	
	5% Trimmed Mean		3.1084	
	Median		3.0000	
	Variance		.790	
	Std. Deviation		.8889	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		2.0000	
	Skewness		-.275	.190
	Kurtosis		-.457	.377

Table 4.20

Tests of Normality

		Kolmogorov-Smirnov[a]		
		Statistic	df	Sig.
JOBSAT	Job Satisfaction	.206	164	.000

a. Lilliefors Significance Correction

Figure 4.7

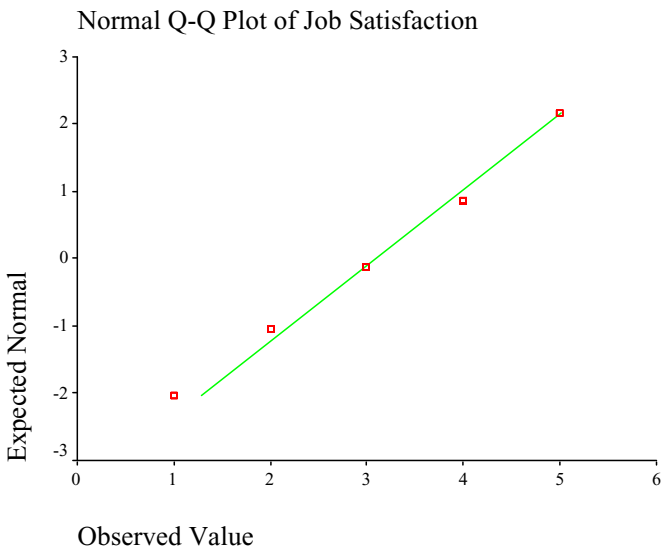
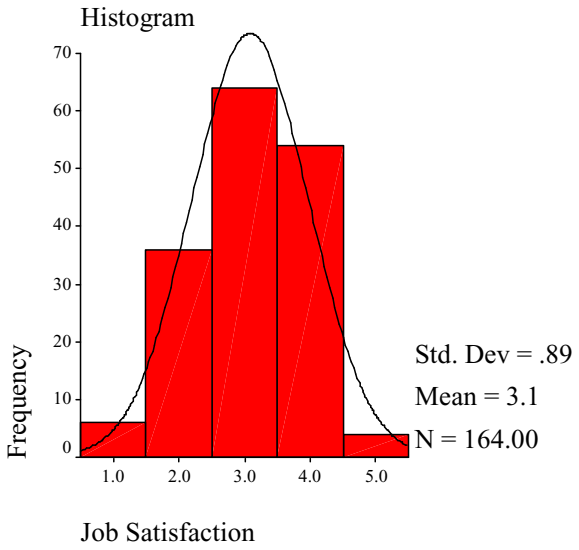


Figure 4.8

JOBSAT Job Satisfaction



T-Test - Personal/Professional Development

The mean of PPD (mean = 2.9, SD = 1.0, N = 164) was significantly different from the hypothesized "gold standard" value of 3.65, t (163) = -7.12, p = .000. A 95% confidence interval on the mean of PPD using a One-Sample t-Test distribution with 163 degrees of freedom is (2.7 , 3.03). Since this interval does not contain the "gold standard" 3.65, there is significant evidence that the mean for PPD is different from the "gold standard" of 3.65.

Table 4.21

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
PPD Personal/Professional Development	164	2.8720	1.0222	7.982E-02

Table 4.22

One-Sample Test

	Test Value = 3.65					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
PPD Personal/Professional Development	-9.748	163	.000	-.7780	-.9357	-.6204

Explore

Table 4.23

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
PPD Personal/Professional Development	164	82.8%	34	17.2%	198	100.0%

Table 4.24

Descriptives

			Statistic	Std. Error
PPD Personal/Professional Development	Mean		2.8720	7.982E-02
	95% Confidence Interval for Mean	Lower Bound	2.7143	
		Upper Bound	3.0296	
	5% Trimmed Mean		2.8591	
	Median		3.0000	
	Variance		1.045	
	Std. Deviation		1.0222	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		2.0000	
	Skewness		.086	.190
	Kurtosis		-.632	.377

Table 4.25

Tests of Normality

	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
PPD Personal/Professional Development	.187	164	.000

a. Lilliefors Significance Correction

Figure 4.9

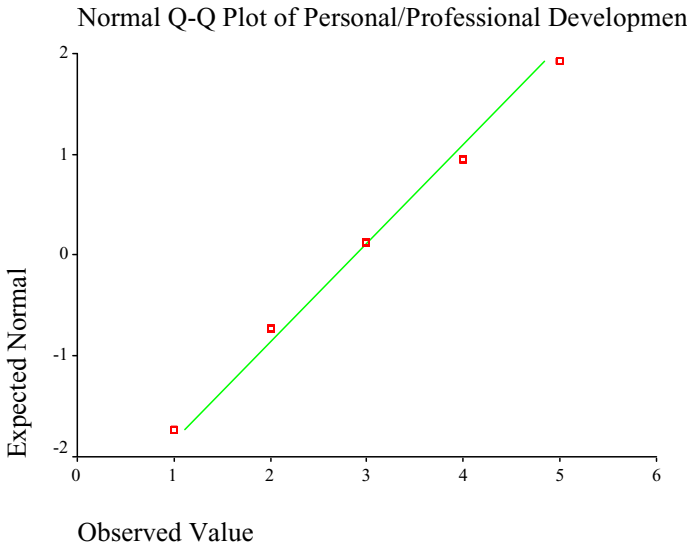
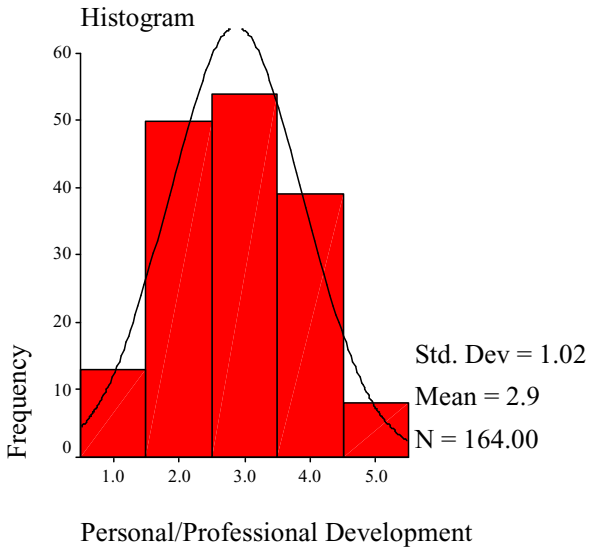


