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GRADUATE COLLEGE

THE EFFECTS OF INFORMATION FLOW, SENIORITY AND STATUS
ON COMMUNICATION SATISFACTION WITHIN A
UNITED STATES FEDERAL BUREAUCRACY

A Dissertation

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

Doctor of Philosophy

By

Michael Andrew Perez
Norman, Oklahoma
2000

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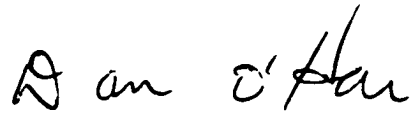
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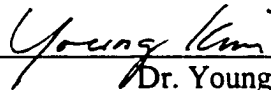
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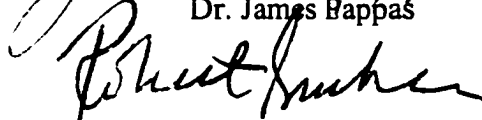
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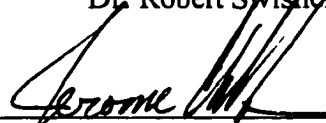
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Michael A. Perez

Heidelberg, Germany

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Communication Satisfaction within a Federal Bureaucracy

Abstract

The effects of information flow on communication satisfaction within a federal bureaucracy were investigated. Specifically, this study investigated the effects of receiving quality information, feedback, and timeliness of information as well as the variables of age, grade, time in federal service and time in grade on communication satisfaction within a United States federal bureaucracy. This study used the Questionnaire Survey of the International Communication Association and the Perez Communication Survey for Federal Bureaucracies (PCSFB), validated in a pilot project survey of all federal employees of the Library System within U.S. Army, Europe (USAREUR). The full study was conducted through a survey of federal employees of the Army Continuing Education System within USAREUR. Analysis of survey data revealed statistically significant and positive relationships between communication satisfaction and the independent variables of receiving quality information, timeliness of information and feedback. The implications of these results permit researchers to conclude that receiving quality information, the timeliness of information received by organizational members and the feedback members provide have significant, positive effects on communication satisfaction within organizations.

CHAPTER 1

Introduction

Importance of Communication

Increasingly, research in the social sciences is focusing on the importance of communication. This is due, in no small part, to the realization by social scientists of the central role communication can and does play in the full range of human interactions. Even within a single person, we can read about communication between ego and superego; and among values, emotions, and thoughts (Rokeach, 1973). Indeed, much of the work of psychologists is dedicated to analysis and understanding of the communication processes within each human.

Harris (1993) wrote, "After 20 years as a university teacher and an organizational consultant, I am convinced that an understanding of organizational communication is a prerequisite for being a successful organizational member and for assuming productive leadership positions" (p. xiii). There is a plethora of popular and professional literature that focuses on communication issues involved with parenting, building a functional marriage, working as a member of a team, and managing small and large organizations. These apparently disparate functions, all-important human endeavors, are all based on the effectiveness of human communication. Assuredly, many factors influence each of these endeavors yet none can succeed if the communication is not successful. Goldhaber & Barnett (1995) wrote, "Indeed it is communication which makes possible the interdependency, and thus, the achievement of system goals" (p. 1). Wiio (1995) supported the importance of communication in his work, "Without communication, there can be no organization, no management, no cooperation, no motivation, no sales, no

demand nor supply, no marketing and no coordinated work processes” (p. 95). Simon (1997) supports this view in his work, “Without communication, there can be no organization” (p. 208). Church (1996) summarized well by writing, “Fundamentally, communication is the essence of what we do all the time, every day in our personal and professional lives” (p. 4). The research bears out the proposition that communication is a central process in human relations and in all organizations. There are no examples of relationships or organizations that function effectively without communication. The centrality of communication to relationships and organizations reflects the complexity and richness of both organizational life and goals and basic human needs. Further, Hecht (1978, p. 179) pointed out:

Although a universal one-to-one relationship does not seem to exist between employee satisfaction and employee productivity, it is clear that employee satisfaction/dissatisfaction is linked to significant organizational outcomes. It is also clear that communication between supervisor and subordinate can impact employee satisfaction.

Richmond et al. (1980) supported this concept in their research, “Of particular importance...is the notion that employee’s perceptions of the communication behaviors of their immediate supervisors have a significant impact on their satisfaction” (p. 37).

Clearly, communication satisfaction of organizational members is critical to productivity and achievement of organizational goals. As Pettit, Goris, and Vaught (1997) concluded, “The importance of communication in organizational functioning is historically well recognized (Barnard, 1968, Bavelas & Barrett, 1951, Rogers and Agarwala-Rogers, 1976)...the quality of job performance and satisfaction may determine

the quality of organizational life and effectiveness (Gruneberg, 1979; Nemiroff & Ford, 1976; Steers, 1977)” (p. 92). Pace (1983) wrote, “Communication has been recognized as the means by which both people and the organization survive” (p. 1). Downs, Clampitt, and Pfeiffer (1995) support the importance of communication satisfaction in their work, “The evidence is fairly clear that communication is linked to job satisfaction” (p. 203). Greenbaum, Hellweg, and Falcione (1995) found that the “communication satisfaction of personnel was positively related to the degree with which desirable communication practices were present in the organization” (p. 300). Although the concepts of job satisfaction and communication satisfaction are separate concepts, they are related. It would be difficult indeed to imagine a situation where organizational members reported high levels of job satisfaction and correspondingly low levels of communication satisfaction. The communication aspect is interwoven in all that happens between people and within organizations of all kind. Hecht (1978) wrote, “The study of communication satisfaction is of vital importance to the speech communication field” (p. 47). Hecht (1978) described the three essential functions of communication satisfaction as follows:

First, this variable may be utilized as a criterion for research examining process variables. Second, it may be utilized to organize and evaluate classes of variables, thereby contributing to theory building. And, third, the study of communication satisfaction has direct and straightforward application to the improvement of communication skills (p. 47).

In summary, the existing research leaves no doubt concerning the importance of communication to individuals and to organizations. Further, the criticality of

communication satisfaction to organizations is well documented. Without effective organizational communication, there can be no effective sharing of goals, objectives, or mission. Although no direct link may exist between job satisfaction and employee productivity, organizational outcomes are significantly impacted by the overall employee satisfaction. The notion of communication satisfaction continues to be a matter of focus for both serious researchers and for organizations seeking to maximize organizational functioning.

Communication in Bureaucracies

There are many existing studies on organizations and communication satisfaction. There are, however, very few studies concerning bureaucracies and communication satisfaction. The field of study of communication satisfaction within bureaucracies, specifically within United States federal bureaucracies remains largely untitled. Kaufman (1981) reported that although "...the chiefs of the major bureaus of the executive departments have ...a great deal of influence on governmental decisions and operations, ...they have not been extensively studied" (p. 1). The vast majority of existing research focuses on communication satisfaction within private industry. This is due, in no small part, to the financial support many private companies have provided to discover and implement strategies to improve communication within their companies with a focus on the bottom line. Given the absence of a fiscal bottom line or earnings in bureaucracies, it follows that the organizational goals and objectives of public organizations are likely to differ significantly from those in private industry. Likewise, it would be precipitous to conclude that the communication satisfaction issues and

challenges within bureaucracies are identical to those within private industry.

The importance of communication in bureaucracies is no less than in the private sector. First of all, a large number of Americans work for some form of government, federal, state, or local. Further, virtually every American must communicate with some government agencies in the course of normal life, whether those agencies are the federal Internal Revenue System, state tax offices, state vehicle license offices, school systems, etc. As Graber (1992) reported, "Since one out of every six citizens works in the public sector and nearly every American deals with public organizations, the quality of public sector communication affects all of us" (p. xv). Deutsch (1996) supports this in his work, "government [is] less a problem of power...and more a problem of steering; and...steering is decisively a matter of communication" (p. xxvii). Further, Deutsch (1996) wrote, "...all organizations are alike in certain fundamental characteristics and that every organization is held together by communication" (p. 77).

It is important to recognize that both the amount of information and the complexity of information communicated within the public sector and from public sector organization to clients have increased and will continue to increase. There are many reasons for this. We all accept the truism that we live in "the information age." By definition both the sheer amount and complexity of information readily available increases daily and dramatically. For example, Graber (1992) wrote, "The messages disseminated by agencies ...are increasingly complex at a time when many clients of these programs are less competent than ever before to cope with written instructions in English" (p. xvi). Even educated, mature citizens can be heard to complain about the difficulty of filling out annual income tax declarations. In fact, countless thousands of

Americans take their income tax information to tax professionals who serve as subject matter experts in the interpretation of volumes of official laws and regulations to the general public. Likewise, the extreme complexity of the regulations of the Veterans Administration makes it difficult for all but the truly expert counselor to know exactly which benefits are due to which categories of veterans and their families. Another real-time example is the requirement by the Army Education Relief organization for applicants for Spouse Education Assistance in Europe to fill out a federal application for student aid to qualify for an educational grant. Until recently, this practice resulted in the disqualification of many applicants for educational grants simply because the form was too complex for them to fill out completely and accurately.

