THE CONCERNS OF FIRST LINE SUPERVISORS

PRIOR TO IMPLEMENTATION OF AN

EMPLOYEE INVOLVEMENT PROGRAM

IN THE AEROSPACE DIVISION

OF A FORTUNE 100

CORPORATION

by

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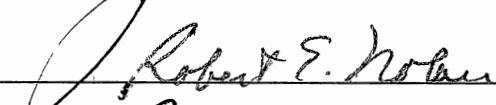
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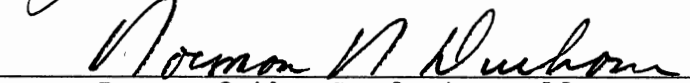
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ACKNOWLEDGEMENTS

Sweich and the directors who attended the presentation to management.

My appreciation extends to the members of the transition team and micro redesign team who allowed me to grapple with the issues with them as an ad hoc member.

My final debt is to Dr. William Venable, my committee chairman and adviser, who enthusiastically supported and guided me through my study. Also, I thank the members of my Graduate Committee, Dr. Robert Nolan and Dr. John Baird, for their patience and assistance.

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CHAPTER I

INTRODUCTION

History

While markets expand around the globe, America's
capacity to compete for these markets is being questioned.
The survival of America's bureaucratic industries is being
linked to its ability to respond to new social, political,
technological, and economic environments. Outdated and
outrun, bureaucratic industries are initiating change
programs which are intended to make their performance more
responsive to environmental demands.

In 1988, the corporate offices of Rockwell
International outlined a change process for Rockwell
companies called Organization Excellence. The Organization
Excellence model has two parts. The process in the first
part was intended to set the direction of the companies and
of the change program. In this process, the general manager
and the other members of top management studied the
company's business environment and agreed on the purpose,
mission, performance goals and objectives, and strategy of
the business. They also assessed the strengths and
weaknesses of the business and identified organization wide
and functional changes needed in structure, systems and

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processes to successfully achieve the business goals and objectives.

The second part of Organization Excellence was called the redesign/design process. In the seven phase, high involvement redesign process, the core processes of the business were studied and analyzed by members of the organization representing all hierachical levels to learn more effective ways to achieve the goals and objectives of the business. The intended redesign outcomes were to assist the business to achieve a 30 to 40 per cent improvement in areas such as cost, quality, and efficiency. The redesign outcome was also intended to result in an organization with a customer product focus and self regulating teams.

The word redesign in part two of the Organization Excellence change process came from terminology used in sociotechnical system (STS) interventions. The processes for the activities in part two were based on STS principles of analysis and organization design. The resulting changes in the organization were referred to as the redesign. The corporate office contracted with an external consultant and hired an internal consultant schooled in STS analysis and design to facilitate the change process and change intervention in each of the aerospace companies.

An STS change program or intervention is a change strategy which begins at the bottom of the organizational hierarchy and work its way up to the top, and is closely related to quality of working life improvements. Work at

the bottom of the organization is restructured so that groups of workers with broader skills can be responsible for primary tasks in the work processes. The primary work groups learn to control errors in the work system, including a mismatch between their product and market demands. The operating systems, support and administrative systems are then revised to satisfy the needs of the self regulating work groups which are responsive to external environmental changes. A reduction in hierarchical levels and in administrative and support staff is expected. A change program based on STS principles combines traditional organization development interventions seeking new behavior and relationships with changes in new organizational structures (Weisborg, 1987, p. 256).

The primary work groups control output in the work system. Supervisors and managers become resources to the work groups, not managers or leaders of the work groups. Supervisors change their roles in the companies in order to manage the boundaries linking the group to other departments and to give feedback from outside the work system. The change in the first-line supervisors' roles in STS interventions is called supervisory role change and is considered a prerequisite for self regulating and self directed primary work groups.

In 1989, the Tulsa Facility of Rockwell International initiated the Organization Excellence change process. The Tulsa Redesign Team's proposals, following STS principles,

recommended changes to improve Rockwell International's competitive position while establishing a "practice of continuous improvement and total employee involvement, with a commitment to improve the working environment." The Tulsa Team used the terms continuous improvement and total employee involvement to describe the change program intended to establish self regulating, self controlled work groups. The employees of Rockwell International used the term redesign to refer to the proposals for the change program or interventions on the floor and in the organization.

The Tulsa Redesign Team's proposals established three product based primary work systems which the Team called business units. The Commercial Business Unit was approved to be the first unit to implement a transition step or "start up" of the new work structures. The Commercial Business Unit was selected because the company identified commercial products as its primary market segment thrust. Also, the Commercial Business Unit's product, sections of the Boeing 747, represented a substantial part of Rockwell International's business. The 747 Program was 25 years old, and production was under contract for the future decade.

The Commercial Business Unit was also selected to be the first business unit to implement a transition step for the change program at the production level. Work groups had been organized by "end items," or sections of the Boeing 747 aircraft, which were being assembled in the unit six months

before the Tulsa Redesign Team was convened. The work groups were intended to increase the efficiency of the production floor until the Tulsa Redesign Team and employees in the Commercial Business Unit analyzed and proposed new design work structures.

In the transition step proposed by the the Tulsa Redesign Team, groups of hourly workers with a team leader would become more autonomous as facilitator/supervisors shared their unique technical and administrative expertise with them. This approach required that the first-line supervisors be retrained to be facilitators, coaches, trainers and boundary managers. In order to establish a work system based on STS principles, the supervisors' new responsibilities were to help workers become self-directed and to help the team assume responsibility for the technical processes - "getting the hardware out the door." First-line supervisors were to manage the team's relationships outside the team's area of responsibility so that the team could manage its own activities.

The first-line supervisors, therefore, played an essential role in the transition to self regulating production teams. Unless supervisors changed their roles to enable employee and team development, the interventions to improve the organization's performance would fail.

Statement of the Problem

The problem which gave rise to this study was that some managers do not respond to the concerns of supervisors directed to implement employee involvement programs.

Purpose

The purpose of this study was to describe the concerns of first-line supervisors prior to implementation of an employee involvement program in an aerospace company. The study was conducted to learn about the work environment of the first-line supervisors from their own perspectives. It was intended to provide information for both the Tulsa Redesign Team and the supervisory training process and to indicate areas in which management decisions might support supervisory role change efforts.

Research Questions

The study attempted to answer three questions:

1. What concerns do the first-line supervisors have about their current roles and relationships with their subordinates and peers?

2. What concerns do first-line supervisors have about the commitment to the organizational change program by management and by the union?

3. What concerns do first-line supervisors have about changing their roles?

Assumptions

For purposes of this study, the following assumptions were made:

1. The first-line supervisors received similar information about the Tulsa Redesign Teams' proposals for total employee involvement and the expectations for supervisory role change efforts.

2. The concerns expressed by the first-line supervisors were honest and open, based on trust that the interview would be confidential.

Limitation

The study was limited to the first-line supervisors in the Commercial Business Unit of an aerospace company.

Definition of Terms

The following definitions give meaning to the terms used in the study:

Alternative organization designs are company specific structures and processes selected to achieve a fit between the internal and external environment of a company. Structure is the pattern of interacting and coordinating the technological and human assets of the organization.

Attitude is a mental state of readiness which conditions behavioral response.

Bargaining unit member is an employee who is paid by the
hour and is a member of the local union. The bargaining
unit members or hourly workers are the subordinates of
first-line supervisors.

Employee involvement program is a quality of work life
effort to involve workers directly and fully in planning and
executing production activities.

First-line supervisor is the position at the bottom level
of the management hierarchy responsible for managing
production workers. Foreman is a term used interchangeably
with first-line supervisor in management literature.

Learning is the process of changing behavior through
practice.

Quality of Work Life (QWL) is the concept that the
physical and emotional well being of all employees should be
enhanced by an organization's culture. As an intervention,
a QWL program introduces changes in an organization's
culture that enhance the dignity of all workers, usually
through human relations improvements and job enrichment.

Operating level of an organization is responsible for
the goods or services which are considered the products of
the organization.

Redesign is a change in the structure and processes of an
existing organization to reduce the need for management and

supervision by increasing skills and responsibility of people at lower levels in the organization.

Roles are an organized set of behaviors which are the expected ways members of organizations interact.

Social system is the interaction of working members of organizations acting in their roles. The social system analysis is a data gathering project that seeks to describe what is actually occurring between people and the factors which influence the interaction and to identify potential improvement.

Sociotechnical system (STS) intervention is a participatory process used for organization development which integrates an organization's social and technical system after a diagnosis indicates problems are caused by a mismatch.

Team is a relatively independent and autonomous work group which deals with operating problems and works in the context of a group rather than individual jobs.

Technical systems analysis is a data gathering project that identifies and documents how tasks are performed in departments with the objective of determining errors in the process and identifying possible solutions.

Variance is an error in the work system.

Summary

Chapter I provided a history and statement of the problem at Rockwell International. The purpose of the study and research questions were presented. The assumptions and limitations made in the study were reviewed. Terms which were used in the study were defined.

In each of the next four chapters of the study, a specific focus is presented. In Chapter II, literature related to the study is reviewed.

In Chapter III, the methodology used in the study is explained.

In Chapter IV, the findings which represent the first-line supervisors' concerns about the supervisors' work environment prior to the implementation of an employee involvement program is reviewed.

In Chapter V, the study is summarized and conclusions and recommendations are proposed.

CHAPTER II

REVIEW OF LITERATURE

The literature in this review provides an overview of
the new roles of the first-line supervisor in highly
participative work environments and the problems first-line
supervisors have had changing their roles in sociotechnical
system (STS) redesigned companies in the past. The review
is divided into four sections organized by subject matter.

The first section describes the management paradigm in
which the facilitating roles of the supervisors fit. The
second section describes the characteristics of the new
roles of the first-line supervisors. The third section
reviews research identifying problems in role change efforts
which have caused supervisors to resist changing their
roles. The fourth section reviews past recommendations
about management support for first-line supervisory role
change.