Figure 4.10

PPD Personal/Professional Development



T-Test – Empowerment

The mean of Empowerment (mean = 3.11, SD = 1.06, N = 164) was not significantly different from the hypothesized "gold standard" value of 2.97, t (163) = 4.82, p = .000. A 95% confidence interval on the mean of Empowerment using a One-Sample t-Test distribution with 163 degrees of freedom is (2.9, 3.3). Since this interval does contain the "gold standard" 2.97, there is significant evidence that the mean for Empowerment is not different from the "gold standard" of 2.97.

Table 4.26

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
EMPMNT Empowerment	164	3.1098	1.0625	8.297E-02

Table 4.27

One-Sample Test

	Test Value = 2.97					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
EMPMNT Empowerment	1.684	163	.094	.1398	-2.4079E-02	.3036

Explore

Table 4.28

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
EMPMNT Empowerment	164	82.8%	34	17.2%	198	100.0%

Table 4.29

Descriptives

			Statistic	Std. Error
EMPMNT Empowerment	Mean		3.1098	8.297E-02
	95% Confidence Interval for Mean	Lower Bound	2.9459	
		Upper Bound	3.2736	
	5% Trimmed Mean		3.1220	
	Median		3.0000	
	Variance		1.129	
	Std. Deviation		1.0625	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		2.0000	
	Skewness		-.315	.190
	Kurtosis		-.442	.377

Table 4.30

Tests of Normality

	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
EMPMNT Empowerment	.203	164	.000

a. Lilliefors Significance Correction

Figure 4.11

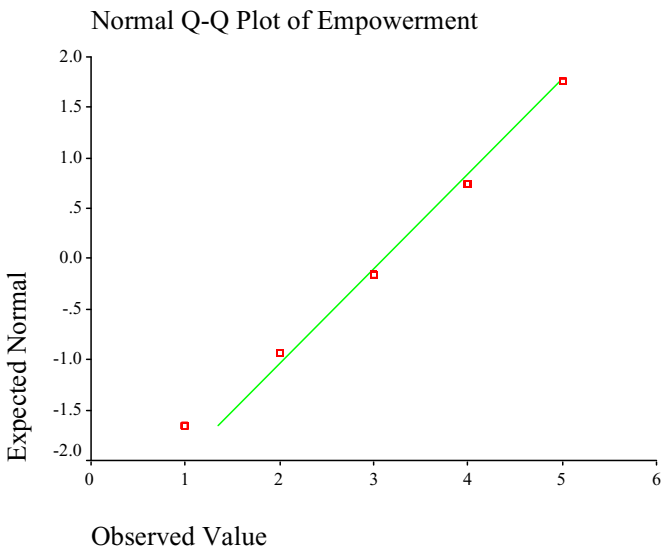
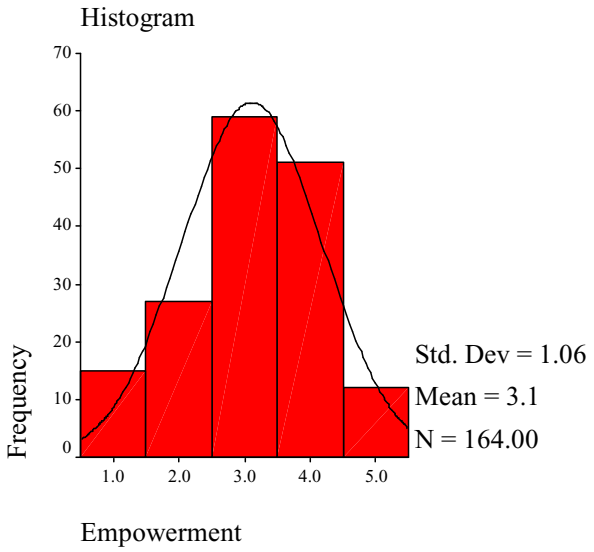


Figure 4.12

EMPMNT Empowerment



T-Test – IT Integration

The mean of IT Tech Integration (mean = 3.09, SD = .95, N = 164) was significantly different from the hypothesized "gold standard" value of 3.66, t (163) = -3.6, p = .000. A 95% confidence interval on the mean of IT Tech Integration using a One-Sample t-Test distribution with 163 degrees of freedom is (2.94, 3.24). Since this interval does not contain the "gold standard" 3.66, there is significant evidence that the mean for IT Tech Integration is different from the "gold standard" of 3.66.

Table 4.31

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
ITTECH IT Integration	164	3.0915	.9517	7.431E-02

Table 4.32

One-Sample Test

	Test Value = 3.66					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
ITTECH IT Integration	-7.650	163	.000	-.5685	-.7153	-.4218

Explore

Table 4.33

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
ITTECH IT Integration	164	82.8%	34	17.2%	198	100.0%

Table 4.34

Descriptives

			Statistic	Std. Error
ITTECH IT Integration	Mean		3.0915	7.431E-02
	95% Confidence Interval for Mean	Lower Bound	2.9447	
		Upper Bound	3.2382	
	5% Trimmed Mean		3.1152	
	Median		3.0000	
	Variance		.906	
	Std. Deviation		.9517	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		2.0000	
	Skewness		-.271	.190
	Kurtosis		-.547	.377