Additionally, the issues involved become more complex both because of the new information available and because the complexity of the human experience deepens as time passes. The task of communication within the public sector is neither simple nor easy. In many cases, there are “legal formal constraints” on how public sector agencies may communicate. Graber (1992) supported this in her work describing, “greater public scrutiny of public officials and their actions [and] greater expectations that public officials act with more fairness, responsiveness, accountability, and honesty” (p. 9). There can be little doubt that the due process requirements within the federal sector make many internal processes, e.g. personnel administration, much more difficult and cumbersome than the same function in private industry. Most private sector industries have a financial bottom line against which they measure success. The general public accepts a certain amount of misrepresentation within the private sector because of the competitive nature of the marketplace. Most public sector organizations do not have a

financial bottom line that relates to profit. Public sector organizations can only measure their success in terms of fulfillment of their mission in an effective and efficient manner. The general public is not willing to accept any misrepresentation by public sector organizations or their leaders.

In the search to identify solutions to public sector communication problems, some might look to structural issues in the belief that less is better and centralization may be the answer. Graber (1992) responded to this by noting, "Centralization is another structural barrier to good communication...As a result of communication overloads in the top echelons, managers often devote insufficient time to communicating with subordinates at lower levels" (p. 99).

Because of the impact of public sector organizations on all citizens, the consequences of failed communication can be truly significant to the general population. Concerning this, Graber (1992) wrote, "Without effective and responsible information management, the flood tide of information can become a menace rather than an asset to good government" (p. 4).

In spite of all the indications of the importance of communication within public sector organizations and the impacts on all of us, there is no large body of formal, scientific literature relating specifically to this issue. Graber (1992) wrote, "Communication in public sector agencies has been largely ignored...This oversight is puzzling, as well as unfortunate, because the communication problems of public bodies differ from those in the private sector in many important ways" (p. 8). It is specifically this "oversight" that Graber refers to that makes this research useful and timely. This research focuses on communication satisfaction within a federal bureaucracy.

Communication Definition

As might be expected, there is no shortage of definitions for communication. In 1978, Cherry wrote, "Communication is the use of words, letters, symbols, or similar means to achieve common or shared information about an object or occurrence" (p. 216). Earlier, in 1960, Berlo provided the following definition, "Communication is a process where there is a mutual assignment of meaning, simultaneous responses by all persons in the transaction, ongoing giving and receiving of multiple messages, circularity, and numerous channels of communication" (pp. 106-131). Recognizing that nothing important is easily defined, O'Hair, Freidrich, Wiemann, and Wiemann wrote in 1997 that, "Communication has proven to be a rather slippery term" (p. 7) and chose to describe communication rather than provide a simplistic definition:

Communication is defined by six characteristics: (1) the extent to which the code of the message is symbolic; (2) the extent to which the code is shared; (3) the degree to which the message is culturally bound; (4) the intentionality of the sender; (5) the presence of a medium; and (6) the extent to which the process of encoding and decoding messages is transactional (O'Hair et al., 1997, pp. 7-8).

For the purposes of this study, the elements of this communication definition are fully present in each of the independent variables: (1) amount of quality information received, (2) timeliness of information, and (3) feedback.

Communication Dimensions

Generally, when we think or speak about organizational communication, we must keep some basic concepts in mind: (1) the intrapersonal communication environment

within each person, to include the effect of culture, values, and beliefs, (2) communication occurs in many directions simultaneously and is both verbal and non-verbal, (3) the presence of “noise” in communication transactions, and (4) the environments that are internal and external to the communication.

Mohr & Sohi (1995) wrote, “Researchers who have focused on the *nature of communication flows* typically examine aspects such as the frequency of interaction, the extent to which communication flows are bidirectional in nature, or the level of formality of communication flows” (p. 394).

Rokeach (1973) wrote in detail concerning the values, attitudes, and beliefs that form the basis for intrapersonal communication. This series of dimensions focuses on the explanation of personal preferences, attitudes, and values that are formed by a set of beliefs. Values drive attitudes and beliefs. Rokeach’s work relates to this research in several ways. The issue of “quality information” received in sufficient quantity relates certainly to individual perceptions concerning the adequacy of each communication instance. For example, it is not enough that the organization simply issues a policy memorandum on sexual harassment, the communication within that policy memorandum must be clear, complete, and satisfy the personal values of the employees. Additionally, the issue of timeliness in information is in itself a value. Untimely information is either judged by employees as useless or even worse, as evidence of the organization’s desire to provide information that can no longer be acted on effectively. Finally, the issue of feedback is likewise a personal value as it relates to the very real need of employees to feel they are being heard and that they are making a contribution.

Likewise, we know that communication is multi-directional. Even in a simple

dyad, communication occurs simultaneously. Even “the listener” communicates while listening. Harris (1993) described early communication models as “*linear* in nature” involving a “one-way flow of messages with the speaker or sender developing or encoding a message that would be sent over a channel or channels to be received by a listener or receiver” (p. 7). The obvious primary fault in such models is the failure to recognize the importance of feedback. Harris (1993) recognized this and wrote, “The limitations for the linear model for depicting the communication process lead to the *interactional* models of communication” (pp. 7-8). Simon (1997) supported this view in his work, “Communication in organizations in a two-way process” (p. 208).

This study considers the importance of feedback as one of the primary independent variables related to communication satisfaction. This study hypothesizes that despite the view of some skeptics, members of a bureaucracy seek the same communication satisfaction sought by members of non-bureaucratic organizations and that the element of feedback plays just as important role within bureaucracies.

Communication Skills

Just as Bolman and Deal (1991) espouse the idea of “conceptual pluralism” (p. 11), the idea that leadership behaviors should be situational to effectively deal with changing requirements, so too is it clear that a wide range of communications skills are required to deal with the full range of organizational and interpersonal situations. These skills include: (1) listening (O’Hair, et al, 1997, pp. 158-187), (2) effective feedback techniques (Harris, 1993, p. 252), (3) the proper use and understanding of nonverbal communication, including facial display, eye contact, paralanguage, body language,

appearance, proxemics, and chronemics (Harris, 1993, pp. 124-166), (4) multi-cultural sensitivity as “we cannot separate communication from culture” (Henderson, 1994, p. 151), and (5) conflict resolution skills as communications perspectives start with certain assumptions about and emphasize certain features of conflict” (Folger, Poole, & Stutman, 1997, p. 69).

Influences on Communication Satisfaction

Background discussion. Throughout the literature, there are a myriad of references to morale, job satisfaction, work satisfaction, and communication satisfaction. A general discussion of these concepts will be helpful in focusing this research. Concerning morale and communication, Greenbaum et al. reported (1995, p. 300) “Perry and Mahoney (1955) found support for the hypothesis that morale is related to the amount of information *given* to employees.” This supports the idea that the amount of quality information received by employees is a factor influencing communication satisfaction. Additionally they reported “Sanborn (1961)...concluded that communication satisfaction of personnel was positively related to the degree with which desirable communication practices were present in the organization” (p. 300). Downs et al. (1995) found “Intuitively the relationship between supervisor and subordinate would seem to be an extremely important factor in job satisfaction” (p. 202). Many studies support the hypothesis that the supervisor-subordinate relationship is key in the overall job and communication satisfaction of workers. It makes sense that even if a worker is employed in an organization that strives for effective communications at all levels, if the supervisor works to create an effective communication climate within an organizational

unit, the subordinates of that supervisor will have greater communication satisfaction.

On the other hand, if the worker is employed in an organization that strives for effective communication at all levels, but the supervisor implements none of the recommended communications practices, the subordinates will not profit from the positive goals of the organization, but rather will fail to perceive communication satisfaction.

Further, they note that "Avery's (1977) descriptive field study discovered a correlation between job satisfaction and communication satisfaction. More specifically, he found that job satisfaction was correlated with Horizontal Communication (.53), Subordinate Relations (.51), and Communication Climate (.51)" (p. 202). Horizontal communication relates to the informal communication network within organizations, "the grapevine." The concept of subordinate relations refers to the communication between supervisor and subordinate. Communication climate includes many factors, such as feedback and timeliness.

Goldhaber et al. (1978) concluded, "The best predictors of job satisfaction as an organization outcome are organizational communication relationships, amount of information received, and the age of the employee" (p. 91). Goldhaber's research provides further support for the hypotheses that communication satisfaction is important to the achievement of organizational goals. Organizations do have to focus on some "higher" reason to be concerned about communication satisfaction; it is just good business. Communication satisfaction affects the bottom line.