Sociotechnical System Interventions

and First-Line Supervisors

When a bureaucratic organization is restructured using
STS principles (Davis, 1979, p. 13), the organization
usually initiates employee involvement and continuous

process improvement programs. The interventions involve employees teamed in some way in planning and executing production activities in the operational level of organizations.

Team ownership of the work processes allows for and takes advantage of individual strengths and weaknesses in the workplace (Davis, 1977, p. 269) and builds "learning systems" (Trist, 1981, p. 35) to control and regulate variances or disturbances which affect performance. Workers on the floor must become conscious of the variances and errors in the technical system, have the skills to correct the cause, and have the authority to take corrective measures.

These types of interventions, based on the systems theory of organizations and principles from the Quality of Work Life movement, have evolved into a new paradigm for managing the workplace. Richard Walton (1985, p. 77), after researching this framework for ten years, called it the "commitment model." Rockwell International used Walton's commitment model to describe the environment and roles of the first-line supervisors desired at Rockwell International after the implementation of the STS intervention or redesign.

According to Walton's concept of the commitment approach to workplace management, broader jobs are designed to combine planning and implementation and to improve operations. Teams become accountable for performance so

that individual responsibilities can change as conditions change. Control and coordination depend on shared goals and expertise. Performance expectations are high to provide reasonable challenges. They include continuous improvement to reflect changes in the environment.

The model assumes high employee commitment geared to producing outstanding performance rather than low employee commitment and reliable performance. The model replaces the paradigm for the control approach of Frederick Taylor's scientific management of the workplace, the current paradigm in traditional, bureaucratic organizations.

John J. Sherwood (1988) analyzed the characteristics of the high performance, high commitment work culture in his article, "Creating Work Cultures with Competitive Advantage." He concluded (p. 26) that creating such work cultures is a challenge "in terms of the creative aspects of design as well as a political process in gaining the support of key members of the organization."

Characteristics of the New
Supervisory Roles

The first-line supervisors in a manufacturing plant are key members of the organization to win over, second only to top management. In the model Walton provided, changes on the floor depend upon the first-line supervisors changing their roles to facilitate, rather than direct, the workforce. Supervisors help workers learn supervisory,

technical, and administrative expertise. They delegate traditional functions as they build a team capable of assuming responsibility for managing themselves and their technical processes, including problem solving. Coaching and mentoring become necessary skills to help teams develop self direction.

Supervisors learn to manage the boundaries for the teams. Davis (1976, p. 111) explained that literature he reviewed in the late 1960's and 1970's described a different role for supervisors, "one that is basically a shift from controlling internal variances in the work group to controlling variances impinging on the work group on the outside."

The new supervisory role as a resource to the team creates dilemmas (Walton, p. 82). The supervisors' titles are changed to "team facilitators, team advisers, and team consultants." The titles imply that supervisors are not in the chain of management command, but they are usually still responsible for production. Supervisors who come to the job directly from the floor because of technical expertise often lack the level of interpersonal skills and the conceptual perspective to fit their new roles. In addition, fewer facilitators, advisers or consultants are needed as teams manage themselves. The most difficult characteristic about the new supervisory role is that it can be filled by a fraction of the number of former supervisors. Most of the first-line supervisors must find new career paths.

Weisbord (1987, p. 165) concluded after reviewing case studies of the changing supervisory role in new design work sites that

> . . . managers and supervisors do best guarding
> the goals and values - the input. Workers control
> the output. Where more self-control is wanted
> inside the system, the leaders must stay outside,
> working on it, not in it. The staff experts,
> fewer in number as workers take on more skills,
> seek continually to transfer what they are
> learning. Where this does not happen, we get
> high error rates, unexplainable failures,
> dissatisfied customers, and a demoralized work
> force.

Weisbord recalled somebody asking Fred Emery to define "quality of working life" during a seminar in the early 1980s. Weisbord indicated that Emory had said, "It means get the foreman out of the system."

In Walton's model (p. 83), most organizations do not move from the control to the commitment model directly. They add a "transition step" which modifies the expectations of an ideal organizational structure while supervisors and team members initiate and practice changes in behavior. The participation of employees in problem solving and team building is the cornerstone of the transition.

Problems in Supervisory Role
Change Efforts

In the late 1970's and early 1980's, researchers studied organizations to learn why STS changes were successes or failures rather than study supervisors to identify reasons they resisted role changes. These studies

provided valuable information about the working environment
supervisors need to support their role change efforts. They
also helped define affective findings of the studies in
which first-line supervisors were the subjects.

It should be noted that many of the problems identified
in the past research stem from the fact that established
expectations and relationships are changed when
organizational structures change.   Davis (1982, p. 27)
rationalized, that restructing organizations

> . . . disrupts valued acquired privileges,
> existing relationships, implied futures, existing
> rules, procedures, and practices that reflect
> design philosophies of the past, and formal and
> informal contractual relationships with unions and
> individuals.

Edward Lawler (1978) identified issues supervisors said
were problems in role clarity in his studies of STS
interventions in the 1970's which were mostly failures. His
findings indicated that supervisors do not understand when
they have the authority to make decisions, who should
participate in decisions, when to use directive behavior,
and how to deal with groups. Supervisors also lack time for
consensus decisions.

Walton and Schlesinger (1979) identified a number of
common management errors which contributed to role change
difficulties. Their findings indicated that management's
unrealistic expectations about the team's skills in problem
solving at team "start up" and about diversity in team
development caused team cynicism when supervisors were
required to be more directive than the team thought was

legitimate. Their findings supported Trist's (1981, p. 35) earlier findings that layoffs in the 70's caused system instability which caused failures of early redesigns.

Walton and Schlesinger's research indicated that other management errors which caused supervisors difficulties in coping with their new roles were improper selection and training of the supervisors, evaluation and reward systems not tied to team development, a lack of peer support systems, and the absence of plans for career progression in organizations.

Pasmore (1982) identified "roadblocks" to work restructuring efforts by studying organizational support systems during change processes. Many of the roadblocks he identified affect the first-line supervisors' belief that management is supporting them. The study indicated that the key to management support efficacy was a clearly defined need for change and evidence that management was committed. Management commitment, his studies showed, was made visible through more flexible financial expectations and less pressure for maintaining levels of production during the change, better labor management relations, new technical changes, hierarchical changes, and planning and providing resources for change. The last item included both the time and money for training and practicing new skills.

In the last few years, researchers have dealt more directly with supervisors while studying why supervisors resist changing their roles in new design work sites. The

supervisors' concerns and feelings became the focus of research studies, and affective data were compiled.

Research published in 1985 (Bean, Ordowich & Wesley) indicated that supervisors felt they were caught in the middle of change, between management failing to support them and workers failing to respect them. Supervisors saw workers gaining in expectations and rights while they lost their status and power. Gustavson and Taylor (1982, p. 24) called this an "ego death" problem which they defined as a loss of the supervisors' traditional belief that decision making, risk taking, and unique expertise are primary sources of pride.

In her study of why supervisors resist employee involvement, Janice Klein (1984) found that first-line supervisors, considering themselves a part of management, rarely openly resisted change programs management initiated. However, they developed negative attitudes toward the proposed changes and toward the process of change itself, reflected in either their silence or their "mild enthusiasm." Workers interpreted this a failure of support for the program. Some also criticized the program or failed to give the teams adequate support as they developed.

Klein's research indicated that there were no consistent patterns of negative attitudes associated with age, background or leadership style. The negative attitudes were tracked to the shared concerns of most of the supervisors about job security, job definition, and added

work generated by implementing the programs. However, the study identified five categories of supervisory resisters who appeared to have their own reasons for opposing employee involvement programs. The categories of resisters (pp. 89-91) were named the "proponents of Theory Y" (who had opposing belief systems), the "status seekers" (who feared loss of prestige), the "skeptics" (who had little trust in upper management), the "equality seekers" (who felt left out), and the "deal makers," the influence of whom required one-to-one relationships with the workers. Although Klein's study implied that individual differences had a major effect on resistance, her conclusion questioned whether resistance was a function of the individual supervisor or of the way the supervisor was managed.

Management Support for Change Efforts

Most of the past research concerning the problems in first-line supervisory role change was conducted so that obstacles to change programs could be recognized and overcome through the efforts made by management. Pasmore stated (p.67) that committing greater resources to change programs and applying knowledge gained through examining the past successes and failures would increase the number of successful STS change programs in the future.

Klein concluded from her research that management is using only a "band-aid approach" (p. 92) as a response to the concerns of first-line supervisors. "Support based"

supervisory training was recommended as the first step. ("Support based" training was defined as ongoing consultations with the change agent, role models in upper management, and positive signs that management is committed to and supportive of employees managing themselves.)

Klein's other recommendations were that first-line supervisors be included in the planning process and the decisions that affect their own jobs and be given authority along with new responsibilities. Peer support groups were recommended. On the other hand, first-line supervisors whose values after training interfered with the concepts of self directed employees were to be moved laterally to less damaging positions.

Summary

The literature concerning sociotechnical system change programs and first-line supervisors presented the theoretical and practical basis for the supervisory role changing from managing employees to becoming resources for work groups. This literature established that first-line supervisors were not only expected to change their roles in the workplace, but that the culture of the workplace itself would be changing. The paradigm change to the commitment approach to work place management represented philosophically appealing and common sense reasons for first-line supervisors to endorse the work site change processes.

The literature concerning the characteristics of the new supervisory role in new design work sites described the roles anticipated for the first-line supervisors at Rockwell International. However, the characteristics of the supervisory role change implied that more than an appealing cause is needed for supervisors to willingly participate in the changes.

The humanistic philosophy does not dull perceptions about realities in the environment on the floor. This created real tension for management and supervisors during the present study. Everyone wanted to support the change process, but the price had to be weighed carefully. The tension was a major consideration in the study, especially as the interview schedule was prepared and the responses were analyzed.