Table 4.35

Tests of Normality

	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
ITTECH IT Integration	.208	164	.000

a. Lilliefors Significance Correction

Figure 4.13

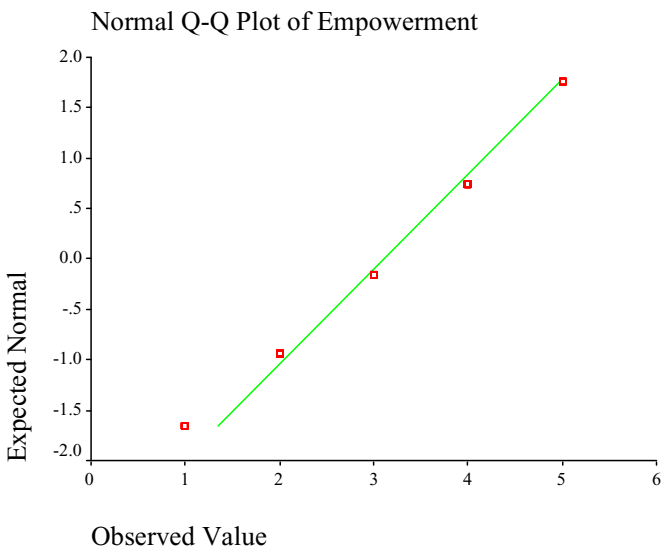
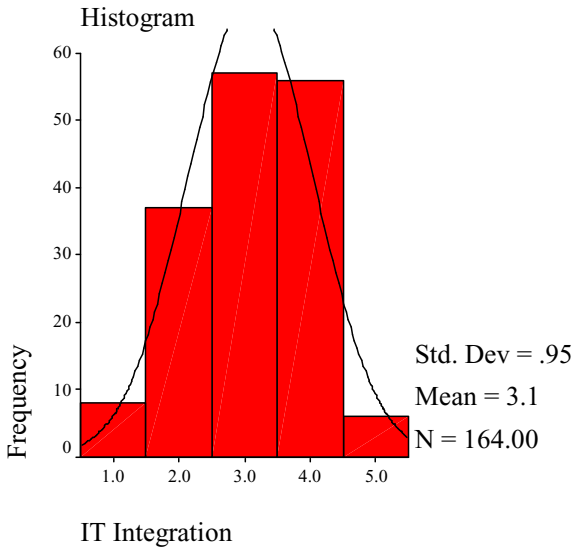


Figure 4.14

ITTECH IT Integration



Sampling Adequacy

Kaiser-Mayer-Olkin Measure of Sampling Adequacy = .939 (levels > .9 is marvelous, > .8 is meritorious, > .7 is middling, > .6 is mediocre, > .5 is miserable, and < .5 is unacceptable).

Results for KMO = .939 (> .9) marvelous, Bartlett's Test Significance = .000.

Reliability Analysis (Chronbach's/Coefficient Alpha (α))measure of internal consistency for the items (do all items within the instrument measure the same thing) ; Alpha α > .9 – excellent, > .8 – good, > .7 – acceptable, > .6 – questionable, > .5 – poor, < .5 – unacceptable. Results were alpha = .9509, Standardized Item Alpha = .9515; almost identical values indicate the means and variance in the scales do not differ significantly.

In **Exploratory factor analysis,** eigenvalues measure the amount of variation in the total sample accounted for by each factor. If a factor has a low eigenvalue, then it is contributing little to the explanation of variances (standard deviations from the mean (μ)). Factor components (X axis) and the eigenvalues are the (Y-axis), as one moves to the right eigenvalues drop, cease and the curve makes an elbow to less steep decline, scree test say to drop all further components after the one starting the elbow.

Table 4.37

Communalities

	Initial
LDRSHIP Leadership	1.000
COMM Communication	1.000
CONRES Conflict Resolution	1.000
JOBSAT Job Satisfaction	1.000
PPD Personal/Professional Development	1.000
EMPMNT Empowerment	1.000
ITTECH IT Integration	1.000

Extraction Method: Principal Component Analysis.

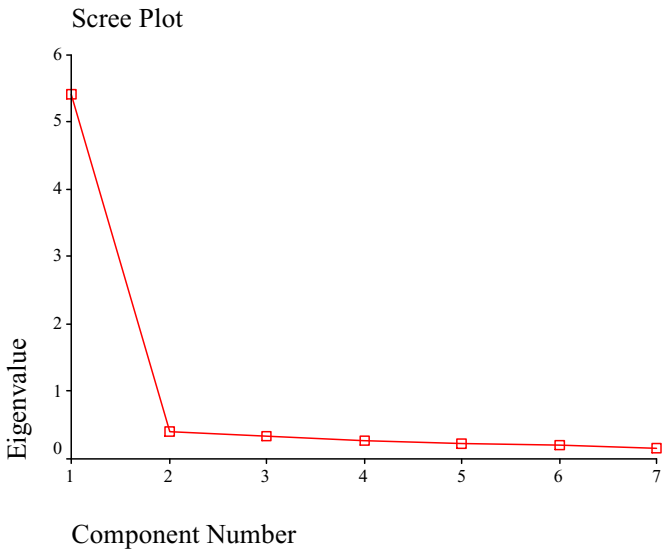
Table 4.38

Total Variance Explained

	Initial Eigenvalues		
Component	Total	% of Variance	Cumulative %
1	5.426	77.512	77.512
2	.397	5.677	83.189
3	.333	4.762	87.951
4	.267	3.811	91.762
5	.216	3.085	94.847
6	.201	2.874	97.721
7	.160	2.279	100.000

Extraction Method: Principal Component Analysis.