Job satisfaction. There are multiple perspectives to be used in understanding and describing this concept. Downs et al. (1995) note that "Early theories frequently conceived and measured job satisfaction as a single global factor. Employees were

thought to react to the wide variety of work-related influences to form one general emotional response to ‘the job’” (p. 195). In amplification of this theory, they report “Needs theorists contend that job satisfaction is the natural result of an employee’s basic needs or motives being met (Maslow, 1943; Porter, 1962; Alderfer, 1972)” and “Perceptual theorists...believed the key was how workers perceived or cognitively interpreted various aspects of the job. For instance, discrepancy theories argues that job satisfaction is the result of what employees *expect* to receive, versus what they actually do receive” (p. 195). Obviously, different employees might come to an organization with a very wide range of expectations. It is reasonable to expect that there will be some differentiation among expectations. If the organization strives to communicate clearly and fully especially during the recruitment and orientation phases of each worker’s relationship with the organization, such efforts may help reduce the uncertainty and anxiety associated with a new organizational relationship. This would do much to reduce the discrepancy between what is expected and what is received.

Locke theorized (1976) that “As a general rule, job satisfaction can be defined as a pleasurable or positive emotional state resulting from the appraisal of one’s job experiences” (p. 1300). Downs et al. (1995) summarize that “job satisfaction is primarily an evaluation of the present or past feelings about the job” (p. 197). Wheelless, Wheelless, and Howard supported this definition in their research, “Job satisfaction is generally defined as one’s affective response to various facets of the work environment” (p. 222). The concept of job satisfaction is much wider than communication satisfaction. In this case, communication satisfaction could be seen as one of the key facets of the work environment, one of the several facets that interrelate to create the larger concept of

job satisfaction. Later in the same work (p. 223), they conclude:

At the macro-level of the organization, the frequency, direction, and flow of the communication and the organizational climate (Maher & Piersol, 1970), as well as verbal recognition of an employee's performance at the micro-level (Locke, 1973) all appear to contribute significantly to job satisfaction.

There is a significant amount of literature that relates to the issue of communication satisfaction and the dimensions of that concept. A fuller discussion of theories and research concerning communication satisfaction is provided in the literature review of this research. This research focuses specifically on the dimension of information flow and four specific bureaucratic variables as they relate to communication satisfaction.

Information flow. Pettit, Goris, and Vaught reported in 1997 that, "a likely hypothesis is that organizational communication moderates the job performance - job satisfaction relationship" (p. 84) and further, "Supervisors might be able to promote adequate levels of job performance and job satisfaction among their employees by providing them with appropriate and accurate information" (p. 93). Orpen (1995) supported this hypothesis in his work, "several studies have confirmed that the accuracy, completeness and timeliness of communication, especially between superiors and their subordinates, does lead to greater employee job satisfaction and often to better performers as well (Roberts and O'Reilly, 1984; Sussman, 1989)" (p. 60). Orpen's work provides a good foundation for this research focused on bureaucracies. All three independent variables of this new research are found in Orpen's earlier work with non-bureaucratic organizations.

Kaufmann (1981) reported that "information about what was going on inside the

organizations...was received continuously in headquarters” (p. 24). Kaufmann wrote that the purpose of this information collection was “to provide ample notice of approaching hazards and opportunities and to help the chiefs prepare for impending decisions” (pp. 24-25). There is much written concerning elements of information flow and researchers differ somewhat in their conclusions. However, the elements of receiving information, providing feedback, and the timeliness of information are present throughout the literature.

Bureaucratic variables. This research includes the bureaucratic variables of age, grade, time in grade, and time in federal service. While some researchers might categorize such variables as “demographic variables,” the inclusion of grade, time in grade, and time in federal service are a specialized type of independent variable not normally collected in research focusing on non-bureaucratic organizations. For this reason, they are categorized in this research as bureaucratic variables. The focus on this research concerning these bureaucratic variables is to investigate whether these variables act as intervening or confounding variables on the effect of information flow within a U.S. federal bureaucracy.

Summary

This research focuses on the effects of information flow and certain bureaucratic variables on communication satisfaction within a U.S. federal bureaucracy. The research begins with several primary considerations. Communication satisfaction is important within any organization and in any relationship. Communication within public sector organizations is important to all Americans, is becoming increasingly complex, has not

been adequately studied, and we cannot assume that hypotheses tested in private industry will apply seamlessly to public organizations. Additionally, some of the critical elements associated with and influencing organizational communication are discussed. This initial discussion sets the stage for the following research effort and helps focus understanding of the specific research issues pertinent to this effort.

CHAPTER 2

Literature Review and Hypotheses

Communication Satisfaction

The first issue to be examined is the importance of communication satisfaction to organizations. Communication satisfaction is not simply one of several elements in the “organizational mix” influencing production in for-profit corporations. On the contrary, communication satisfaction is central to the existence and success of all organizations, including bureaucratic organizations. As Poole (1985) wrote, “Communication is an organization practice” (p. 88). Communication satisfaction is the dependent variable in this research. It is critical to the validity and meaningfulness of this research that there be no doubt that the dimension of communication satisfaction has significance to organizational effectiveness, to the achievement of organizational goals. The existing literature well supports this perspective. This section provides a selection of meaningful literature focused on this research issue.

Pettit et al. (1997) wrote “The importance of communication in organizational functioning is historically well recognized (Barnard, 1968; Bavelas & Barrett, 1951; Rogers & Agarwala-Rogers, 1976)” and “the quality of job performance and satisfaction may determine the quality of organizational life and effectiveness (Gruneberg, 1979; Nemiroff & Ford, 1976; Steers, 1977)” (p. 81). Graber (1992) likewise concluded, “All human beings live in organized groups, ranging from the family to the state to the world community. All of these groups function through communication” (p. xv). These references imply that if communication is important, the communications must be effective, must result in communication satisfaction. Graber’s work points to the

universality of human experience, in that humans have an intrinsic need and desire for communication satisfaction to reduce anxiety, clarify goals, achieve affiliation, resolve conflict, and achieve both personal and professional goals. Deutsch (1996) supported these conclusions by writing, "...all organizations are alike in certain fundamental characteristics and that every organization is held together by communication" (p. 77). Earlier, in 1987, Kouzes (p. 183) wrote,

One manager told Suters some time later: 'If I had to tell you in one sentence why I am motivated by my job, it is because when I know what is going on, and how I fit into the overall picture, it makes me feel important'.

Kouzes (1987) later added, "The more that people know about what is going on in the organization, the better off you will be" (p. 184). These references describe the communication satisfaction that workers seek and need. This position is supported by many other researchers (Goldhaber & Barnett, 1995, p. 35; Wiio, 1995, p. 95; Pettit, Goris, & Vaught, 1997, p. 81; Bernard, 1968; Rogers & Agarwala-Rogers, 1976; Church, 1996, p. 4; and Katz and Kahn, 1978). Communication satisfaction is at the core of what we do all the time, every day in our personal and professional lives. Communication satisfaction will always remain the catalyst that connects different functions into a unified organization.

Several researchers have stressed the criticality of communication satisfaction to organizations (Taylor & Cooren, 1997, p. 425; Deetz, 1995, p. 90; Allen & Brady, 1997, p. 317; Reardon, 1996, p. 107). Gray and Smeltzer (1996) summarized it well, "What is central, distinctive, and enduring about organizational communication study is, at least in part, how imperative it is to the accomplishments of all aspects of business" (p. 6).

Elements of Communication Satisfaction

There are several theories that attempt to explore and define the critical elements of communication satisfaction. In 1977, Downs and Hazen developed a theory of communication satisfaction that they used to develop the Communication Satisfaction Questionnaire. Their work focused on eight dimensions: communication climate, supervisory communication, organizational integration, media quality, horizontal communication, corporate perspective, subordinate communication, and personal feedback.

In later work, Pettit, Goris, and Vaught (1997) reported that the Communication Satisfaction Questionnaire, developed by Clampitt and Downs in 1993, identified eight communication dimensions and that “such dimensions as ‘communication with coworkers,’ ‘meetings and memos,’ and ‘corporate-wide information’ impacted productivity somewhat, and employees in both organizations perceived ‘personal feedback’ from their supervisor to have the highest impact” (p. 82).

Hecht (1978) reported that “supervisor receptivity to information” (p. 223) is an important job satisfaction variable for employees. This relates directly to the feedback dimension. Hecht describes supervisor receptivity as “flexibility and tolerance in listening to feedback” (p. 223). Hecht’s work likewise supports the theory that the primary communication relationship within organizations is the supervisor-subordinate relationship.

The Questionnaire Survey of the International Communication Association (QSICA) (1979) seeks to measure organizational communication satisfaction through an examination of the dimensions of: (1) receiving information from others, (2) sending

information to others, (3) follow-up on information sent, (4) sources of information, (5) timeliness of information received from key sources, (6) organizational communication relationships, (7) organizational outcomes, and (8) channels of communication. This survey has been used often both in other formal research projects and in applied research with many organizations. Of the eight elements measured by the QSICA, four relate directly to the independent variables of this research. Receiving information from others relates directly to the independent variable of receiving quality information. Sending information to others and follow-up on information sent relate to the independent variable of feedback. Timeliness of information received from key sources relates directly to the independent variable of timeliness of information within this study.

Bureaucracy and Information Flow

While there are many approaches to the issue of organizational communication satisfaction, it is evident that they all include the critical elements of receiving information, feedback (sending information), and the timeliness of information. This research examines these variables as individual critical elements of a larger construct, information flow.