The literature concerning the characteristics of the new supervisory role also provided insights about the kinds of training supervisors needed for their new responsilities as team facilitators, advisers, consultants, and boundary managers. New responsibilities indicated training needs for establishing group relationships and building teams, understanding and using situational leadership styles, coaching and training team members, delegating traditional supervisory responsibilities, and managing boundaries with departments outside the work systems.

The third section of the review focused on problems in supervisory role change efforts and provided the framework

to study the environments of first-line supervisors in other
workplaces. The literature identified issues that have
caused problems for first-line supervisors in the past. The
issues included instability in team membership, diversity in
team development, peer group support, and belief in the
capability of employees.

Past research also identified the types of management
support which supervisors interpret as management commitment
to the redesign, such as clearly defining the need for the
organizational change, training supervisors to both
understand and to implement the redesign, reducing
production pressures, and improving labor management
relations. The research also identified role issues, such
as responsibility without authority, relationships to teams
rather than to individuals, adequate training for new
responsibilities, job security, and career progression. The
literature indicated that the supervisors' perceptions of
commitment and role issues were important items of
information to seek.

The last section of the literature concerning
management support for change efforts focused on
recommendations to management about assisting supervisory
change efforts. Past research identified obstacles to the
implementation of new design work sites. One researcher
(Pasmore, p. 67) recommended that management use research
which identifies the obstacles to the implementation of new
design work sites in order to recognize and overcome the

obstacles in other change efforts. It is perhaps even more important for management to understand the perceptions and concerns of their own first-line supervisors through an objective study, identify concerns which have been obstacles in the past, and make plans to overcome the obstacles. Research has indicated that management needs to commit more resources to support the first-line supervisor in organizational change efforts based on STS principles.

CHAPTER III

PROCEDURES

Objectives

The problem which gave rise to this study was that some managers do not respond to the concerns of supervisors directed to implement employee involvement programs.

The purpose of the study was to describe the concerns of first-line supervisors prior to implementation of an employee involvement program in an aerospace company. The study was conducted to learn about the work environment of the first-line supervisors from their own perspectives. It was intended to provide information for both the Tulsa Redesign Team and supervisory training process and to indicate areas in which management decisions might support supervisory role change efforts.

The study attempted to answer three questions:

1. What concerns do the first-line supervisors have about their current roles and relationships with their subordinates and peers?

2. What concerns do the first-line supervisors have about the commitment to the organizational change program by management and by the union?

3. What concerns do the first-line supervisors have about changing their roles?

Research Design

The study was an interview survey which was conducted for the purpose of obtaining current information from first-line supervisors about their environment in the Commercial Business Unit at Rockwell International.

Subjects in the study were the first-line supervisors in the Commercial Business Unit at Rockwell International, Tulsa Facility. Training for and implementation of a company wide Organizational Excellence change process was to begin with the first-line supervisors in this business unit. All 12 first-line supervisors were included in the study. They had been briefed about the organizational change process and the implications for their role change. Since other first-line supervisors at Rockwell International had not been briefed, they were not included in the study.

The 12 supervisors were male, as were all the other first-line supervisors at Rockwell International. They had worked at Rockwell International for a minimum of five and a maximum of 25 years. They had been first-line supervisors in the Commercial Business Unit for a minimum of two weeks and a maximum of 20 years. Each supervisor managed a minimum of seven and a maximum of 20 bargaining unit employees who had been working in assigned groups for six months. The supervisors' ages ranged from 35 to 63 years.

The study was conducted at Rockwell in a one week time span after the Tulsa Redesign Team's proposals had been discussed with the first-line supervisors. It was conducted

prior to supervisory role training sessions and prior to a participatory process for structuring the work sites in the Commercial Business Unit.

Method

A one-to-one interview approach to survey was used to gather data. The interview format provided the privacy needed to encourage the supervisors to express fears and concerns openly.

After attending meetings of the first-line supervisors with their manager for two weeks prior to the interviews, it was apparent that there were differences in their performances, skills, job experiences, and ages which created tension among supervisors. Individual interview was selected as the method because individual differences could be explored.

A structured personal interview was selected because it provided flexibility to clarify responses, although each first-line supervisor was asked the same question. This was important because the values implied by an employee involvement program preconditioned people to refrain from non supportive remarks.

The structured interview schedule was written based upon past management studies of sociotechnical system (STS) interventions in existing organizations. The studies explored values, role change characteristics, obstacles to the interventions, and first-line supervisory resistance to

role change efforts. The schedule was discussed with the internal change agent, the Manager of Organization Development at Rockwell International, in order to give him the opportunity to critique the questions and to gain his commitment to the interview process.

The schedule was piloted with one former first-line supervisor who had recently been transferred to Rockwell International's McAlester facility. It was also piloted with a supervisory member of a support team in the Commercial Business Unit. The supervisors who piloted the schedule suggested revisions to clarify questions and suggested ways the supervisors would be assured that the responses could not be traced to a particular supervisor.

The 12 first-line supervisors were each scheduled for a one and one half hour interview a week in advance. The interviews were conducted in an area designated for the Tulsa Redesign Team in a separate building on the property which adjoins the building where the supervisors worked. The area provided a neutral meeting place and isolation for confidentiality. The interview was conducted in a small office at the edge of a very large unoccupied office area.

The introduction at the beginning of the interview was also scheduled so that the interview began the same way each time. Each interview was taped. The interviewer transcribed the tapes away from the work site.

The information was compiled to ensure confidentiality of the interviewees. Responses were sorted only by the

questions. A composite of the individual responses was reported. Individual response sets were not not reported because the patterns of responses might reveal that they had been made by a specific supervisor. For example, supervisors who managed employees who did not consider themselves to be members of a team, or supervisors who managed areas with many technical problems, could be identified. If the supervisors' responses to questions about commitment to the change effort could be related to the supervisors' perceptions of the team effort or technical problems in their area, the manager of the supervisors would be able to identify which supervisors felt management was or was not committed to the change efforts.

The findings were analyzed using descriptive statistics based on count. Qualitative findings were analyzed using information from management studies concerning obstacles to organizational change efforts, first-line supervisory resistance to role change efforts, and management strategies to overcome resistance.

CHAPTER IV

FINDINGS

The responses of the 12 first-line supervisors to the
interview survey provided a general overview of the current
environment in the Commercial Business Unit at Rockwell.
The responses are divided into three sections organized by
the research questions.

The first section reports the responses of the 12
first-line supervisors to interview questions about their
current roles and relationships with subordinates and peers.
The second section reports the responses of the first-line
supervisors to interview questions about the commitment by
management and the union to the organizational change
program. The third section reports the responses of the
first-line supervisors to interview questions about changing
roles.

First-Line Supervisory Concerns About
Current Roles and Relationships
With subordinates and Peers

First-line supervisors acknowledged that some of the
people on the production floor were not considered members
of a team. They also acknowledged that some of the

supervisors were not thought to support other supervisors.
Most of the supervisors said that they learned from other
supervisors and that subordinates learned from them.

Table I provides an overview of the perceptions of the
first-line supervisors about their current roles and
relationships with subordinates and peers.

TABLE I

FIRST-LINE SUPERVISORY PERCEPTIONS ABOUT
CURRENT ROLES AND RELATIONSHIPS

Supervisory perceptions of subordinates and peers	yes	no	some
Considers subordinates a team	3	2	7
Thinks of supervisors as support	7	3	2
Has problems supporting subordinates	1	7	4
Learns from peers	10	1	1
Subordinates learn from supervisors	11	0	1

First-line supervisors did not consider their
subordinates to be members of a team and did not consider
their peers to be sources of support for them because
individual performance was measured on the floor and was the
concern of subordinates and peers. They said that the work
environment was competitive, and little camaraderie exists
among the supervisors.

The supervisors said that subordinates have an

attitudinal problem which interferes with working with others to improve performance and to learn new skills. Supervisors thought that subordinates relied on the supervisors to solve their technical and interpersonal problems, since this was the supervisor's job. Subordinates also did not have faith that the measurements of their individual performance were accurate. Supervisors said that they based their decisions to support subordinates in their requests for assistance upon the subordinate's job performance. Supervisors said that rules on the floor were applied inconsistently, which made influencing others on behalf of subordinates a subjective decision.

A summary of the concerns of the first-line supervisors about their current roles and relationships with their subordinates and peers is presented below. (See responses to questions 5, 6, 7, 8, and 9 in Appendix B.)

Subordinates do not work as a team because
    Charts measure individual performances
    Workers are concerned with individual performance
    Supervisors solve technical and behavioral
      problems
    Attitudes of some workers hinder participation

Supervisors are not considered supportive by other
  supervisors because
    Areas of responsibility are not interrelated
    Individual performances are measured
    Little camaraderie exists among supervisors

Supervisors do not influence others on behalf of
  subordinates because
    Subordinates are "not right" or "not doing a good
      job"
    Unfavorable cost trade offs are the issue
    Union rules must be upheld
    Rules are applied inconsistently

Supervisors do not learn more from one another because
     Supervisors have different areas of responsibility
     Areas of responsibility require different skills
     There is no time to observe other areas
     Work environment is competitive

Subordinates do not learn more from supervisors because
     Subordinates' attitudes interfere with learning
     Subordinates have little faith in performance
       measurements
     The roles and tasks are different and mechanics
       do not need help with technical skills

First-Line Supervisory Concerns About

Commitment to the Organizational

Change Program

First-line supervisors said that the need for the

change efforts was clearly understood.   However, the

commitment to the change program was not visible, making

them less sure of management and union commitment for the

program.   All of the supervisors had concerns about the

people on the floor assuming responsibility for production.

Table II provides an overview of the perceptions of the

first-line supervisors about the commitment to the

organizational change program.