Figure 4.15



Reliability

****** Method 2 (covariance matrix) used for this analysis ******

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

1. LDRSHIP Leadership
2. EMPMNT Empowerment
3. CONRES Conflict Resolution
4. PPD Personal/Professional Development
5. COMM Communication
6. JOBSAT Job Satisfaction
7. ITTECH IT Integration

		Mean	StdDev	Cases
1.	LDRSHIP	2.8049	.9193	164.0
2.	EMPMNT	3.1098	1.0625	164.0
3.	CONRES	2.9756	.8996	164.0
4.	PPD	2.8720	1.0222	164.0
5.	COMM	2.8293	.9308	164.0
6.	JOBSAT	3.0854	.8889	164.0
7.	ITTECH	3.0915	.9517	164.0

N of Cases = 164.0

Item Means	Mean	Minimum	Maximum	Range	Max/Min
Variance					
2.9669	2.8049	3.1098	.3049	1.1087	.0174

Analysis of Variance

Source of Variation	Sum of Squares	Df	Mean Square	F	Probability
Between People	804.7422	163	4.9371		
Within People	254.0000	984	.2581		
Between Measures	17.0958	6	2.8493	11.7626	.0000
Residual	236.9042	978	.2422		
Nonadditivity	.0228	1	.0228	.0941	.7591
Balance	236.8814	977	.2425		
Total	1058.7422	1147	.9231		

Grand Mean 2.9669

Tukey estimate of power to which observations must be raised to achieve additivity = 1.1295

Hotelling's T-Squared = 62.3921 F = 10.0797 Prob. = .0000

Degrees of Freedom: Numerator = 6 Denominator = 158

Reliability Coefficients 7 items

Alpha = .9509 Standardized item alpha = .9515, an excellent level of reliability.

Chapter V

Discussion

The subject of this study, the John D. Dingell VAMC, a very large and impressive medical facility similar to Detroit Medical Center (DMC), employing over 1200 culturally diverse individuals in medical and nonmedical capacities located in the city of Detroit, Michigan with collaborative ties to Wayne State University. The medical complex is varied and extensive in the various services provided to our veteran population with its main goal the administration of comprehensive evidence based medical care to its clients and family. When viewed objectively it comprises "a city within a city," encompassing numerous services (clinical, non-clinical, business, and administrative) dedicated to the wellbeing of our veteran population. As with all organizations, the primary goals include revenue/debt management, resource allocation, media representation, and lastly employee dedication/motivation. Unfortunately, most problems confronting organizations involve their most valuable resource, employees. As with most organizations' the goal is to achieve, manage and maintain a cohesive, dedicated, motivated, and communicative workforce, not so easy a task.

All organizations need to maintain a connection to the psycho/social pulse of their workforce. This promotes innovation, efficient use of resources, internal damage control (employee and organizational), quality improvement, and control of media (consumer/public) image.

Within organizations various subgroups form, that serves specific purposes, benefits and needs (social and psychological) for the various individuals employed. These subgroups also serve

as influences on the beliefs, and behavioral actions of employees, especially new entrants (Dutton, 1994, Dukerich et al., 2002; Huemer, Becerra, & Lunnan, 2004; Pratt & Foreman, 2000). Either these influences can be productive or counter- productive in the work environment depending on varied factors as supervision, workload expectations', benefits gained or desired. A loss of touch by supervision with these factors affecting the organization can prove detrimental to its ongoing strategic planning (Albert & Whetten, 1985). To monitor the influential factors supervision relies on a job satisfaction survey to assess employee perceptions of their work environment. One developed and implemented by the Veterans Health Administration is the All Employee Survey (AES) the comparison subject and 'gold standard" of this study. The AES comprises a job satisfaction index, organizational assessment inventory, and culture survey allowing employees the opportunity to voice their opinions of the work environment thereby enabling the organization to determine areas of strength, problems, and opportunities for improvement. The problem with a survey is the reliability and validity attributed to survey instrument responses.

Overview of the problem

The purpose of this comparison study, to determine employee perceptions of their organization culture based on several dependent variables leadership, communication, conflict resolution, empowerment, job satisfaction, personal/professional development, and IT integration employing the AES as the "gold standard" or baseline. Comparison research performed via survey developed by investigator with permission and contributions from various authors of previously designed perceptual instruments. Sample questions used to elicit responses for the dependent variables assessing employee perceptions of the organization include the following:

1) Job Satisfaction: This job gives a personal feeling of accomplishment.

2) Conflict Resolution: Supervisors are committed to resolving employee conflicts.

3) Personal/Professional Development: Supervisors assume the duties of a mentor to help facilitate career advancement for the employees.

4) Communication: Organizational change communication is effective throughout the organization.

5) Empowerment: The reasonableness of the job responsibilities is satisfactory.

6) IT Integration: Learning opportunities involving new technology taught effectively.

7) Leadership: Management has a clear understanding of the organization's future.

Participants involve the 1,200 employees of John D. Dingell VAMC Detroit Michigan, recruited via general announcement of the survey through facility wide e-mail to support randomization, and easy accessibility to the survey through the John D. Dingell VAMC Credit Union lobby area. Enclosed with the survey a self- addressed return envelope to insure anonymity.

Responses to modified survey instrument employed by investigator compared to AES "gold standard" survey response value based on statistics involving *t*-test, mean, SD, α, CI, *p,* explore, factor analysis analyzes interrelationships among a large number of variables and explain them in terms of their common factors and sampling adequacy, and reliability (Chronbach's/Coefficient Alpha (α)) . The goal of the study is to determine if statistical results from both surveys exhibit comparable statistical results in assessing perceptions of the facilities organizational culture by its personnel.

Major Findings

t- Test results.

Leadership - t = -12.05 with a p – value = .000, 95% CI (-1.006, -.7234). The mean of Leadership = 2.8, is significantly different from the hypothesized "gold standard" value of 3.67, 95% confidence interval on the mean of Leadership is (2.66, 2.95), interval does not contain the "gold standard" 3.67; there is significant difference in the two means.

Communication - t= -13.631 with a p – value = .000, 95% CI (-1.1343, -.8472). The mean of Communication = 2.8, is significantly different from the hypothesized "gold standard" value of 3.82, 95% confidence interval on the mean of Communication is (2.69, 2.97), interval does not contain the "gold standard" 3.82; there is significant difference in the two means.

Conflict Resolution - t = -8.462 with a p – value = .000, 95% CI (-.7331, -.4557). The mean of Conflict Resolution = 2.98, is significantly different from the hypothesized "gold standard" value of 3.57, 95% confidence interval on the mean of is (2.83, 3.11), interval does not contain the "gold standard" 3.57; there is significant difference in the two means.