Information flow and bureaucracies. Even the most casual student of organizational communication will eventually consider how information flow might influence the effectiveness of organizational communication. This concept has its roots in the Scientific Management movement of Taylor, referred to as “the Taylor System” by Weber (1964, p. 261). Taylor’s goal was to optimize business and production processes by carefully defining what had to be done and then designing and documenting

procedures to accomplish the tasks with the greatest efficiency.

From this Scientific Management movement, Max Weber began his work concerning bureaucracies. For many today, the term “bureaucracy” is not a positive term, although Weber’s intentions clearly were positive. Chackerian and Abcarian (1984) wrote, “It is hardly surprising that some writers...consider *bureaucracy* a term of ill repute” (p. 1). Reich (1971) disparaged bureaucracy by writing, “...an individual is systematically stripped of his imagination, his creativity, his heritage, his dreams, and his personal uniqueness, in order to style him into a productive unit” (p. 7). Weber’s work, however, (1964, p. 58) intended to eliminate much of the waste and abuse present in the pre-bureaucratic systems:

Here each member of the staff occupies an office with a specific delimitation of powers and a sharp segregation of the sphere of office from his private affairs.

Remuneration is, in the type case, in the form of a fixed salary, preferably in money form...Fitness for an office is determined by technical competence, which in turn may be tested by such rational procedures as examination and very generally involves a long period of formalized training as a condition of eligibility

Pace (1983) also wrote extensively about the importance of information flow. Pace defined and described the elements of information flow as “downward communication, upward communication, and horizontal communication” (p. 39). Pace’s “upward communication”, in fact, refers to feedback from subordinates to superiors (p. 47).

For the past decade, American corporations and federal government agencies have struggled with the concept of “flattening organizations”, removing hierarchical layering, with the stated goals of producing increased efficiencies and improving

communication flow throughout the entire organization. For many organizations when it comes to structure, the goal is “less is better.” Additionally, theories of centralization versus decentralization have become more and more important to the understanding of how organizations function best. Popular thought is that federal bureaucracies traditionally have not been well known for a parsimony of hierarchy. In fact, the average citizen is likely to be heard complaining about the many levels of bureaucracy that must be dealt with to accomplish even the simplest task. Even Weber (1964) noted that, “Even with the highest standards of bureaucratic efficiency known, the question of its adequacy cannot be lightly dismissed” (p. 39).

The issue of outsourcing of governmental functions must be considered as a factor. There are many instances of successful outsourcing of critical governmental functions. Taylor (1999) wrote of the outsourcing of a public hospital in Americus, Georgia, “Things got so bad that in 1987 Sumter posted a loss of \$1.8 million...[the] turnaround was successful early on, with the facility back in the black since 1988 [with profits at] \$2.9 million on revenues of \$42 million” (p. 23). Taylor wrote this conversion from government to private was necessary, “because of obsolete hospital authority regulations and government bureaucracy, which prevented Sumter from growing and reacting to the massive changes in healthcare” (p. 23).

The flexibility described by Taylor in the Sumter case is echoed by Markowitz (1998) in relation to the ways IBM has changed its business practices, “Gone are the days of arrogance and demanding premium prices for machines just because they carry the letters IBM” (p. 56). Markowitz goes on to describe how IBM has changed how it interacts with its largest channel partners, “IBM is working with each of its largest

channel partners differently” (p 56).

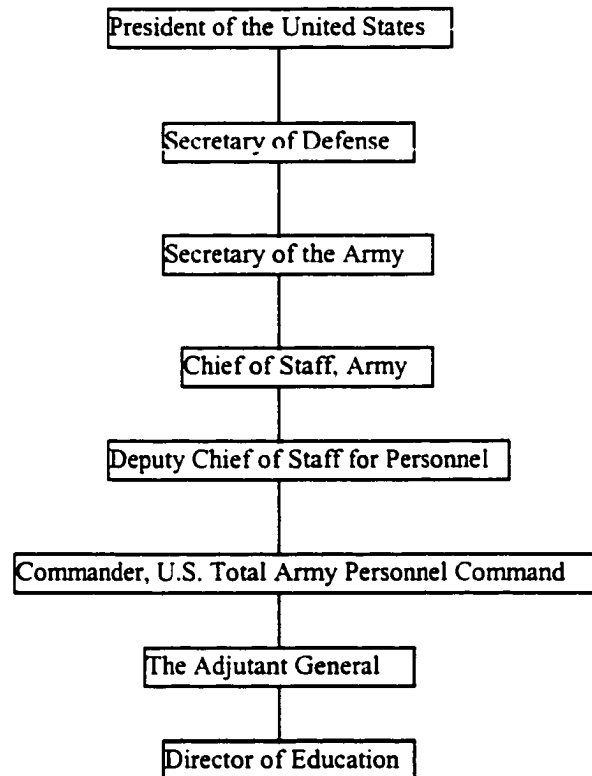
Likewise, Cardona (1997) reported of the reorganization of the Leo Burnett Company into seven units, the so-called “mini-agency approach” (p. 67). This major restructuring is aimed at reducing bureaucracy and improving the creative environment. Solnik (1998) wrote of similar reorganization within Nike, “units broken out of the overall company bureaucracy” (p. 45). The idea of paying attention to organizational structure with an eye to reducing bureaucracy is on the front page of many organization plans outside and inside of government.

The tension within bureaucracies. Aberbach (1998) wrote concerning the tension between the office of the American president and the American Congress, “thus, presidents bargain with Congress, their own cabinet appointees, career executives, and the other mainstays of the Washington scene” (p. 137). Aberbach (1998) describes this tension as “tandem institutions” or “separated institutions sharing power” (pp. 137-138). According to Aberbach (1998), Some presidents have attempted to “govern without Congress” (p. 140).

The formal organization of the Army Continuing Education System (ACES) provides a good example of a traditional, hierarchical organizational structure, but with nuances which ultimately make the information flow within the ACES more complex and less transparent.

Figure 2 provides an overview of the formal reporting chain for the voluntary education function at Army headquarters. This graphic depiction shows the “solid line” relationships from the President of the United States to the Director of Education for the Army. This figure shows staff relationships only, does not include any “field” offices

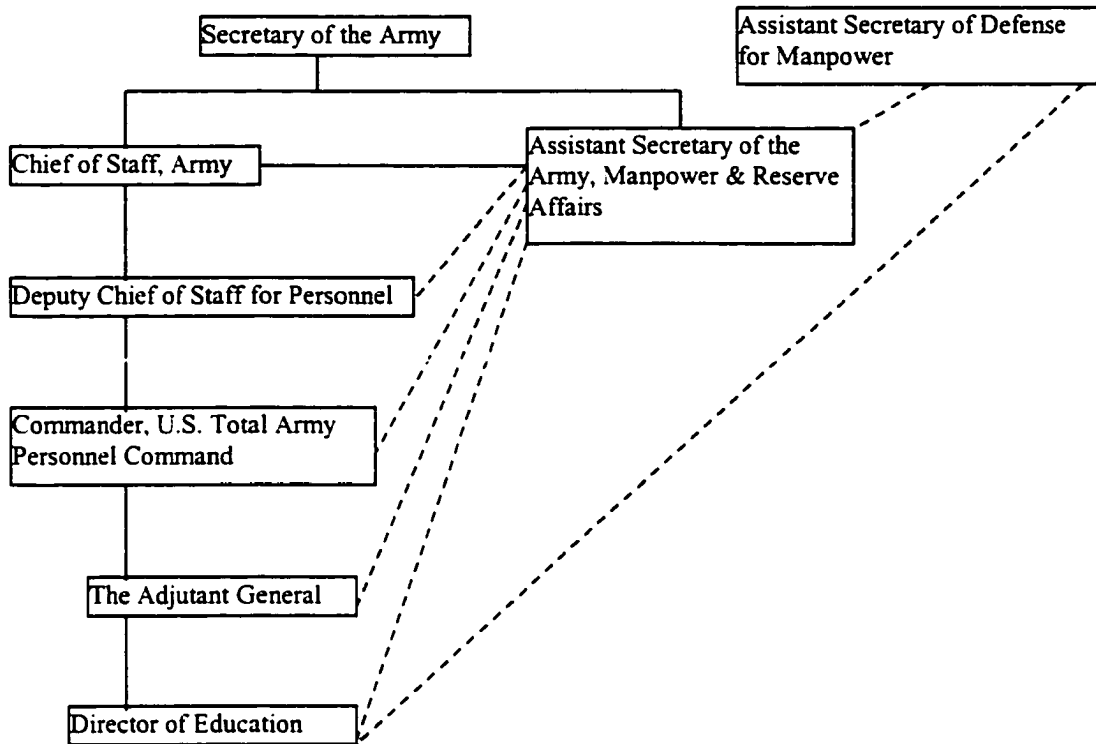
where education services are directly provided to clients, and represents the type of formal organization chart that indicates staff reporting lines.



Legend: Solid line indicates formal chain of control and reporting.