TABLE II

FIRST-LINE SUPERVISORY PERCEPTIONS ABOUT
THE COMMITMENT TO THE ORGANIZATIONAL
CHANGE PROGRAM

First-line supervisory perceptions about commitment	yes	no	some
The need for change is clear	12	0	0
Top management is committed	10	1	1
Other management is not committed	7	0	5
Union is committed	6	3	3
Has concerns about employees assuming responsibilities	12	0	0

First-line supervisors were concerned about management

commitment to the change program because they had seen few

improvements in technical or management issues since the

change program had been announced. They cited evidence that

led to their belief that management was not committed. They

said that there had been no improvement in tooling and

support problems, and that management had not communicated

with them about the problems. Supervisors did not see

reductions in upper management and administrative staff.

They believed that this indicated that management was not

committed to improving the company's performance.

The supervisors said that the adversarial relationship

between the union and management made them skeptical that

the union was committed to the change program. They said

that the union's withdrawal from the planning process for

the implementation of the change program for a few weeks during negotiations was evidence that the union was not committed.

The supervisors said that employees would have many problems assuming responsibility for production on the floor. They said that they feared that employees could not control their peers without management authority. They said that the current pay system, which included overtime pay for weekend work when the schedule was not met, was a negative incentive for employees meeting the schedule. Many of the employees had made financial commitments based on overtime pay. Supervisors said that their subordinates would not improve their performance without compensation equal to their income with overtime compensation. Supervisors also said that employees would lose morale about problems not being solved and about pressure for performance regardless of unsolved problems. They also said that the people on the floor needed training to assume new responsibilities.

First-line supervisory concerns about the commitment to the change program are presented below in summary form. (See responses to Questions 10, 11, 12, and 13 in Appendix B.)

Supervisors have no concerns about the need for the change process

Supervisors are not sure top management is committed because
Tooling and support problems have not improved
No explanations are given for problems
Directors are hiring employees, not merging jobs
There are too many directors
Finance Department has too many employees

Supervisors are not sure the union is committed because
     There is little trust between company and union
     Union used participation on Tulsa Redesign Team
          as leverage during negotiation process

Perceived problems about employees accepting
   responsibility for work outcomes were
     Peers controlling each other without authority
     Replacing overtime pay with positive incentives
     Employees handling the pressures for performance
     Maintaining morale when support is not timely
     Maintaining morale when problems do not get solved
     Providing formal training for new responsibilities

First-Line Supervisory Concerns

About Changing Roles

Half of the first-line supervisors said that they
thought the change program would benefit them. All of the
first-line supervisors said that they would need training to
work with teams. They all anticipated having problems
establishing self regulating teams. All but one supervisor
gave reasons why they might be reluctant to support the
change program if it meant changing their roles.

Table III provides an overview of the perceptions of
the first-line supervisors about changing their roles.

TABLE III

FIRST-LINE SUPERVISORY PERCEPTIONS
ABOUT CHANGING ROLES

First-line supervisory perceptions about changing roles	yes	no	some
Redesign will be good for supervisors	6	0	6
Will need training to work with teams	12	0	0
Anticipates problems in helping teams manage themselves	12	0	0
Might be reluctant to support changes	11	1	0

The reason the first-line supervisors said that they were not sure that the change program would benefit them was that they knew fewer supervisors would be needed in the future. They said that they knew little about what the first-line supervisory role would be when the teams became self managing. Therefore, they did not want to respond before they knew about their new roles.

All of the first-line supervisors anticipated problems in helping teams manage themselves. The supervisors identified problems in maintaining morale, motivating subordinates, and training subordinates. They also feared that the union and management would prevent lower level employee learning systems from developing. Supervisors said that team members would not have the time to solve their own problems and maintain production, and they that they would not have the time or the skills to help the the teams

develop and manage themselves.

First-line supervisors said that they would be
reluctant to change their roles if the teams were not
assuming responsibility for production, or if the teams lost
morale because other changes were implemented slowly.
Supervisors said that management might interfere in team
decisions and might not reduce administrative costs.
Supervisors said that management must also give them
authority along with the responsibility, or they would be
reluctant to support the redesign.

A summary of the first-line supervisory concerns about
changing their roles is presented below. (See responses to
questions 14, 15, 16 and 17 in Appendix B.)

> Redesign will not be good for the supervisors because
> > Some of the supervisors will not have jobs
> > There is uncertainty about what the roles will be
>
> Perceived training needs identified were
> > Statistical process control
> > Redesign proposals and principles
> > Team concepts
> > Training other people
> > Facilitator training and motivational skills
> > Company business strategy, including bidding
> > > processes
>
> Perceived problems in helping teams manage themselves
> were
> > Maintaining morale when support is not timely
> > Maintaining morale when problems are not solved
> > Converting skeptical and bored people to hold new
> > > values
> > Getting appropriate incentives and rewards
> > Training employees in support systems and controls
> > Helping employees understand goals and charts
> > Overcoming union boundaries
> > Establishing performance appraisal system for
> > > mechanics to be used by teams
> > Maintaining production while solving problems
> > Dealing with people who override floor decisions
> > Finding the time to do the job.

Supervisors might be reluctant to support the
   redesign if
      Middle and upper management do not reduce
         administrative costs and respect team decisions
      Subordinates do not assume responsibility for
         production
      Changes come so slowly subordinates lose faith
      Supervisors have the same responsibility but no
         authority

Summary

First-line supervisors appreciated the team efforts
being made on the floor. However, they said that team
development, learning, and peer support were limited by
individual performance measurements and concerns and by
negative and competitive attitudes. Supervisors reported
that subordinates expected the supervisors to intercede in
problems and that supervisors based decisions about
influencing others on behalf of subordinates upon the
performance of those subordinates.

The supervisors said that the need for change to make
the company more competitive was clearly defined and
accepted. They reported that they had doubts about
management's commitment to the change program because they
had little evidence that management was reducing staff or
trying to solve tooling and support problems. The
supervisors also reported that they had doubts about union
commitment to support a change process because of past
adversarial positions between management and the union.
They said that hourly workers needed positive incentives for
assuming responsibility for production areas. The positive

incentives included recognition for good performances rather than pressure to perform, as well as monetary rewards for performance improvements rather than overtime pay when schedules were not met.

Half of the supervisors would not comment about whether the changes in the company would benefit them. Although many indicated that they had technical skills the company needed, they said that they did not understand how the company planned to use these skills. They indicated that they would need much training in order to learn how to develop self managing, self regulating teams. Supervisors anticipated having similar problems helping the teams to assume responsibility for production as they had had when supervisors were responsible for production. Supervisors believed that there would not be enough time to help the teams and to manage other work. Supervisors identified many concerns about management and union commitment to the change efforts as reasons why they might be reluctant to support the change efforts.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The current information about the environment on the production floor in the Commercial Business Unit at Rockwell International, which was obtained by interviewing the 12 first-line supervisors, provided a general overview of supervisory needs during implementation of the change program.

The data about the roles and relationships on the production floor indicated that the managing principle was control rather than commitment. Although some subordinates and supervisors helped one another and learned from each other, they were primarily controlled by individual performance measurements and rewards. Subordinates relied upon supervisors to solve the problems, since the supervisors had the responsibility and were held accountable for performance. Many of the mechanics had developed attitudes of resentment about the company controlling the work environment for the benefit of the company. Supervisors said that the resentment prevented hourly workers from cooperating with peers and management for the improvement of performance.

40

The variations in commitment by the mechanics from one area to another area creates role clarity problems for the first-line supervisors. Supervisors need to be more directive with some work groups than with other work groups. Because appropriate team performance measurements and rewards were missing, teams had not begun to stabilize.

The first-line supervisors had seen little evidence that management and the union were committed to the redesign. Although management had made the need for the change clear, management had not explained or solved any of the first-line supervisors' technical or support problems. Management had not reduced costs in other departments of the company. The union and management were continuing adversarial relationships in negotiations. Management had not informed the first-line supervisors about plans for training or career paths for the supervisors.

First-line supervisors feared changing their roles because they thought that the mechanics would not respect them and management would not support them in their new roles. The supervisors said that management controlled the solutions to the problems on the floor and had not fixed problems in the past.

The review of literature included studies conducted to learn why organizational change programs based on sociotechnical system (STS) principles had failed. These studies indicated that management support of first-line supervisors is essential for successful change programs.

Conclusions

The supervisors' relationships with subordinates and peers raised two problems that needed to be managed prior to the transition to self regulating teams. First, team development had had little uniformity or stability across the production floor. Cooperation, collaboration, and interdependency had not been part of normal working relationships. Although some hourly workers and some supervisors helped each other and learned from each other, the supervisors discussed no formal expectations or incentives for cooperation, only disincentives. There were more people with interpersonal problems and technical problems in some areas than in others, so teams in some areas could develop more easily and quickly than teams in other areas.

In the literature, Lawler and Walton and Schlesinger noted that team instability and/or team diversity created problems for supervisors about role clarity. The researchers found that when team development was diverse and teams unstable, supervisors often had to use more directive behaviors than workers and management thought legitimate, creating role clarity problems.

Second, the supervisors' current roles and relationships with subordinates and peers suggested that supervisors did not have a peer support system. Individual performance measures and separate, different areas of

responsibility created a competitive climate for the supervisors and subordinates. The competitive climate indicated that cooperation and interdependency were not expected working norms. Learning systems were not accessible to all the supervisors and workers. In the literature, Walton and Schlesinger reported that supervisors without peer support systems had difficulty coping with role changes.

The supervisors were skeptical about commitment to the change program by management and the union. Although the supervisors acknowledged the need for the changes, they measured management commitment by specific behaviors, such as reductions in upper levels of management and improvements in support and technical problem solving. Some of the supervisors stated that they believed that union officials and bargaining unit members were comitted, but that this commitment could only be established by improved labor relations, less pressure for performance, and monetary incentives.

These had been issues for supervisors for many years over which supervisors felt they had had little control. Upper management traditionally was in control and had made few improvements in the past, leaving skepticism that management would behave differently in the future.

Pasmore's research identified ways management commitment was visible in organizations during change. His findings indicated that hierarchical and technical changes,

improved labor relations and reduced pressure for performance, all related to concerns in the present study, were indications of management support for change. And Klein's research identified a category of supervisors which resisted employee involvement programs because of skepticism about upper management support.