Job Satisfaction - t = -10.871 with a p – value = .000, 95% CI (-.8197, -.6176). The mean of Job Satisfaction = 3.09, is significantly different from the hypothesized "gold standard" value of 3.84, 95% confidence interval on the mean of is (2.9, 3.22), interval does not contain the "gold standard" 3.84; there is significant difference in the two means.

Personal/Professional Development (PPD) - t = -9.748 with a p – value = .000, 95% CI (-.9357, -.6204). The mean of PPD = 2.9, is significantly different from the hypothesized "gold standard" value of 3.65, 95% confidence interval on the mean of is (2.7, 3.03), interval does not contain the "gold standard" 3.65; there is significant difference in the two means.

Empowerment - t = 1.684 with a p – value = .094, 95% CI (-2.4079, .3036).The mean of Empowerment = 3.11, is not significantly different from the hypothesized "gold standard" value of 2.97, 95% confidence interval of the mean is (2.94, 3.27) and contains the "gold standard" 2.97; there is no significant difference in the two means.

IT Tech Integration - t = -7.650 with a p – value = .000, 95% CI (-.7153, -.4218). The mean of IT Tech Integration = 3.09, is significantly different from the hypothesized "gold standard" value of 3.66, 95% confidence interval on the t descriptive mean is (2.94, 3.23), interval does not contain the "gold standard" 3.66; there is significant difference in the two means.

In examining normality test results for Explore reveals a p- value = .000 is less than .05, implying the distribution is not normal (no resemblance to a bell shaped curve) for variables, this is appropriate for population samples with (n) less than 40, but since the population sample size is greater than 40 the Central Limit Theorem is applied. The Central Limit Theorem states that the sampling distribution of the sample means approaches normal distribution as the sample size (n) increases. Therefore, the sample means displays normal distribution whether positively skewed, negatively skewed, or even binomial; with a sampling distribution greater than 100 (n = 164), sampling distribution exhibits symmetrical shape resembling a bell shaped curve.

Reliability

Cronbach Alpha = .9509 indicated that the internal consistency of questions employed was very high.

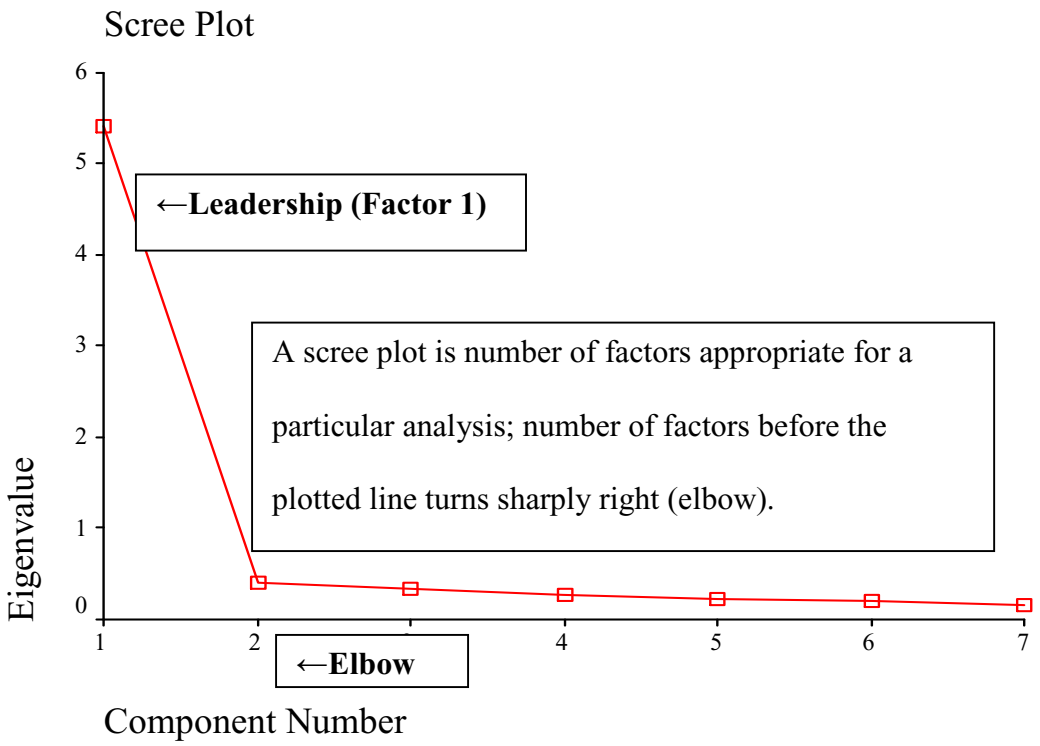
Factor analysis

Bartlett's Test– Approx. Chi-Square = 1058.639, DF – 21, Sig. = .000 (less than .05) indicates no identity matrix. In **Exploratory factor analysis,** eigenvalues measure the amount of variation in the total sample accounted for by each factor. If a factor has a low eigenvalue then it is contributing little to the explanation of variances (standard deviations from the mean (μ)). Factor components (X axis) and the eigenvalues are the (Y-axis), as one moves to the right eigenvalues drop, cease and the curve makes an elbow to less steep decline, scree test say to drop all further components after the one starting the elbow.

Total Variance Explained

	Initial Eigenvalues		
Component	Total	% of Variance	Cumulative %
1	5.426	77.512	77.512
2	.397	5.677	83.189
3	.333	4.762	87.951
4	.267	3.811	91.762
5	.216	3.085	94.847
6	.201	2.874	97.721
7	.160	2.279	100.000

Extraction Method: Principal Component Analysis.


Scree Plot
Eigenvalue
Component Number
←Leadership (Factor 1)
A scree plot is number of factors appropriate for a particular analysis; number of factors before the plotted line turns sharply right (elbow).
←Elbow
0
1
2
3
4
5
6
1
2
4
5
6
7

.

Discussion

There are statistically significant difference between values obtained through the investigators privately canvassed survey (except for the variable empowerment) and the "gold standard" value listed by the AES for the John D. Dingell VAMC representing the same variables and population sample. This is consistent with the prediction of Cox, Edmondson, and Munchus (2007), Schein (1992), and Schwahn & Spady (1998), and Tracey (1999), because open, positive, honest two-way communication helps instill trust, commitment, and loyalty among employees in their management, while questionable leadership fosters disillusionment, decreases in employee motivation, dedication, and activities beyond their job scope and duties.