Figure 2. Formal Reporting Chain for Staff Elements of Voluntary Education at Army Headquarters.

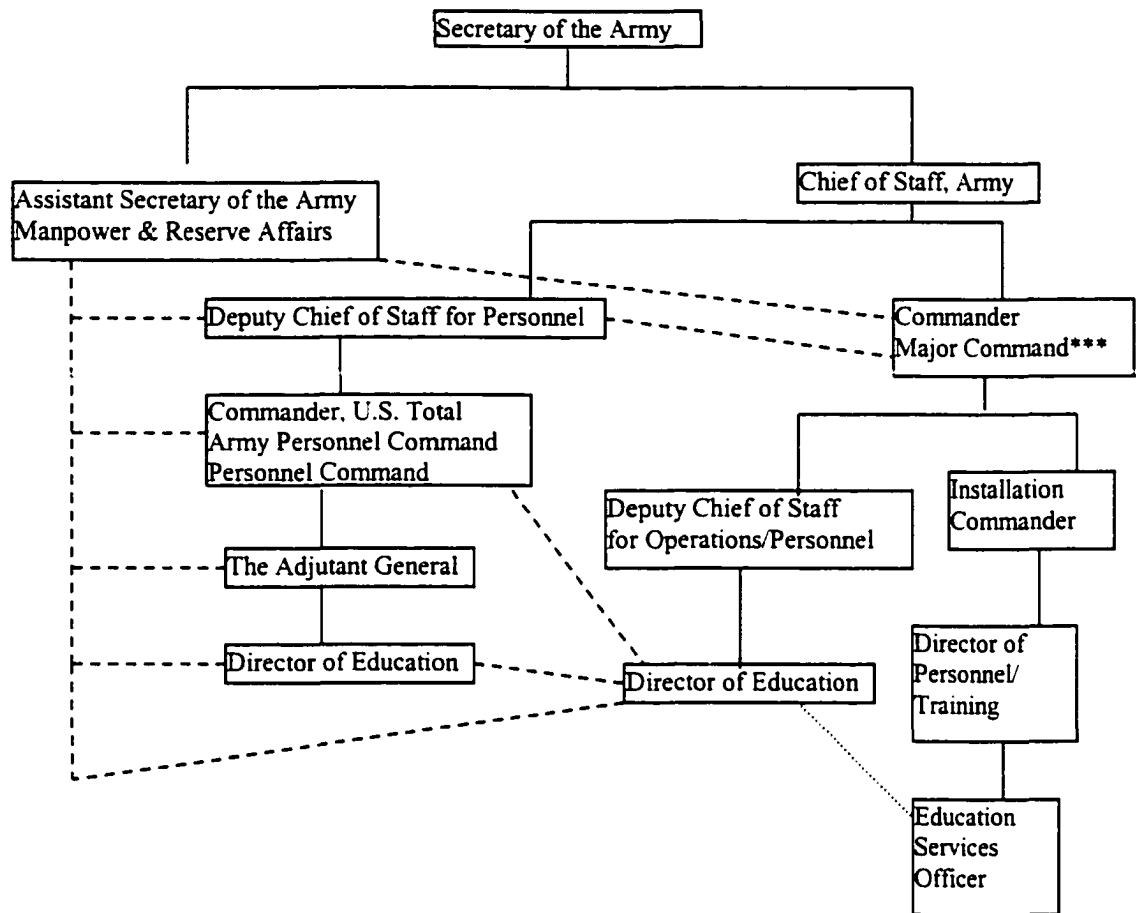
Figure 3 begins to show the actual nuances involved by displaying the formal reporting relationships as well as the informal coordination and communication lines at the Army headquarters level for the ACES function. As was the case for figure 2, figure 3 includes only the staff elements at the agency headquarters level and does not include any operational elements or subordinate command elements.



Legend: Solid lines indicate direct reporting relationship. Dotted lines indicate informal coordination and communication.

Figure 3. Formal Reporting Relationships and Informal Communication Lines for Staff Elements at the Army Headquarters Level for Voluntary Education

Figure 4 shows the rest of the picture, the formal and informal lines, the solid and dotted lines for Army education from the Secretary of the Army level to the local, installation level, where the installation Education Services Officer (ESO) provides adult and continuing education programs and services to soldiers. These figures demonstrate that the ACES is a typical U.S. federal bureaucracy with a complex set of formal and informal hierarchical structure that has significant impact on the communication flow within this organization. These elements are present in many corporations as well and are by no means restricted to the government arena.



Solid lines indicate formal reporting relationship. Dashed lines indicate informal communication.

Figure 4. Formal Reporting Relationships and Informal Channels of Communication and Coordination for the Army Voluntary Education Community.

Bureaucracy and Organizational Structure

The following references provide some insight into issues about bureaucracies and how they relate to the research question and research hypotheses. In 1981, Pascale (p. 33) wrote about the “Japanese industrial and economic miracle”,

Matsushite thus counterbalanced his strong thrust toward decentralization by centralizing four key functions, which remain to the present day. First, he created

a cadre of controllers reporting to headquarters and a comprehensive centralized accounting system; second, he instituted a company 'bank' into which division profits flowed and from which divisions had to solicit funds for capital improvements; third, he centralized the personnel function...Fourth and finally, Matsushite centralized training.

Pascale also reported, "Matsushite was among the first to recognize that centralization versus decentralization is an unresolvable conflict and that great organizations must have both" (1981, p. 34). Ouchi has written much concerning organizational structure, "The M-Form company succeeds because it attains a sense of balance between team work on one hand and individual effort on the other" (1984, p. 6). Additionally, Ouchi wrote about "the U-Form structure" or organizations, "The organization is unified, or U-Form, in the sense that it can stand only as a unity. No subportion of the organization can exist on its own. H-Form Structure: The critical aspect of the H-Form organization is that the operating units are in unrelated businesses" (p. 23). The literature concerning organizational structure and the effects of structure on achievement of organizational goals is extensive. The focus within the literature is not simply on bottom line profit but on the measurable myriad effects of certain structures within formal organizations.

Other researchers have also written extensively concerning the effect of organizational structure on organizational culture, achievement of organizational goals, and communication flow (Davidow and Malone, 1993, p. 163; Deetz, 1992, p. 55 and p. 316; Pascale, 1981, p. 36; and Taylor, 1995, p. 214). Rothschild & Ollilainen (1999) likewise wrote about "the manner in which the formal rules and the hierarchical authority structure of the bureaucratic apparatus succeed in implementing top-down control" (p.

584). They believe that in the past thirty years, “grassroots social movement organizations have been struggling to develop exemplary organizations where genuine participation or democracy prevails, namely organizations where those who work also manage, where no decision would be seen as legitimate unless all those affected by it had the opportunity to participate in making it” (p. 585).

Table 1 is a modification of the table provided by Rothschild & Ollilainen (1999) comparing dimensions within organizations (p. 602). This table contrasts many dimensions within bureaucratic and democratic organizations.

Concerning the filtering of information within organizations, much has been written.

At every level of the hierarchy, there is uncertainty absorption - what March and Simon (1958) call the recoding of the data of experience in order to conform to the established categories defined by the organization. When the recategorization is repeated at several levels, data is not just lost: The raw material of experience is cloaked in a cocoon of added-on assumptions...Information gets laundered in such a way as to strengthen the position of intermediate level advocates (Taylor, 1995, p. 47).

Other research supporting this phenomenon has been written as well (Davidow & Malone, 1993, pp. 163-168). Bolman & Deal (1991) summed up this issue well, “For every combination of goals, technology, people and circumstances, there is a formal structure that will work, but there are many others that will not” (p. 79). Just as leaders face the tension between the two primary tasks of attention to task and attention to people (Blake & Mouton, 1964), there is “classic structural tension between the need to divide

Table 1.

Comparison of Two Types of Organizations

Dimension	Bureaucratic Organization	Democratic Organization
Authority	Resides in individuals	Resides in the collectivity
Rules	Formal, fixed, and written	Minimal rules, changed based on situation
Social Control	Direct supervision	Based on personal appeals
Social Relations	Impersonal, role-based	Personal and holistic
Recruitment and Advancement	Based on seniority	Based on friends, values
Incentive Structure	Material rewards	Social solidarity
Social Stratification	Via hierarchy	Egalitarian
Differentiation	Maximum division of labor	Minimum division of labor
Primary purpose of Administrative Process	Maximize efficiency and profit	Provide voice to all

the work and the difficulty of coordinating work after it has been divided” (Bolman & Deal, 1991, p. 81). The United States Army has attempted to cope with this tension in the development of a series of statements, such as: “Mission First, People Always.”