Supervisor trust for upper management was an issue. The reluctance of the supervisors to give reasons why the redesign would or would not benefit them might suggest that supervisors were uncertain about their futures in the company. Supervisors identified needed training but complained that they had had little training in the past. The problems that supervisors anticipated with team development were problems over which they had had little control in the past. Most of the problems were blamed on upper management, including resentment of authority by subordinates. Supervisors did not want management to hold them responsible for production while giving the authority for production to the hourly employees.

In the literature, Walton and Schlesinger's research identified the absence of career progression and Klein's research identified concerns about job security as reasons for resistance to role changes. Pasmore's and Klein's research indicated that training was a common concern of supervisors. Bean, Ordowich and Wesley's research supported the finding that supervisors felt caught between management and workers, with management failing to support them. The

lack of trust in upper management could also be related to Klein's "equality seekers" who felt left out after employee involvement programs were initiated.

Recommendations for Practice

Management should expect and plan for diversity in the stabilization and development of teams since work groups have acquired differential levels of team development. Supervisors need to be evaluated on their performance as team developers, but the system needs to be sufficiently flexible to recognize the diversity of team development at "start up." Situational leadership concepts should be included in supervisory and team training modules in order for team members and supervisors to understand that the supervisory changes in leadership styles are legitimate when stages of team development differ.

Training modules should help supervisors and team members to set cooperative goals and learn about interdependent work systems since the normal environment on the production floor has been competitive. The modules should help supervisors plan peer support strategies and learning systems. Measurements for team performance, including the supervisory team, and recognition for team accomplishments, should replace individual performance measurements and recognitions in order to reinforce the maintenance of a cooperative environment.

Management needs to establish two-way communication

with supervisors and subordinates about problems at the operating level. Open and honest communication about how management can provide support for problem solving is needed to defuse trust issues between supervisors and upper management and supervisors and the union. Management needs to plan for and communicate specific improvements at the operating level in order to build faith that management and the union are committed to the change program. Management also needs to plan reductions in people and resources in other areas of the company and to publicize the results of these reductions in order to establish credibility for management's commitment to the change program.

Management support through training is a key factor in helping supervisors and teams assume new responsibilities and in establishing trust that management is supporting the first-line supervisors. Grounding supervisors in new environmental values, redesign proposals, role change skills, and business concepts will give them confidence to build their competence. Upper levels of management need to provide role models and coaching for the supervisors to build faith that upper management is also changing leadership styles. Management needs to plan and publicize strategies to employ the feed-up capacity of the supervisors. Open, honest communication about resources planned for training, including time to practice new skills, and about career progression, will ease the uncertainty supervisors feel about their own futures with the company.

As the first-line supervisors face the challenging years of enabling people on the floor to manage themselves, they are reassessing problems over which they have historically had little control. These problems appear to be obstacles to a work environment in which commitment rather than control is the managing principle. The problems include the attitudes of subordinates, the levels of assistance in the resolution of technical problems, poor communication with management, performance measurements which are not accurate, and compensation that is a negative incentive to meeting schedules.

However, the first-line supervisors confirmed their belief in the employees' potential to assume responsibility and their own ability to change roles and expectations. Although they shared feelings of the uncertainty and fear of defeat with other members of the company, they have confidence that the change program will benefit the company. They need more assurance that the organizational changes will also benefit them.

Recommendations for Further Research

Since this study was intended to provide a general overview of the concerns of the first-line supervisors, specific concerns need to be studied in more depth to plan proactive support strategies. A highly participatory data gathering and analysis process involving members from different levels of the company needs to be conducted in

order to study concerns which need problem solving efforts. Supervisors need to be members of the study teams together with hourly workers and upper management.

Much can be learned about performance appraisal systems, measurements for team performance, positive incentives and rewards for team performance, and career development systems for supervisors by visiting other companies with work team structures. External consultants can be helpful in developing alternative recommendations after internal analysis is completed.

It is recommended that the present study be repeated after the new design work team structures have been implemented on the floor and the first-line supervisors have changed roles. A comparison of the interview findings before and after implementation of the transition would provide data to evaluate management of the change process.

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APPENDIXES

APPENDIX A

INTERVIEW SCHEDULE

GENERAL INFORMATION

1. How long have you been an employee at Rockwell?

2. How long have you been a supervisor in the 747 program?

3. How many employees do you supervise?

4. Do your subordinates consider themselves a team
   in terms of working together on a day-to-day
   basis to get their work done?

CURRENT ROLES AND RELATIONSHIPS

5. Why do you/don't you consider your subordinates a team?

6. Why do you/don't you think of other line supervisors
   as support?

7. Why do you/don't you have problems "going to bat" for
   subordinates?

8. Why do you/don't you learn from other supervisors?

9. Why do/don't subordinates learn from you?

CONCERNS ABOUT COMMITMENT TO CHANGE

10. Why do you/don't you think the redesign
    is needed?

11. What evidence makes you think that top
    management is/is not committed to the redesign?

12. What evidence makes you think the union
    is/is not committed to the redesign?

13. What are your concerns about employees at lower
    levels assuming more responsibility?

CONCERNS ABOUT ROLE

14. What makes you feel the redesign will be/won't be
    good for you as a supervisor?

15. What training do you feel you need to work with
    teams or a team?

16. What are some of the problems in helping a 747 team
    learn to manage themselves?

17. For what reasons might you be reluctant to support
    the redesign?

APPENDIX B

RAW DATA

1.   HOW LONG HAVE YOU BEEN AN EMPLOYEE AT ROCKWELL?

NUMBER OF YEARS TO THE NEAREST YEAR

5.5, 6, 6, 9, 10, 11, 11, 11.5, 12, 12, 15, 25

TOTAL YEARS   134

MODE   11

2. HOW LONG HAVE YOU BEEN A SUPERVISOR IN THE 747 PROGRAM?

NUMBER OF YEARS, UNLESS STATED

2 weeks, 4 months, 7 months, 2, 3, 3, 4, 5, 6, 10, 11, 20

TOTAL YEARS   65

3.   HOW MANY EMPLOYEES DO YOU SUPERVISE?

NUMBER OF EMPLOYEES SUPERVISED BY EACH SUPERVISOR

7, 13, 14, 15, 15, 15, 15, 16, 17, 18, 19, 20

MODE   15

4. DO YOUR SUBORDINATES CONSIDER THEMSELVES A TEAM IN
     TERMS OF WORKING TOGETHER ON A DAY TO DAY BASIS TO
     GET THEIR WORK DONE?

     YES 2   NO 3

NOT ALL OF THEM CONSIDER THEMSELVES A TEAM   7

COMMENTS RE YES   OR NOT ALL OF THEM

There are a couple of loners, but it's a matter of getting
the right people in the right spot. We moved people around
a few times so personalities mingled, people who work
together agreed on the schedule, and the drive was in the
key positions.

One crew talks about themselves as a team. The other does
not.

The attitude of some is they can not care less if they are
carrying their load. They have other interests. The

attitude of one or two means they don't work like a team.

They are new at it, but they are making progress.

COMMENTS RE NO.

They work on different end items.

They are tracked by chart - 100% is individual.

5.WHY DO YOU/DON'T YOU CONSIDER YOUR SUBORDINATES A TEAM?

DO 3   DO NOT 2

SOME ARE CONSIDERED A TEAM/SOME ARE NOT 7

WHY SUBORDINATES ARE CONSIDERED A TEAM

Some people help others get caught up when they are caught
up. You do not have to tell them to help other people. (4)

They discuss Boeing complaints, and they talk improvements.
(2)

They discuss the schedule, cost, and their plans. (2)

A few people work together on an end item. They
communicate. There are not so many people involved.

They know whether they need to work overtime.

They interact with each other. They know when a guy is
pulling out of a tool, and where they need to be.

They tell me when they think that someone who is supporting
them is further behind then they should be. So I know they
check on this and know when the flow gets to them. They
know what they need to accomplish and when they need to
accomplish it.

I have two teams, but they do not act as one team. Within
the teams, they support each other, work till the work is
done. They all get along with one another. They have worked
together for several years and get together outside this
place.

They eat lunch together. They joke together. They feel good
about their performance as a team.

Each person has a different responsibilty as their part of
the team effort.

They help guys do something a better way if they see them

doing something wrong.
They are concerned about performance and cost. They have
ideas about what you should do.

The group identifies a poor performance. I talk team,
rather than individual performance. They tell me
everything, including how well they do their jobs.

WHY SUBORDINATES ARE NOT CONSIDERED A TEAM

The scope of what they do is on an individual basis, as
opposed to what a crew or a team accomplishes. (3)

   They are charted by their performance. Each guy is
   assigned so many hours to do a unit.

   Individual performance is their concern. They are
   skeptical about a team effort.

They use me as a go between when there is a performance
or schedule problem. They do not communicate well with
each other. (3)

The ones that I don't consider a team have the old feelings
that Rockwell is out to get them. They only want to work
their eight hours and go home. (2)

They will not work with others or help others. (2)

   Some people go off on their own or stick together. They
   don't talk. They don't accept each other. They don't
   participate in crew dinners.

There is more than one end item being worked on.

They do not respect the person down the line as a customer.
They have not been trained to think about his satisfaction.
They just do their one job they are supposed to do.

They don't talk about work except complain.

A few think the union will protect them if they have a good
record. They can go for a long time, then change and not
care anymore. Union is considered great back up.

High seniority, strong union types will not participate in
group. They think individual, not group. We need to show
individuals that team performance is important to them.

Some think that there are no actions when they give input.
It has been real difficult to maintain a team atmosphere
when we can't make small changes in a timely manner.

6. WHY DO YOU/DON'T YOU THINK OF OTHER LINE SUPERVISORS AS SUPPORT?

DO   7   DO NOT   3

SOME ARE/SOME ARE NOT   2

WHY OTHER LINE SUPERVISORS ARE THOUGHT OF AS SUPPORT

Noone gets involved in another supervisor's area unless they ask for help. If they ask, they help. (5)

   We talk amongst each other for technical support.