Empowerment results show no significant difference from the AES "gold standard," indicating two probabilities 1) empowerment is a non-issue 2) empowerment exists in the work environment. In-terms of empowerment being a non-issue, Davenport (1994), pointed out that people in senior positions (management, frontline supervision) establish and control sources of communication, information release and are territorial. Inversely, some employees resist added responsibilities due to personal or other life in-balancing issues affecting them (Gropel & Kuhl, 2009; Khan, 1990; Hirschman, 1970).

Limitation of study

The survey as a data collection tool is dependent on respondents willing participation and candor in the survey. Various reasons postulated for compliance, noncompliance, and acquiescent/compliant behavior in participating in organizational activities (survey participation) include,

1) The over - surveying of employees by management Saari (1998).

2) Belief in how the organization handles survey data.

3) Personal interactions with supervision, communication, and perceptions of frontline supervision capabilities in promoting the vision and goals of leadership,

4) Fear of retaliation.

5) A purposeful decision by respondent not to respond to the survey or

6) Possible extenuating circumstances occurring beyond respondent's control.

7) Differing design in instruments used to collect data.

8) Different data collection periods were subject to natural variations, and random events.

9) Actual number of respondents to both survey instruments.

10) Inappropriate interpretation of survey questions by respondent.

Conclusion

T test results reveal that p-values (.000) for Leadership, Communication, Conflict Resolution, Job Satisfaction, Personal/Professional Development, and It Tech, are less than or equal to alpha (0.05) resulting in a rejection of the null hypothesis for these variables (the results are statistically significant), meaning there is something besides chance alone that explains the observed data. *T* test result reveal that the p-value for Empowerment (.094) is greater than alpha (0.05), therefore I fail to reject the null hypothesis for this variable (the result is not statistically significant), therefore observed data results can be explained by chance alone.

The 95% confidence interval on the mean (μ) values of the AES using a Student *t* distribution with 163 degrees of freedom for Leadership is (2.66, 2.95) , AES (3.67), Communication (2.69, 2.97) AES (3.82), Conflict Resolution (2.83, 3.11) AES (3.57), Job Satisfaction (2.9, 3.22) AES (3.84), Personal/Professional Development (2.7, 3.03) AES (3.65), and Information Technology Integration (2.94, 3.23) AES (3.66). Exhibiting significant evidence that the survey means (μ) is significantly different from the AES means "Gold standard" (μ).

According to results obtained, comparison of data indicates that employees are more inclined to express their true feelings concerning their organizational culture when least coerced, intimidated, and less inclined to be identified by administration/supervision. Significant difference on variable scales, excluding Empowerment (do to possible misinterpretation as related to the individual respondents understanding), indicate this assumption. Establishing reliability warrants further study, although validity would be problematic. This is due to three limiting factors relevant to both studies:

1) Neither categorized as, "true" experimental research design,
2) No adequate control of variables, and,
3) Replication of predictable/valid results is improbable.

This in effect renders cause and effect related to results questionable, but still produces valuable information to the organization about employee perceptions and possible behavioral manifestations.

REFERENCES

American Psychological Association.(1992a). Ethical principles of psychologist and code of conduct. American Psychologist, 47, 1597-1611.

Anderberg, M. R. & Froeschle, R. C. (2006). Becoming an employer of choice: Strategies for recruitment and retention. Vol. 43, 4.Benefit & Compensation Digest.

Asch, S. (2007). Excellence at work – The six keys to inspire passion in the workplace. WorldatWork Press.

Barnard, J. (1996, April). Team empowerment in successful small entrepreneurial firms. Paper presented at the Babson-Kauffman Foundation Entrepreneurship Research Conference, Seattle.

Beckford, J. (1998). Quality: A Critical Introduction, Routledge, Florence, KY, USA, 256-63.

Best practices benchmarking report. (2008). Retrieved from http://www.excellentworkplace.org/x-resources/2008-best-practices-report.doc

Bowen, D.E., and Lawler, E.E. (1995).Empowering Service Employees. Sloan Management Review, 36:73-84.

Blau, P. (1964). Exchange and power in social life. New York: John Wiley.

Brown, H.I. (1988). Normative epistemology and naturalized epistemology. Inquiry, 31, 53-78.

Burns T, Stalker GM: The management of innovation.London, UK, Tavstock; 1961:269p.

Ciulla, J.B. (1996). Leadership and the problem of bogus empowerment: Ethics & leadership working papers. Retreived from http://www.academy.umd.edu/Scholarship/CASL/kls.../jciul_p1.ht

Clark, D. (1998). Learning organization profile. Retrieved from http://www.nwlink.com/…donclark/leader/learnorg.html

Collins, J. & Porras, J. (2002).Built to last: Successful habits of visionary companies.New York, NY: Harper Business, Harper Collins Publishers.

Cox Edmondson, Munchus, G., (2007) "Managing the unwanted truth: a framework for dissent strategy", Journal of Organizational Change Management, Vol. 20 Iss: 6, pp.747 - 760

Cox Edmondson, V., Barnes, J., and Gupte, G. Weakness in numbers: Towards an understanding of employees of colors responses to organizational research efforts.Journal of Behavioral and Applied Management.2008; 10(1):89-109.

Davenport, T.H. (1994). Cultivating an information culture.Retreived from http://www.cio.com/archive/010195_q_and_a_content.html

Davenport, T.H. (1996). Think tank: Joining the culture club.Retreived from http://www.cio.com/archive/101596_dave_content.html

Dukerich, J.M., Golden, B.R., & Shortell, S.M. (2002). Beauty is in the eye of the beholder: The impact of organizational identification, identity, and image on the cooperative behaviors of physicians. Administrative Science Quarterly, 47, 507-533.

Dutton, J., Dukerich, J., Harquail, C.V. (1994). Organizational images and membership commitment. Administrative Science Quarterly 39, 239-263.