Behn (1991) wrote about this phenomenon from another perspective and in terms of “loose-tight.” He theorizes that there are two dimensions to organizations: (1) the values or mission of an organization and (2) the procedures that govern the day-to-day

functioning of an organization. His example of a “tight-tight” organization is McDonald’s, where both the corporate mission is very well defined and the workers in the restaurants have little if any leeway in the performance of their duties. His example of a “loose-tight” organization is the federal government, which he characterizes as very loose in terms of vision or mission but very tight in terms of what workers may or may not do. If this is true, one might expect that organizational focus, as defined by the effective communication of an organizational mission statement, might be less important or more poorly communicated within federal bureaucracies. In fact, the vast majority of United States federal bureaucracies have published mission statements and vision statements that are communicated to the members of the organization as well as often displayed in customer service areas. Ready examples include the U.S. Customs and Immigrations services, the Postal Services, and the Army Continuing Education System.

Some of the most well know work on organizational structures and their effects was done by Henry Mintzberg. Mintzberg has written extensively concerning the effects of organizational structure on communication flow and developed five possible configurations: (1) simple structure, (2) machine bureaucracy, (3) professional bureaucracy, (4) divisionalized form, and (5) adhocracy. In Bolman and Deal (1991), Mintzberg wrote, “Each form creates a unique set of management challenges” (p. 85). For the purposes of this research, these considerations are only important in understanding how organizational structure impacts on information flow, if at all.

The literature clearly supports the idea that a hierarchical organizational structure has an impact on organizational information flow. As Wilson (1989) summarizes, “Organization matters” (p.24). This review illustrates the basic issues involved: how

much influence does structure have on information flow in organizations, what effects do centralization versus decentralization have on organizational information flow, and what is the best structure to facilitate the flow of information within organizations. This study will further investigate how a typical structure within a U.S. federal bureaucracy affects the information flow and communication satisfaction in this organization and will seek to gather and analyze data to improve understanding of these organizational structure and information flow issues as they relate to communication satisfaction.

Further, as Pace pointed out, the timeliness of information flow throughout an organization is of great significance, “Because of differences in awareness of information, problems in coordination may develop. Time lags in the dissemination of information may make it difficult to make decisions because people are just not informed” (p. 154).

Communication Model

The development of communication models is critical to the understanding of the communication process within organizations. Consideration of communication models sets basic parameters to aid in understanding how information flow affects communication satisfaction within all organizations.

The model developed for this research is based on the basic utility of models. Models are helpful when a visual rendering helps readers better understand the concepts involved. As always, researchers seek the balance between fit and parsimony.

To aid in the development of a basic model for this research, several models were considered. The model developed in this research recognizes that there are several

factors affecting communication satisfaction within a federal bureaucracy. Three of the primary factors are the receipt of information, the timeliness of information, and feedback. These factors make up the larger construct of information flow. Information flow affects communication satisfaction and is well documented in the literature and in critical surveys of communication satisfaction. More detail about the elements within information flow will be presented later in this research. In the model, between each

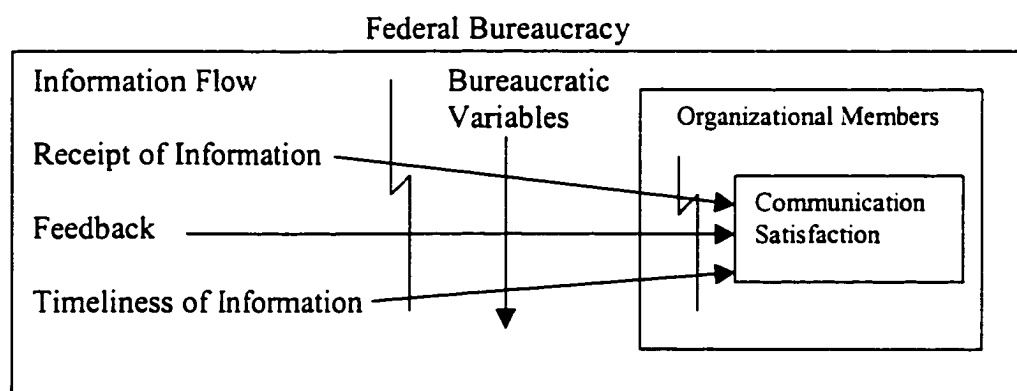


Figure 5. Factors Affecting Communication Satisfaction within a Federal

Bureaucracy

factor and the organizational members, there is a jagged line crossing all factors. This line represents the “noise” in each factor external to the perceptions of each individual member of the organization. This noise could include the incompleteness of the message (intentional or otherwise); the effect of media selection, e.g. personal, face-to-face, email, telephone, or other; and the context of the message. Likewise, there is a jagged line crossing all factors within each organizational member. This represents the “noise” in each factor, which exists in the communication because of the perceptions of each

organizational member, perceptions resulting from or affected by the values, attitudes, and beliefs as well as the cynicism of each member. Consideration of the noise in communication is a significant factor to be considered in communication satisfaction as Hecht (1978) pointed out, "Communication is satisfying to the degree it removes uncertainty" (p. 52). It must be noted that although the term "noise" may carry a somewhat negatively charged connotation, noise may well add to the improved understanding of the message. For example, if the message sent by the originator focuses on the role of leadership within the organization, part of the noise in this communication transaction could well be the level of knowledge of the recipient of the communication concerning the topic of leadership. If the recipient of the communication is extremely well-versed in this topic, the noise may well enhance the overall communication transaction.

For this reason, the bureaucratic independent variables of age, time in federal service, and grade are studied in this research to determine if these independent variables have a significant effect on the communication; to determine, in effect, if these bureaucratic independent variables actually serve as intervening or even confounding variables.

Obviously, the communication satisfaction of each organizational member is unique. One could further argue that the communication satisfaction of each organizational member varies depending on the issue. A member could have high communication satisfaction on the subject of corporate benefits but low communication satisfaction on the subject of promotional opportunities. Further, one could conclude that each individual member of the organization assigns a value or weight to each issue based

on relevance and importance to self and that this assignment of value results in an overall communication satisfaction for that organizational member. Measurement of the communication satisfaction of all organization members provides an assessment of the overall communication satisfaction level within the organization.

Rationale, Hypotheses, and Research Question

The literature presented in this chapter provides a foundation for this research. Prior research clearly supports the importance of communication satisfaction to organizational health and success. By definition, individuals form organizations to accomplish tasks and attain objectives they cannot achieve on their own. Whenever two or more people are involved in any effort, communication will always be an issue.

Communication Satisfaction and Information Flow

The research supports the need for the receipt of quality information by all members of organizations. Organization members who do not receive sufficient quantities of quality information are subject to a variety of negative perceptions, e.g. “I am not trustworthy,” or “I never get the big picture,” or “I don’t know how my work fits in with the larger goals and objectives of the organization.” In the end, organization members cannot work toward common goals unless sufficient quality information is provided to facilitate goal achievement. Specifically, members need information about organizational mission, vision, goals, and objectives; organizational policies and procedures; organizational structure, boundaries, and partnerships; past organizational performance and current organizational plans and projects.

Additionally, the literature cited supports the need of organization members for timely information. Receipt of information that is not timely can only produce negative perceptions on the part of organization members, e.g. "I am not (my work is not) important enough to get the information on time," or "Nobody in the organization cares how much time and effort I have to expend based on insufficient and late information." This dimension of timeliness is important enough to be discussed and studied separately from the general need for information.

As the earliest communication models evolved to include feedback or the two-way dimension of communication, so too does the literature support the inclusion of feedback as an independent variable in this research. The need of organizational members to provide meaningful feedback to supervisors and other organizational members is well documented in past research. The research provides ample examples of what happens when organizational members feel deprived of the ability to make meaningful feedback. Such situations cause members to believe, "I'm the guy doing the work but nobody asks me how the work should be best accomplished," or even worse, "they ask for my opinion, but they never use it." The relationship of feedback and communication satisfaction is well documented.

Additionally, the independent variables addressed in this study are all addressed by the QSICA, a well used and respected instrument. It follows that if these variables have been significant in studies involving non-bureaucratic organizations, it is prudent to include them in a new study of U.S. federal bureaucracies.

Hypotheses

Hypothesis one. If this research produces data that shows receiving quality information flow is significantly and directly related to communication satisfaction in a federal bureaucracy, then hypothesis 1 must be retained:

H₁: Receiving quality information has a statistically significant effect on the communication satisfaction in a federal bureaucracy.

This hypothesis is directly based on the extant literature that demonstrates that the receipt of quality information is a primary factor affecting communication satisfaction. A review of the past research and the use of the QSICA show that this independent variable has proven significant in the study of non-bureaucratic organizations. It is important to include this independent variable in the this current research.

Hypothesis two. If this research produces data that shows effective feedback is significantly and directly related to communication satisfaction in a federal bureaucracy, then hypothesis 2 must be retained:

H₂: Effective feedback has a statistically significant effect on the communication satisfaction in a federal bureaucracy.

A wide range of existing research clearly indicates the significance of the effects of feedback on communication in non-bureaucratic organizations. This research and the QSICA support the inclusion of this independent variable in this new research concerning bureaucratic organizations.

Hypothesis three. If this research produces data that shows the timeliness of information is significantly and directly related to communication satisfaction in a federal bureaucracy, then hypothesis 3 must be retained:

H₃: The timeliness of information has a statistically significant effect on the communication satisfaction in a federal bureaucracy.