   We gather at lunch or in the aisle at break time.

   Any supervisor in the building would offer information.

   I haven't seen any supervisor who isn't willing to help me get oriented. They are helping me with the systems.

We have the same basic problems.   (5)

   There has always been a great deal of pressure on front line supervisors. It's the toughest job in the place. You are accountable for things without the authority to get what you need to do it. Everyone feels it.

   Some of us have problem guys in our groups. (2)

   If I have a problem dealing with a particular individual, another supervisor may have dealt with the person and can offer suggestions. I feel free to talk to the person.

   We can talk to upper management till we're blue in the face about our problems. If I had it on tape, it would be the same as a year ago. There is no confidence that any thing is going to happen or change. We don't have the ability to make things happen.

   Pressure to perform on the cost level is so great, even if a chanage is a good idea, you won't do it. Upper management's philosophy is, is just need to work harder and we're willing to do anything, if it doesn't cost money or too many direct hours of labor from support.

If one of us is in trouble, they are all concerned. (2)

   If someone is attacking another supervisor in some other way, most everyone takes offense to it.

We have no hesitation to take care of someone's area when they are out. (2)

I've never had a problem with another supervisor working with me to get my end item out the door.

We even volunteer to come in on Saturday and Sunday to help others out.

Everyone is interdependent.

We all have the same goal.

WHY OTHER LINE SUPERVISORS ARE NOT THOUGHT OF AS SUPPORT

I've never thought of other supervisors as support. Everyone has their own area. (4)

> We each take care of our own area. None of the supervisors support me. But, if another supervisor has a problem with the product I send him, I want to know so I can take care of it.

> I realize others have their hand full too. You can't expect to say, this is what I need, or be pushy. They have other things to do. But, sometimes they don't even get back with an answer.

> There is some jealousy, hostility, animousity between supervisors. Everyone has a tight budget. You have to look after yourself. A majority would help. It never has come up.

> When it comes to work flow, some people just take care of themselves. It's left over from the way the shop used to be. Even if they are ahead, they wouldn't think of helping out.

There are a few who won't fill in and support if someone is down.

There is not a feeling of camaraderie among the supervisors.

There is no feeling we are pulling together at the same time.

There is little informal sitting around, talking about the day after the day is over.

7. WHY DO YOU/DON'T YOU HAVE PROBLEMS GOING TO BAT FOR
    SUBORDINATES?

DO 1   DO NOT 7

DO HAVE PROBLEMS GOING TO BAT FOR SOME SUBORDINATES AND NO
PROBLEM GOING TO BAT FOR OTHERS   4

WHY GOING TO BAT FOR SUBORDINATES IS A PROBLEM

If they are wrong, I tell them. I will not back them.
(5)

If there is someone out there not contributing, not doing
his job, then I would not help him. They are not helping
themselves. (4)

If you are trying to help them on tools, you might get shot
down. There are cost trade offs and other tradeoffs like
that. You have to deal with the union, try to stay within
the union contract. You can't buck the system. You try to
go to bat sometimes, but you do get slapped back.

If the issue sets a precedent, as an individual problem, the
other guys want the same treatment. The union might say it
is precedent.

Everyone is running on a different set of rules. It makes
it difficult to go to bat for people. Both upper management
and other supervisors use different sets of rules. It is a
plant wide problem. Every area has their own way of running
even though there is a set of rules.

WHY GOING TO BAT FOR SUBORDINATES IS NOT A PROBLEM

If what they are doing is right, I'd go to bat for them.
(5)

If the subordinate is doing his job, trying, I'll do all I
can. If they think you won't help them out if they need it,
they won't do much for you. (2)

   I am their link. They trust me and I trust them. I can
   communicate with them. I can pull them aside and say I
   disagree with what you are doing. We may agree to
   disagree. I'll take care of the problems and be
   accountable. Our manager is receptive about how we feel
   about the floor.

   Most of my subordinates go out of their way for the
   company and me. So I will go to bat for them.

We have a set standard. What I'd do for one, I could do for
any. Requests are dealt with impartially.

It is difficult to get things changed, but if you try, in
the end you'll get something back.

8.   WHY DO YOU/DON'T YOU LEARN FROM OTHER SUPERVISORS?

DO   10   DO NOT 1

DO LEARN FROM SOME SUPERVISORS, BUT DO NOT LEARN FROM OTHERS
1

WHY SUPERVISORS LEARN FROM OTHER SUPERVISORS

There is always something to learn by talking to them,
asking them questions. Some of them have been over there a
lot longer than I have. (5)

We share information very well.

    We can ask anyone questions whether technical, process or
    about people. They are willing to share. There is pay
    for performance and there is competition, but this does
    not stand in the way of learning from each other.

    You go to them for help to learn the system and what they
    track to, what you can do to improve the track
    consistency. You can learn a lot by asking them what you
    need to know.

    I ask people what format they use in team meetings. ... He
    gave them the responsibility to decide how.

    I learn from what they do right. I ask the ones who are
    knocking home runs what they are doing right.

I look at their mistakes and learn from their failures.

Everyone has their own style and concept about how their
area should be run. We can do constructive criticism among
ourselves.

I am learning paper work and computers.

90% of communication is listening. You can learn by
listening and keeping an open mind.

WHY SUPERVISORS DO NOT LEARN FROM OTHER SUPERVISORS

Everyone has one area that you worry about.

Areas are so different, and few know other areas.

Don't have time to go to another area to observe another
supervisor.

We don't sit around together or have coffee together and talk about how we solve problems. There just is not the cameraderie.

There are very poor support functions, such as facilities, maintenance, and other areas. I have to go to the manager to pull strings.

There is competition. It has been openly discussed, maybe not addressed fully, but discussed. There is a political situation. Some people have more recognition of performance and a closer tie to upper management than others. (This sometimes creates a problem for others to ask for help.)

There are direct rewards for taking fewer risks. It's a compliment if they don't complain too much. Therefore you don't see people trying a lot of new things.

9.   WHY DO/DON'T SUBORDINATES LEARN FROM YOU?

DO   11   DO NOT

SOME DO AND SOME DO NOT   1

WHY SUBORDINATES LEARN FROM SUPERVISORS

I talk schedule, quality, performance, cost with them. They know enough about each so they do certain parts when I'm on vacation. (4)

You have to deal with different aspects differently. On the technical level, they know better than the supervisors. I've done it, but it's been a long time. You have to rely on their expertise and draw it out, so they learn from their co-workers. (3)

They are trained by their peers, technically. They are interested in their performance. What their production hours look like, what the customer thinks of their hardware, their schedule position. I let them know when they have 40 hours left. I post it.

I try to let them all know what their job is, how much time they're allowed to do it, one time. Then I leave them alone. If they need my help, I'm definitely there to help.

Most of them know their job better than I do. They are good mechanics. If I point out the problems, they know how to correct them themselves. Some have 10 years experience. All you have to do is point them in the right direction. I did the job they are doing myself for years, so I can help them technically. (2)

Forty percent swap off on their own. I try to get them to swap every few months. I try to get a few days ahead of schedule, so if we lose time we haven't lost anything. About 60% of my crew can do any job in my area. The majority like to be cross trained. (2)

   Most of my people have had cross training and can do more
   than one job. Down the road it helps although you do lose
   hours.

They check on you to see if you are going to go by the rules or to see if you are going to bend the rules. They know the difference, but they want to see how the supervisor will deal with something. After a few times, they don't ask or try anymore.

The computer system has helped us out with time to communicate with employees, like with cost and flow charts we used to have to make by hand.

I've helped some of the guys learn better processing of work by getting a more positive attitude. Then they work more as a team.

I stop my work and get them things they need so they know I think what they are doing is important.

I tell the person how I resolve problems.

It is a lot easier to get some to accept change than others. I have not had anyone work for me who wouldn't eventually accept change. But some are real negative about changing. Sometimes I let them try new ideas, even if I don't think it will work. If they are successful on the little changes, the big changes will come easier... If you are careful and answer questions when you want to make changes, they will try.

WHY SUBORDINATES DO NOT LEARN FROM SUPERVISORS

A few have an attitude problem. A few can spoil the whole bunch if you let them. (6)

   They have been promised things for several years and by
   several different management people. They heard many
   threats.

   I think they are bored from doing the same thing over and
   over. If you get a good thing going, you don't change
   them to another job. If you train someone else in their
   place, it slows you down.

   In past years, I've had some people I've just knocked
   heads with. I guess it was a personality conflict.   When

I approached them about not doing their job properly, they took it personally. They say they are not doing anything wrong, and they blame it someone else.

Some of my people don't listen or communicate. They were the same in other areas. Can't get along, so they go to another area.

A few older people do not ask questions. They like to be the teacher. They won't admit that they don't know something. But they help everyone.

We talk ... what percentage they are running. They keep charts, although they don't have a lot of faith in the charts, that they are equal for everybody. (4)

You're doing 100% and they whack you down to 80% when you're doing the same amount of work. In theory, you should hit a place where you're building it as fast as you can.

Some areas make 100% and go off and have a good time and drink coffee. Others work all day and only make 80%, but stay on their tool all day. You do have some areas where some people are more capable than others, but if the charts are set up right, a person should have to work pretty much all day to hit 100%.

On some charts a person works all day and makes four hours. Next day he works all day and makes 14 hours. Somewhere he's working is not percentaged out right.

The supervisor's role is very different from the employees role now. There is not a whole lot that I can help them with. Most of them are good mechanics.

10. WHY DO YOU/DON'T YOU THINK THE REDESIGN IS NEEDED?

IS NEEDED 12   IS NOT NEEDED

STATEMENTS ABOUT WHY THE REDESIGN IS NEEDED

We need to get competitive, lower our cost. (7)

I've never seen it so bad since I have been here. There are so many areas that we can do that. We should be able to cut the cost. If employees look at this seriously, like I may not have a job anymore, then they will do it.