Federal Employee Viewpoint Survey (2011).http://www.fedview.opm.govhttp://www.fedview.opm.govhttp://www.fedview.opm.gov.

Ellis, J. (1995). Using benchmarking to improve practice, Nursing Standard, 9, 258.

Ellis, J., and Morris A. (1997). Paediatric benchmarking: a review of its development, Nursing Standard, 12, 43 6.

Ellis, J. (2000). Sharing the evidence: clinical practice benchmarking to improve continuously the quality of care. Journal of advanced Nursing, 32 (1), 215 25.

Ellis, J. (2001). Introducing a method of benchmarking nursing practice, Professional Nurse, 16(7), 1202-03.

Ellis, J. (2004). Evaluating the Effectiveness of Clinical Practice Benchmarkingin Improving the Quality of Health Care, Unpublished PhD, University ofCentral Lancashire, Lancashire, UK.

Fiori, L. (2010).The doctor as an employee – Local physician unrest is connected to national health care trend. Retrieved fromhttp://www.journaltimes.com/news/local/article_482503.

Freud, S. (1923). Sigmund Freud: Conflict & Culture. Library of Congress in cooperation with the Sigmund Freud Museum, Vienna and the Freud Museum, London. (November *7,*

Fulford, M. D. & Enz, C. A. (1995, June). Human resources as a strategic partner in multi-unit restaurants. Cornell Hotel and Restaurant Administration Quarterly, 36(3), 24.

Gordon, J.R. (1991). A diagnostic approach to organizational behavior. (3rd ed.). Needham Heights, Massachusetts: Simon & Schuster Inc.

Graves, E. (1997). How to succeed in business without being white.New York, NY: Harper Business, Harper Collins Publishers.

Guidestar Communications, Inc. (1999). Employee Company-Job Satisfaction Sample Questionnaire. Retreived from http://www.guidestarco.com/Job-companysatquest.htm

Hair, Joseph F., Anderson, Rolph E., Tatham, Ronald L., Black, William (1995).Multivariate Data Analysis With Readings - 4th edition. Prentice Hall, Inc.

Herzberg, F. (1966).Motivation Hygiene Theory. Retreived from http://www.accel-team.com/human relation/hrels05 herzberg.htm

Hirschman, A. O. (1970). Exit, voice and loyalty: Responses to decline in firms, organizations, and states. Cambridge, MA: Harvard University Press.

Institutes of Medicine. 2001b. Envisioning the National Health Care Quality Report, National Academy Press, Washington, DC.

Judge, G. (1996, May 11). Power to the people. The Guardian, p. 2.

Kahn, W.A. (1990) 'Psychological conditions of personal engagement and disengagement at work', Academy of Management Journal*,* Vol 33, pp 692-724.

Kalliath, T.J., A.C. Bluedorn, and D. F. Gillespie (1999). A confirmatory factor analysis of the competing values instrument. "Educational and Psychological Measurement 9(1): 143-58.

Kay, Jay FL. (2007). Health Care Benchmarking, Medical Bulletin 22.Vol.12 No.2, pg.22.

Kohn, Linda T., Corrigan, Janet M., and Donaldson, Molla S., To Err Is Human: Building a Safer Health System. Committee on Quality of Health Care in America, Institute of Medicine National Academies Press; 1 edition (April 15, 2000)

Koberg, C. S., Boss, R. W., Senjem, J. C.,& Goodman, E. A. (1999). Antecedents and outcomes of empowerment: Empirical evidence from the health care industry. Group & Organization Management, *24*, 71-91.

Kolberg, Judith (1999). *Conquering Chronic Disorganization*, Squall Press.

Kozak, M. (2004). Destination Benchmarking: Concepts, Practices and Operations, CABI Publishing, MA, USA, 1-19.

Lapinski, M.K., & Rimal, R.N. (2006). An explication of social norms.Communication Theory, 15(2), 127-147.

Laudon, K.C., &Laudon, J.P. (1995). Information systems: A problem-solving approach (3rd ed.). Orlando, Florida: Harcourt Brace College Publishers.

Leape, Lucian; Lawthers, Ann G.; Brennan, Troyen A., et al. (1993) PreventingMedical Injury. Quality Review Bulletin 19(5): 144–149.

Likert, R. (1967). Motivation theory.Retreived from http://www.accel-team.com/motivation/theory_01.html

Machiavelli, N., The prince (1532). Retrieved from http://www.stern.nyu.edu/-wstarbuc/mob/conger/2.html

Maslow, A. (1943, 1965). Humanistic view of motivation, theory Z, the third force. Retrieved from http://www.accel-team.com/motivation/theory_01.html

Mayo, G.E. (1924, 1927). Hawthorne experiment. Retrieved from http://www.accel-team.com/motivation/theory_01.html

McClellan, J. (1997). Conflict resolution questionnaire. Retrieved from http://www.commnet.edu/QVCTC/classes/conflict/questnr.html

McGregor, D. (1960). Theories X and Y. Retreived from http://www.accel-team.com/motivation/theory_01.html

Meade, R. (2000).Employee Involvement.Retreived from http://www.urenio.org/tools/en/employee_involvement.pdf

Millar, B. (1998, March 8). Why empowerment means far more than power crazy. Scotland on Sunday.

Moore, David S. and George P. McCabe (2006), Introduction to the Practice of Statistics, fifth edition, Freeman, p. 219. The same definition appears on p. 196 of Moore, David S. (2007), The Basic Practice of Statistics, fourth edition, Freeman.

Niehoff, B. P., Enz, C. A., & Grover, R. A. (1990). The impact of top-management actions on employee attitudes and perceptions. Group and Organization Studies, 15, 337-352.

Ostroff C, Kinicki AJ, Tamkins (2003).MM: Organizational culture and climate. In Handbook ofpsychology: Volume 12, Industrial and organizational psychology, Volume 12.Edited byBorman WC, Ilgen DR, Kilmoski RJ. New York, Wiley; 2003:565-587

Postmes, T., Haslam, S.A., & Swaab, R.I. (2005). Social influence in small groups: An interactive model of social identity formation. European Review of Social Psychology, 16 1-42.