As stated above, the past research cited in Chapter One and Chapter Two of this research shows how the independent variable of timeliness of information is significantly and directly related to communication satisfaction in non-bureaucratic organizations. Inclusion of this independent variable in this new research of bureaucratic organizations appears well justified.

Research Question

Within bureaucracies there are additional factors which may impact significantly on the communication satisfaction of organizational members. The four bureaucratic factors examined by this research include: grade of employees, number of years of service of employees in their current grade, age of employees, and number of years of experience of employees in federal service.

Research question 1.

RQ₁: Are the employee's age, the employee's rank/grade, the number of years the employee has served in his current rank/grade, and the number of years of federal

service significant predictors of communication satisfaction.

Communication Satisfaction and Bureaucratic Variables

The use of bureaucratic variables in this study is not unusual. Many communications-focused research projects include variables such as age, gender, race and ethnic heritage. Many of the powerful arguments in favor of diversity throughout organizations have their roots in serious research that gathered this type of data along with other variables. A research outcome demonstrating no significant effect of these bureaucratic variables on other independent variables would be just as significant and useful as a finding that these bureaucratic variables do have significant effect on other independent variables.

Age. Age may be found to have a significant effect on other communication variables. Differences in communication style and perceptions may exist as a matter of age. Popular literature is replete with references to the difficulties of communication between generations. As recently as September 2000, newspaper articles have reported that the Armed Forces have turned to providing on-line web sites for potential recruits to gain information about the armed services and to indicate their interest in enlistment. This effort is based on the belief that Generation Y members, unlike Baby Boomer or Generation X members, gather their information from the world wide web, not from pamphlets and other written material. Teachers who teach students from different generations, report routinely of the differences in both learning and communication style. The inclusion of age as a bureaucratic intervening variable seemed prudent and reasonable.

Years of federal service. This variable is somewhat related to age. Although many federal workers began their careers in their early twenties, nonetheless, there are many federal careerists who began their federal careers much later. Other research has shown that each organization develops an organizational culture, “the way we do things around here.” If this is true, then there must be an organizational culture within bureaucracies as well. It may well follow, that organizational members who have spent longer years immersed in this organizational culture may communicate differently and may perceive the communication health of the organization differently from those organization members with fewer years of service. This variable will measure if the number of years of federal service has a significant intervening effect on how information flow effects communication satisfaction.

Grade of employees. To a certain degree, the grade of employees will be related to age of employees as one might postulate that higher graded employees tend to be the older employees in the organization. Nonetheless, there is sufficient variance to justify consideration of this variable. For example, although there are ACES employees in USAREUR in the age range of 50-53 who are in the grade of GS-09, there are likewise other ACES employee in USAREUR in the same age range who are working in the grades of GS-11, GS-12, GS-13, and GS-15. Much of the research has shown that communication within organizations is not always “even,” that is, not all communication flows evenly to all organization members. Examination of this independent bureaucratic variable may help determine if there are significant differences in communication satisfaction based on grade.

Years in grade. This bureaucratic independent variable is related to the

independent variables of grade and time in federal service. The underlying hypothesis is that those who serve longer years in one grade may come to communicate differently from those workers who spend only a short time in grade before being promoted to the next work level. This may tie in to the larger construct of job satisfaction, as well. This variable reasonably bears examination and analysis as part of this research.

In summary, it is clear that the literature supports the importance of communication satisfaction to organizational health and success. Further, many researchers have explored the impact of receiving information, feedback, and timeliness of information on communication satisfaction. This study will examine these three factors along with four bureaucratic factors to determine their effect on communication satisfaction in a U.S. federal bureaucracy.

CHAPTER 3

Methods

Questionnaire Survey of the International Communication Association (QSICA)

This ex post facto research design used the QSICA to measure basic communication satisfaction within an organization. The QSICA is a well known, often used, validated instrument that assesses issues raised in the hypotheses presented in Chapter Two. A copy of the QSICA is found at Appendix B. Communication dimensions measured by the QSICA include: (1) receiving information from others, (2) sending information to others, (3) follow up on information sent, (4) sources of information, (5) timeliness of information received from key sources, (6) organizational communication relationships, and (7) organizational outcomes. These dimensions directly relate to the independent variable of information flow, earlier defined in this research to include receiving quality information, timeliness, and feedback. The QSICA elements of receiving information and sources of information relate to the independent variable of receiving information in this research; the QSICA elements of sending information and follow up relate to the independent variable of feedback in this research, and the QSICA element of timeliness relates to the independent variable of timeliness in this research.

Perez Communication Survey for Federal Bureaucracies (PCSFB)

Rationale. Additionally, the researcher has elected to develop a new survey instrument, the PCSFB. The purpose of this effort was to gather pertinent data that will better support the understanding of communication satisfaction within U.S. federal

bureaucracies. While the QSICA is a well-used and well-validated research instrument, it was not designed specifically for use with bureaucratic organizational forms. A copy of the PCSFB developed for the Pilot Study can be found at Appendix C. A copy of the modified PCSFB developed for the Final Study can be found at Appendix D. The development of the PCSFB grew from the need to examine information flow as measured by receiving information, feedback, and timeliness of information as well as to examine the effects of four bureaucratic variables not directly measured by the QSICA. Additionally, the PCSFB does not include other elements of the QSICA which do not have direct application to this research. Further, even though the pilot study and the later full study were conducted within the framework of the U.S. Department of Defense, the PCSFB has been designed to permit application within other Federal agencies as well.

Development and Validation of the PCSFB for the Pilot Study

The PCSFB for the Pilot Study was developed in three sections: (1) general information, (2) contacts, and (3) communication satisfaction. The elements included in the PCSFB were developed based on the direction provided by the QSICA and the extant literature concerning communication satisfaction. Much of the literature cited in Chapter Two of this research has provided a foundation for the inclusion of these elements in this research. The communication dimensions and related items on the pilot version of the PCSFB are shown at Table 2.

General information section. The fourteen items in this section gathered a wide range of data concerning demographic information and job history, to include information concerning technology available to the respondent to aid in communication

throughout the organization. This section gathers data on the bureaucratic variables of this study: age, years of federal service, and grade.

Communication satisfaction section. The 80 items in this section focus on all elements of information flow (receiving quality information, timeliness, and feedback) as well as expressed communication satisfaction of respondents.

Table 2.

Communication Dimensions and Related Items on the Pilot Version of the PCSFB

Communication Dimension	Related Items
Bureaucratic Variables	Section I; Items: 1, 3, 5
Expressed Communication Satisfaction	Section III; Items: 41 – 52
Receiving Quality Information	Section III, Items: 2 – 3, 11 – 13, 17 – 22
Timeliness of Information	Section III, Items: 14 – 16
Perceptions Concerning Feedback to All Levels within the Organization	Section III, Items: 26 – 40

Methodology for the Pilot Study

The pilot study was conducted using the library organization of the U.S. Army in Europe (USAREUR). In January 1998, the researcher obtained a list of names and office addresses of Department of the Army Civilians (DAC), who are employed by the USAREUR library system.

During February 1998, the researcher sent a cover letter (shown at Appendix E) to each of the 45 DAC employed by USAREUR library system. This cover letter was accompanied by a copy of the QSICA, and a copy of the PCSFB. As the completed survey forms were received by the researcher, the researcher manually input raw data into a spreadsheet.

A total of 35 usable surveys were received. This represented a survey response rate of 78%.

Pilot Study Results

The demographics of respondents to the pilot survey are shown in Table 3. The detailed results of the pilot study are shown in Table 4. This Cronbach Alpha scores for “Pre-Item Analysis” refers to the Cronbach Alpha scores obtained using all the items in the original surveys. The Cronbach Alpha scores for “Post-Item Analysis” refers to the Cronbach Alpha scores obtained after item analysis was performed and low-scoring items were eliminated.

The individual SAS Cronbach Coefficient Alpha reports by communication dimension are found in Appendix F. The results were obtained by importing data from the spreadsheets into a SAS database and running procedures to obtain the Cronbach Coefficient Alpha for each communication dimension measured by the surveys.

Additionally, some item analysis was performed. For example, it was found that for the group of 12 items on the PCSFB which focused on the communication dimension, Expressed Communication Satisfaction, a Cronbach Coefficient Alpha of 0.72 was obtained. However, by evaluating the individual correlations of the items, it was found

that after elimination of three items, a Cronbach Coefficient Alpha of 0.86 was obtained. Therefore, it was decided to eliminate those three items from the final survey instrument. Additionally, it was decided to eliminate those items related to communication dimensions with Cronbach Coefficient Alpha scores below 0.74. The resulting modifications of the PCSFB are found in Appendix D.

In many cases, results obtained on sections of the PCSFB closely paralleled results obtained on corresponding sections of the QSICA, e.g. the results obtained on the sections for receiving information, feedback, and timeliness on both surveys. Because of this, and based on the recommendation of the research committee, it was decided to utilize only the PCSFB for the final study as development and validation of a new survey instrument for federal bureaucracies would provide an even greater contribution to the field of study concerning communication within bureaucracies.