We are not acquiring new business. If it is because of cost, then we need to do something. The employees know this. If you talk to the people on the floor, they say, "We think we are doing our job. You need to look at everyone who supports us." They are willing to make

changes, but there are other things that need to change.

We need the redesign to compete as a company in the world.

It is a good step. Times are harder and work is more competitive. We've missed some bids in tulsa the last few years. It means jobs. We need to keep the shop open.

We need everyone committed. Everyone needs to feel the same responsibility for getting the hardware out the door as the folks that get it out the door. (2)

Beating people over the head is not the way to go. We need to do something.

I think a union person as a group leader will be able to communicate better with them. They won't feel pushed by a supervisor. It will be a good step and is needed.

It is a proven fact throughout the industry that team work will make it go a lot smoother. Less problems.

There is no smooth flow of parts in the production area. Support groups have no schedule, but the supervisors do.

If we are building airplanes in the United States in five years, they will be working for a company that is working under the concepts of the Redesign. Whether they are working at Rockwell, depends on how successful we are.

11. WHAT EVIDENCE MAKES YOU THINK THAT TOP MANAGEMENT IS/IS NOT COMMITTED TO THE REDESIGN?

IS COMMITTED 10   IS NOT COMMITTED 1

CAN'T SAY 1

EVIDENCE THAT TOP MANAGEMENT IS COMMITTED

The General Manager is committed. He has had stand up meetings. He also came over here every few weeks for a few months. The others may be doing it because they have to. There has been little change in the way we do business on a day to day basis. (4)

They want to keep the shop open in Tulsa. I think there is concern at the upper level too about whether they will have a job or not. But I do think they are committed.

Mr. Sweich would not call us together unless he was committed.

We would not be talking about it if they were not committed. You would have to be a fool and not be

committed if you were upper management. You would not
have a job for long.

Mr. Sweich is committed. His top staff may not be
committed. Nobody on the staff has shown a willingness to
commit more than lip service to change that we've seen. If
it is in a dollar and cents environment, nothing happens.
We identify things that need to be changed. We need to do
a better job of explaining why. (2)

Some of the employees are going to schools or working on
the redesign. There is word of mouth in the shop - what
they are saying in the sessions. We have not seen results
on the floor yet. They want to see results.

Training has been non existence for awhile. Now the company
is training again. (2)

The company has put time, money, and effort into the
redesign. They are pushing it on the floor where it should
be.

I just finished SPC class at Vo-Tech. That was not cheap.
They are taking the steps to train us so we'll go about
the proper methods to go about this. This show their
concern.

EVIDENCE THAT TOP MANAGEMENT IS NOT COMMITTED

There are things that need to be fixed, and they still are
skrimping on money. Individuals in maintainance, for
example, look good if money is not spent. They should stop
trying make themselves look good, and start thinking what is
best for everybody. In all support areas, they have
limited budgets, and how many people they can support you
with. That is why things do not get fixed around here.
Maybe the redesign will come up with an answer to that.
That one thing definitely needs to be answered. (4)

We talk about flattening the organization, but as soon as
someone leaves the company, they bring in someone else. If
they were going to flatten it, they would mingle jobs to
flatten it when people leave. We haven't seen action.

There has not been much visible committment. They are
sending the same kind of letters. They are heavy on
directors and 125 people in finance - over half what we have
on the floor.

It can't be done from the bottom up. You can't lead by
pushing. You take charge and lead them. You need to pull
them. They try to change attitude at the bottom instead of
changing at the top and letting it trickle down. This is
the key thing that will convince me that they are committed.

Money, training, might be a smoke screen. We need to see
something more. They are starting it the right way, but
only time will tell if they are committed.

12.   WHAT EVIDENCE MAKES YOU THINK THE UNION IS/IS NOT
      COMMITTED?

IS 6   IS NOT 3

DO NOT KNOW 3

EVIDENCE THAT THE UNION IS COMMITTED

I've seen some top pro union people get involved. (3)

From what I understand they used the redesign as a crutch in
negotiation. However, I think they support it and are in
favor of it. The union came around and talked to my people
about it. (3)

I think they are smart enough to realize that there won't
be new work in Tulsa without it. The union was involved
with the Redesign meetings. They came around and gave
employees information about it. Even though they used the
redesign as a ploy last week, I think they back it. There is
little evidence, but I think anything that let's employees
have more say and more responsibility will get union
committment.

It is just a gut level reaction - I think they are willing
to change on the floor. I don't know about the top
officials, but if the people on the floor understand, I
think they will be willing. We have some really good
personal on the lower levels. More than half have good
skills, and they are responsible.

I think the union will be easier to work with on the change
than management. The changes in work rules will be directed
by the rank and file. They have nothing to lose. Perhaps
seniority rules and relaxation of work rules. They will
have a hard time protecting them, because the rank and file
are for them. Management can lose a lot, however. If
management could force the change, by changing some of the
things that are supposed to happen, then union will be a lot
easier to change.

EVIDENCE THAT THE UNION IS NOT COMMITTED

The union fights harder for the guys who are not productive,
whether they deserve it or not. This makes me skeptical
about their support of teams. (2)

   The union is there to protect the guys who do work the way
   they should, and there to protect the guys who do not.

They often forget the ones who do.

I know some people on the floor are thinking about the number of hours they have to do a job. If they do it in less, it will cut into their overtime. (2)

COMMENTS RE DO NOT KNOW

There has been so much dissention between management and the union. It is a matter of lack of trust on both sides.

People on the floor get information from union sources faster than we get information from management. When we say we don't know something, they think we are lying to them. Later, we learn something about it, but the damage is done. It makes us look bad. Lack of communication on the management side from top to bottom, creates the distrust.

There are going to have to be a lot of things worked out in order for the redesign to work. The union will have to make a lot of contracts. There are things we can do and things we can't do, because of past contracts. They could create a very difficult situation.

The union used the Redesign as leverage during discussions. It makes me very unsure of whether top union officials are committed. There are three generations on the floor. For years, some have heard we're going to do this or that. On the other hand the younger generation is ready to give it a try. In the middle, the people are not decided.

13.   WHAT ARE YOUR CONCERNS ABOUT EMPLOYEES AT LOWER LEVELS
       ASSUMING MORE RESPONSIBILITY?

HAVE CONCERNS   12

They will have trouble with their peers and their
performances. (7)

   Some people have an attitude which keeps them from
   accepting responsibility. It will have to change.

   The attitude these people have now has been projected on
   them by the way we treat them. We've been beating them
   over the head.

   Some are doing only what needs to be done in order not to
   get fired. There are going to be some tough cases to
   maneuver. The negatives among the positives will drag the
   others down, wear the team out. There are only a small
   group of people like this.

   Trying to get everyone in line will be difficult -
   discipline and control amongst themselves. There are

people out there now who think the supervisor is getting
credit for their good job, and they are not being
recognized.

Some have very deep roots in the union because of past
adversarial positions. They need to be committed to the
company to expect accountability.

My concern is that they are not going to do it and I do
not know how we will deal with it if they don't assume
more responsibility. Their leader will be a union person,
and there will be no supervisor. How will he deal with
them if they don't want to. Some of them are real good
mechanics. It will make hard choices.

Some of the employees think that bids are too high to be
competitive because the bids take into account management
costs in Tulsa and California. They think decreasing
costs on Tulsa's floor will not make the bidding that much
more competitive. Therefore, they will be reluctant to do
more for the company.

People will not reduce their hours on a job without
incentives. They now have the incentive not to do it, making
$10-15,000 in overtime. (3)

They need more recognition, pats on the back, and other
things that show appreciation, not just money. 95% go out
of their way to do extras.

Positive motivation needs to be strong. In the past, the
company has been strong on negative motivation. There is
no employee recognition program here. With the changes we
need to make, money is probably the best motivator. But
we will grow into an environment that positive feedback
and recognitions will work. (Recognition may be taken
cynically now.) There will be a lot of advantages to
recognition for high productivity and performance at the
team level.

The hardest thing will be being responsibile for cost,
quality and schedule because a lot of them do not understand
it. There is a doubt in my mind if the union employees can
handle the pressure, if management puts pressure on them
that the supervisor's take. (3)

There is not one of the guys out there who would take my
job right now. With the responsibility, comes
accountability to someone.

It's a load if they answer for cost schedule & budget.
Some will say, I'm in the union. I do not have to put up
with this. First line supervisor gets such abuse. I've
taken mechanics in with me. They couldn't believe the

pressure. It's better now. People do not holler and
scream at staff meeting like they used to.

If everyone who supports that team is not committed, they
will run into frustrations and the inability to get things
done. This will kill them. We think something is fixed,
and three months later, we have the same problem. It's the
production controls, the IEs, engineering, quality, tooling.
The company can not solve problems. (3)

   Their morale will also be bad if they don't get the
   support they need. They have told me, why tell anyone
   about a problem. Noone can fix them. They will have to
   accept some problems, but not to give up just because 100%
   can't be fixed. There are also short term fixes. It does
   affect them.

   Inspectors go overboard with some people and hardly
   inspect others. People complain about it. This conflict
   between inspection and the mechanic creates problems.
   Some people will brag later that they got away with
   something. Inspection will hold up the item. There is
   friction, and people on the floor think they have too much
   power. We ask them for ideas, and then don't do anything
   with them. After awhile, they don't give anymore ideas.

They will need training before giving them the
responsibility. They need to ease them into all the things
they have to do differently. The supervisors can't give
them everything they need. They need formal training. (3)

   Most of them know only one job or about one area. They
   need a lot of training and information about contracts,
   rules, legal and union boundaries, systems and paperwork
   side. We've lost a lot of good potential supervisors
   because they did not get training and went back on the
   box.

   They will need training in soving problems, but they
   shouldn't have any problems.

   Once they know what their duties are, I don't see any
   problem. But it will not be an overnight switch.
   They will need training and guidelines.