Postmes, T, Spears, R., Lee, T., & Novak, R. (2005).Individuality and social influence in groups: Inductive and deductive routes to group identity. Journal of Personality and Social Psychology, 89, 747-763.

Puusa, A., Tolvanen, U. (2006), "Organizational identity and trust," Electronic Journal of Business Ethics and Organization Studies, Vol. 11.2, 29-33

Quinn RE, Rohrbaugh J: A Competing Values Approach to Organizational Effectiveness. Public Productivity Review 1981, 122-140.

Roberts, Karlene H.; O'Reilly, Charles A. Measuring organizational communication. Journal of Applied Psychology, Vol. 59(3), Jun 1974, 321-326.

Robinson, Sandra L. and O'Leary-Kelly, Anne M.. (1998) Monkey See, Monkey Do: The Influence of Work Groups on the Antisocial Behavior of Employees. The Academy of Management Journal.Vol. 41, No. 6, pp. 658-672. Academy of Management

Sanzotta, D. (1977). Motivational Theories and Applications for Managers; Retrieved from http://www.accel-team.com/motivation/practice_00.html

Schein, E. (1992). Organizational culture and leadership. (2nd ed.). San Francisco, CA: Jossey-Bass Inc. Publishers.

Schwahn, C.J., & Spady, W.G. (1998). Total leaders: Applying the best future focused change strategies to education. Arlington, VA: American Association of School Administrators.

Scott, C.R., Corman, S.R., & Cheney, G. (1998). Development of a structurational model of identification in the organization. Communication Theory, 8(3), 298-336.

Shortell SM, O'Brien JL, Carmen JM, Foster RW, Hughes EFX, Boerstler H, and O'Connor EJ (1995) Assessing the impact of continuous quality improvement/total quality management :concept versus implementation. Health Services Research, 30(2):377-401.

Shortliffe, Edward H. and Cimino, James J. (2006). Biomedical Informatics: Computer Applications in Health Care and Biomedicine, 3rd ed (Health Informatics Series), New York, NY, Springer.

Sisson, T. (1999).Statistics - Online Statistical Calculators Sample Size Calculator. Retrieved from http://www.azplansite.com/samplesize.htm

Spreitzer, G. M. (1996). Social Structural Characteristics of Psychological Empowerment. Academy of Management Journal, 39: 483-504.

Tracey, R. (1999). Managing diversity in the workplace. Retrieved from http://www.sbaonline.sba.gov/gopher/Business-Development/Success-Series/vol8/diversity.txt

Watson, G. (1993). Strategic Benchmarking: How to Rate Your Company's

Performance Against the World's Best, John Wiley & Sons, Canada.

Wait, S. and Nolte, S. (2005). Benchmarking health systems: trends, conceptual issues and future perspectives, Benchmarking An International Journal, 12(5), 436-48.

Wilson, T. (1997). Diversity at work: The business case for equity. Toronto, John Wiley, & Sons Canada Limited.

Wrightsman, L. S. (1974). Assumptions about human nature: A social psychological approach, Moterrey, CA: Brooks Cole.

Youssefnia, David. (2008) Seven Myths about Employee Surveys, www.critical-metrics.com/newsletter/7myths.pdf, Critical Metrics, LLC)

Zammuto RF, Krakower JY (1991) Quantitative and qualitative studies of organizational culture. In Research in organizational change and development. Volume.5. Edited by Woodman RW, Passmore WA.Greenwich, CT, JAI Press.

Zand, D. E. (1971) Trust and managerial problem solving, Administrative Science Quarterly, 17, 229-239.

ABSTRACT

INFLUENCE OF TARGET POPULATION MISSPECIFICATION ON PERCEPTION AT A GOVERNMENT FACILITY

by

JOE LEE SMITH

May 2014

Advisor: Dr. Shlomo Sawilowsky

Major: Evaluation and Education Research

Degree: Doctor of Education

Numerous researchers have conducted qualitative and quantitative studies examining employee perceptions related to changes in their work environment based upon management/top-down (deductive) communication of vision, mission, and envisioned organization goals Hofstede, Neuijen, Daval, Ohayv, & Sanders (1990), but research on the influence of subgroup/identity types on workforce perception is sparse Dutton, Dukerich, & Harquail(1994). Data on subgroup identification with the mission and strategic goals envisioned by management/administration is limited. Also limited is knowledge of the influence they have over their members, which places management at a disadvantage in planning strategic organization objectives Albert & Whetten, (1985).These subgroups have the ability to influence member as well as non-member organization behavior and perceptions Dukerich et al. (2002); Huemer, Becerra, & Lunnan, (2004); Pratt & Foreman(2000).

The ability to correlate and interpret employee and employee subgroups/identity type perceptions of the organization, its perceived identity, and envisioned culture enables

management to recognize influentially positive or problematic elements within the organization that would affect and influence strategic planning, goal implementation, organizational reputation, economic funding, status, and other essential functioning Puusa & Tolvanen, (2006).

AUTOBIOGRAPHICAL STATEMENT

Joe Lee Smith

Employment: 1989 – Present employment:

John D. Dingell VA Medical Center Detroit, Michigan

Clinical Coordinator Computerized Patient Record System

Certified Veterans Health Administration ADR Mediator

Co-designer of computer-based menus for nurses, physicians, and ancillary hospital personnel

Training of hospital personnel in utilization of computer-based integrated patient medication, lab, consult, progress notes, data, and radiology ordering system

Education:

1995 – Wayne State University, Detroit, Michigan – Graduate studies in Education and Evaluation Research

1992 – Wayne State University, Detroit, Michigan – Master of Arts in Industrial Relations

1989 – Wayne State University, Detroit, Michigan – Master of Arts in Teaching – Bi-lingual/Bi-cultural with concentrations in Science and Social Sciences

1986 – Wayne County Community College School of Nursing RN Program

1982 – Wayne State University Detroit, Michigan- B.A. Psychology, B.S. Sociology