If the employees have all the correct information they need,
they will do well. There is usually more than one way to do
something, if they have the information they need, they will
find the best way. Getting them the information they need,
will be the problem. If we do like McDonnell Douglas, Long
Beach, and just walk out on them, it won't work. We will
have to make sure they have what they need. They will make
good decisions by teams with the right information.

They will participate in the decisions if there is little
fear from mistakes. (They know about the Willy Pounds who
will humiliate you on the floor if there is a mistake.)

There should not be levels. Everyone is on the same level;
they just have different jobs. Why shouldn't employees have
as much input as a supervisor? We have to get rid of
levels. If it is a team, teams do not have levels.

14.   WHAT MAKES YOU FEEL THE REDESIGN WILL BE/WON'T BE GOOD
        FOR YOU AS A SUPERVISOR?

WILL BE 6   WON'T BE

DON'T KNOW   6

REASONS REDESIGN WILL BE GOOD FOR THE SUPERVISOR

It makes my job easier when my people take responsibility.
I can handle more than I'm handling. (3)

   Having people responsible for themselves, will create
   better worker relationships.

   Open communication from people on the floor will make the
   job easier. There won't be as many adversarial
   relationships.

It will be good for me, because I plan to survive it. I
know enough about all the systems here so I can adapt to
about anything. (4)

   Supervisors have to be very committed, and they need to
   know a little about everyone's job. They can survive
   about anywhere.

   I prefer to be support or be in another position, so I am
   not concerned about losing my supervisor job like some of
   the supervisors. I see the Redesign as bringing in more
   work.

I already have given a lot of authority to my people, so I'm
not going to have a problem giving it up.

If people want to take responsibility for what I do now, I
will change my responsibilities. I'm not hung up on titles.

The supervisor is treated like a paper pusher now. It will
make our job easier.

Everyone will grow from it. If you move away, it's good
experience. If you go with a new company, I'll be ahead of
the ball game.

The redesign will streamline support which is the main gripe of supervisors now. The leadman gets a response right away, but the supervisor gets no response.

REASONS REDESIGN WILL NOT BE GOOD FOR THE SUPERVISOR

There will be some of us who will not be around. (2)

DON'T KNOW IF THE REDESIGN WILL BE GOOD FOR THE SUPERVISOR

I don't know what the supervisor's role will be so I can't answer. (3)

   We've been kept in the dark. None of the supervisors were on the Redesign Team. No one has trained us. No one has told us. It's a secret. All we know are generalities. They told everyone in the building there would only be four or five supervisors left. Team leaders could be hourly or salaried. No one has told us what's going to happen.

   I don't know enough about the details. We've been assured we'll have a job because of our skills. But I wonder if I will have a job. They are discriminating against the older supervisors. We have not received pay raises. The younger supervisors have, but those who trained them don't. I don't know how to look at this. I feel out in the cold after I have given this company years. I was in charge of a special project that made Rockwell a lot of money, but all the people I knew who could speak for me have left the company.

I can see four people in administrative, supervisor-type role, with the manager as coordinator. I do not know what happens to the others who go away. What is their role? We have been told we will have a role. I think the company is understaffed in the support operations. Problems do not get solved because the costs. If you eliminate the problems, your net will be better over the long haul. We have to look 10 or 15 years out like the Japanese, if we are to compete with them.

15.   WHAT TRAINING DO YOU FEEL YOU NEED TO WORK WITH TEAMS
        OR A TEAM?

We need SPC training to identify problems. (4)

I need training about teams and team concepts. (4)

   I need training for team meetings, productive team meetings, where the meeting is not a waste of time.

   I need training about how the team is going to run the team and what the supervisor's role will be.

We need deeper background on things we expect them to manage.

I need training on everything the teams have training on. The supervisor has to be the most highly trained person in the process. I need to be able to direct the crew on any question they ask, or I lose my credibility.

I need training that includes information on the redesign. (5)

I need information about change decisions and anything that impacts your abilitiy to get your job done.

I'd like to have a clear definition a picture of the ideal supervisor role the the next three years.

I'd like to have someone from a redesigned company come talk to us.   I'd like to hear what is possible in a redesign.

I'd need information about the Redesign - how we will operate. I'd like to be able to tell people what the role of the team leaders will be.

I need information about the direction the company wants to go. I need to know about bidding and what it is based on. (3)

When you work on the floor as a supervisor, you are isolated. You do not talk to the customer. You just talk to your people and support people. Knowing about the business would help - about how Rockwell sells its business.

I need training on training people. (2) I've never even been to supervisor's training.

I need facilitator training - personal skills. (2)

I will need training running meetings, handling people (especially people who do not want help) and motivating people.

It will be easier to take, even if we eventually lose our jobs, if we are kept fully informed and can answer questions on the floor as they come up. The lack of information means a lack of power. Information power is a problem to us now. I need to see what drives the proposals. The bargaining unit knows before the supervisors.

I'd like more training to use the computer.

Whenever there is something new on the floor, the line supervisors should be trained if it pertains to changes on the floor.

16.   WHAT ARE SOME OF THE PROBLEMS IN HELPING A 747 TEAM
      LEARN TO MANAGE THEMSELVES?

IDENTIFIED PROBLEMS 12

Support is not timely. We are conditioned and trained to be patient (6), but how do you tell a mechanic that he has to wait two days for a part to get his job done. They will need better support.

   Union people need to be convinced that management is behind the redesign by seeing things happen.

   There is friction between some people and inspection. Inspection uses it's power in ways that cause problems.

   There are problems, like they can't get a tool. They say it is not cost effective. They just can't keep shoving the problems off. If we do that pretty soon the teams won't work.

   Support may treat team leaders like supervisors unless all support report to the manager or team leaders are hourly.

   Trying to help them understand why their problems aren't being solved. They don't understand detail parts problems. The Dream Team hasn't helped that much. They couldn't help much before and the Team didn't make them help anymore. The reasons why things can't get fixed needs to be clear to them. We don't get these explanations.

   If the team is to solve problems, they need to know who to call. That's a part of everyday on the floor. They will need cross training, and we haven't done cross training to learn the responsibilities of all the support areas for seven years.

Winning the skeptical person will be an obstacle. (6)

   Changing people's attitude about Rockwell being out to get them and they'll only give their eight hours.

   There is little trust in company, management. Few straight answers. They don't feel like they have to do above what they have to. There is no incentive for it.

   The bells ring and they leave right in the middle of solving a problem. Peer pressure is for them to leave.

Getting them to be responsible as a team
for getting the product out the door will be the problem.

Many of them are bored. A few like doing the same thing,
but some of them want to learn something else, be rotated.
If the ones who wanted to be rotated, could rotate, they
would get more work.

Getting proper incentives is needed. (3)

They will need to know the incentives, understand how they
will benefit.

They will need formal training. (3)

They don't know exactly why they are doing things. They
don't know what spec they are working through. They need
training in blue print reading and working on specs.

They will need training to get a basic knowledge of all
the support groups and process controls. They don't have
to know how to run it, but how it effects them.

They need to participate in the goal setting so they have
a stake in making it happen. (2)

The Team needs to know the budgets, schedules, and quality
goals. They need to know how to read all the charts. (2)

There are some boundaries in union shops that have been
there for a long time. (2) It's a big problem when you
start redesigning a union shop.

The union protects people who are non productive
employees. It will be a big problem to teams.

Team members might not like their leader if
senior unon members become team leaders.

The team needs to be able to control membership on the
team. The way the rules are written right now by the
union, they would have no way of controlling membership.
They make do with what they have. They ought to have the
right to interview and reject.

There is no performance appraisal system for mechanics to
help team decide about technical capabilities of mechanics.
The definitions and rules re human resources need to be
clearer. (2)

Supervisors now are supposed to make sure people don't
gain from not getting their work done by getting overtime
to do it.

They must keep in perspective what their job is - to build
the hardware. You can't have someone off the job four to
six hours on a problem two or three days a week. (2)

Money has not been spent to update the equipment. As a
result, you have to know that you need to do something
different in order to make it right.

It appears that the business will be turned over to the
hourly people. There are a lot of people on the floor
content to work the hardware. They want a voice about how
the area is run, but they don't want to lay out plans and
build charts. They are aircraft mechanics.

They are not interested in work as a business.

We will have people in middle and upper management who will
not let go of their authority and size of their
organization. There will be real conflict getting down to
change. (2)

If they see some of their ideas implemented, they are more
likely to try. The worst that can happen is for them to
give up trying.

Time will be an obstacle. There are so many things to do
from the beginning to end of the shift. I don't know how I
will help the team learn to manage themselves and still do
all I need to do.

The systems people are not distributing mechanical
information which is available. The team will need this
information.

17.   FOR WHAT REASONS MIGHT YOU BE RELUCTANT TO SUPPORT THE
      REDESIGN?

MIGHT BE RELUCTANT 11

If upper management says one way and does another, that
would bother me. (5) If upper management is not committed.
I'll look for another job, because there will be little hope
for the company.

If upper management does not support the decisions of the
team and are not giving up their authority, I would think
they are not committed.

The middle layers are the real key to a successful
redesign.

With a company this size, you need to make better profits
by cutting waste in most expensive parts first. Ten
directors is more waste than the shops put out in a year.

There is no reason I personally would be reluctant to
support it.

There are individuals with power who can give title and
salary to people not needed. This causes a lot of waste.
There are a lot of people in levels in between who are not
needed.

If they don't take the responsibility to get the product
out the door, I'll be reluctant. There will have to be
incentives and plans. (2)

If we turn it over to the guys on the floor, and they give
our work away. There needs to be check points and
milestones established.

Once we change this, employees will expect to see changes
fast or they will take three steps back. (2)

If we have less authority, and the same responsibility I
think there will be a lot of reluctance.

We don't know what our role really will be, so it is hard to
say what I'd be reluctant about.

If I had any, it would be my job and the money. We know what
we want to achieve.

VITA

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Candidate for the Degree of

Master of Science

Thesis: THE CONCERNS OF FIRST LINE SUPERVISORS PRIOR TO
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