Development of the PCSFB (Final Version)

Based on this item analysis and the resulting scores, PCSFB (Pilot Version) was modified and the PCSFB (Final Version) for use in the full study was developed.

Items used for final study. Table 5 shows which items on the PCSFB (Final Version) relate directly to the dependent variable of communication satisfaction and the independent variables of receiving information, feedback, and timeliness of information. As a result of the analysis of the PCSFT used in the Pilot Study, the PCSFB was modified into five sections for use in the Final Study (see appendix D).

General information section. This section gathers demographic information and job history information. This information may prove useful during the analysis of data to

Table 3.

Demographics of Pilot Study

GENDER	Male	Female	Total
	12	23	35

EDUCATION	Graduate Degree	< Graduate Degree	Total
	31	4	35

AGE	<40	41-50	51-60	>60	Total
	5	26	3	1	35

RACIAL/ETHNIC BACKGROUND	Caucasian	African American	Hispanic	Asian	Native American	Total
	24	7	2	2	0	35

search for relationships between these responses and the responses concerning communication satisfaction and the independent variables of receiving information, feedback, and timeliness of information. Demographic information and job history

Table 4.

Summary of Pilot Survey Results with Cronbach Alpha Scores

Communication Dimensions	QSICA* Items				PCSFB** Items			
	Pre-Item Analysis		Post-Item Analysis		Pre-Item Analysis		Post-Item Analysis	
	# of Items	Alpha	# of Items	Alpha	# of Items	Alpha	# of Items	Alpha
Receiving Information	26	0.74	21	0.82	11	0.63	7	0.80
Feedback	14	0.88	14	0.88	15	0.92	15	0.92
Follow-Up	10	0.40	6	0.80	NM	NM	NM	NM
Sources of Information	15	0.82	15	0.82	NM	NM	NM	NM
Timeliness	6	0.40	3	0.94	5	0.78	3	0.83
Relationships	19	0.74	12	0.92	NM	NM	NM	NM
Outcomes	13	0.65	6	0.87	NM	NM	NM	NM
Expressed Communication Satisfaction	NM	NM	NM	NM	12	0.72	9	0.86

* Questionnaire Survey of the International Communication Association

** Perez Communication Survey for Federal Bureaucracies

NM = Not Measured

information is gathered in this section with items 1 through 4.

Receiving information. This section gathers data concerning how respondents perceive they receive information within a federal bureaucracy. The data were gathered in this section with items 1 through 8.

Table 5.

PCSFB Items Related to Dependent and Independent Variables

Variable	Section	Items
Communication Satisfaction	5	1 – 12
Receiving Information	2	1 – 8
Feedback	3	1 – 15
Timeliness	4	1 – 5
Bureaucractic Variables	1	1 – 4

Feedback. This section gathers data concerning how respondents perceive their ability to provide meaningful feedback to others within a federal bureaucracy. The data were gathered in this section with items 1 through 15.

Timeliness of information. This section gathers data concerning how respondents perceive the information received to be timely to accomplish their assigned tasks within a federal bureaucracy. The data were gathered in this section with items 1 through 5.

Communication satisfaction. Section III of the PCSFB focuses on the dependent variable of this study and addresses several related issues: (1) awareness of the organization's mission and vision statements, (2) agreement by the respondent with the organization's mission and vision statements, (3) perception that the work performed by the respondent supports the organization's mission and vision statements, (4) perceptions concerning openness of the communication within the organization, (5) perceptions of

effectiveness of communication flow in both directions vertically, (6) perceptions of respondents concerning feedback to all levels within the organization, (7) perceptions of respondents concerning congruity of organizational values throughout the organization, and (8) perceptions of respondents concerning congruity of leader behavior with leader written and verbal communication. The data were gathered in this section on items 1 through 12.

Methodology for the Full Study

The full study was conducted using the Army Continuing Education System (ACES) within USAREUR as a model for U.S. federal bureaucracies.

The ACES is a world-wide system of adult and continuing education programs provided primarily for U.S. soldiers. It consists of over 150 Army Education Centers (AEC) in more than 30 States and 15 foreign countries. Of the 10 major commands with the U.S. Army, USAREUR is the third largest based on the number of assigned soldiers. Within USAREUR, there are currently 54 AECs in 13 countries including England, Germany, Holland, Belgium, Italy, Turkey, Egypt, Saudi Arabia, Kuwait, Macedonia, Bosnia, Hungary, and Kosovo. The number of AECs within USAREUR changes with the political situation and as U.S. Forces deploy to new locations. Currently, 616 Department of the Army Civilians (DAC) are employed by the Army to direct, plan, manage, and deliver a wide range of adult and continuing education programs, ranging from pre-college remedial instruction through doctoral college study.

Within USAREUR, there are 96 DACs. The ACES, like many U.S. federal bureaucracies, is organized in three levels: (1) the agency headquarters level, located at

Headquarters, U.S. Total Army Personnel Command (PERSCOM), in Alexandria, Virginia, (2) an intermediate level, known as the Major Army Command (MACOM) headquarters level, and (3) the local, installation level, where education programs and services are delivered directly to soldiers.

The census method was used for the full study. The researcher obtained the name and office address of each DAC employed by the ACES in USAREUR. This data is freely available from the Headquarters USAREUR Education Division in Heidelberg, Germany. On November 1, 1998 the Modified PCSFB was sent via mail to each DAC employed by ACES in USAREUR. A cover letter (shown in Appendix E) was included, providing a brief description of the project and soliciting support for this effort. The cover letter asked each respondent to return both surveys within two weeks of receipt. A self addressed stamped envelope was included for this purpose. As the researcher received filled-out surveys from respondents, survey responses were manually entered into an electronic spreadsheet.

Descriptive Statistics

A total of 104 surveys were distributed in this study ($n = 104$). Of this total, 88 usable surveys were returned for a real response rate of 84.6%. Demographic data is summarized in Table 6.

The mean age was 46.7 years (standard deviation of 9.8 years) with a range of 31 to 70 years of age. Gender distribution was 62.5% male and 37.5% female. Education level was 72.7% with graduate work and 27.3% without graduate work. Ethnic and racial groupings were: 72.7% Caucasian, 12.5% African American, 10.2% Hispanic, and 4.6% Asian. None of the respondents reported an ethnic or racial background of Native

American or "other."

Table 6.

Demographics of Survey Respondents

GENDER	MALE		FEMALE		TOTAL		
	55		33		88		
EDUCATION LEVEL	< GRADUATE DEGREE		GRADUATE DEGREE		TOTAL		
	24		64		88		
AGE	< 41		41-50	51-60	>60		Total
	25		31	24	8		88
ETHNIC/ RACIAL BACKGROUND	CAUCASIAN	AFRICAN AMERICAN	HISPANIC	ASIAN	NATIVE AMERICAN	OTHER	TOTAL
	64	11	9	4	0	0	88

CHAPTER 4

Results

This chapter reports the results from the study and analysis described in Chapter 3. Descriptive statistics for the independent and dependent variables are initially reported. The results from the factor analysis for the scales and accompanying reliabilities are then discussed. The remainder of the chapter is organized according to the hypotheses and research question advanced in Chapter 2.

Descriptive Statistics

Communication satisfaction. Respondents reported that they were slightly satisfied with communication in their organization ($M = 33.0$; $SD = 7.11$). With the scale values ranging from a minimum of 20 to a maximum of 46, the large standard deviation provides evidence that a wide variation of scores were reported by respondents. It must be noted that with a minimum possible score of 20 and a maximum possible response score of 46, the statistical mean for this dimension would be 33, exactly the score obtained in this survey. This result, as well as all the results, must be understood in context. Since the final survey used for this study did not address multiple groups, we do not know what the “average” response would be for organizational members of other bureaucracies. Therefore, caution must be exercised to not inflate or deflate the significance of the scores obtained in this study.

Receiving quality information. Similarly, respondents did not report that they received a great deal of quality information from sources in the organization ($M = 23.99$;

SD 3.46). The mean places the sample just slightly above the mid-point of the scale (minimum/maximum = 15/30). The statistical mean for this section would be 22.

Feedback. Respondents generally did not report that their superiors used their feedback in a meaningful way ($M = 28.38$; $SD = 7.78$). The scale ranged from a minimum of 18 to a maximum of 50. The statistical mean for this section would be 34. It can be observed from the standard deviation, respondents reported varying opinions on this issue.

Timeliness of information. In general, respondents suggested that the information they received was neither timely nor late ($M = 16.14$; $SD = 3.90$). With the midpoint of the scale residing at 16.0 and a relatively low standard deviation, it can be observed that respondents do not have particularly strong opinions about the timeliness of the information they receive in the organization.

Demographics. Tables 7 through 10 provide a report of the demographic characteristics of the sample.

Table 7.

Sample Demographics – Current Grade

Current Grade	GS-06 Or below	GS-07	GS-09	GS-11	GS-12	GS/GM-13, 14, 15
N	19	5	9	25	22	8

Table 8.

Sample Demographics – Federal Work Experience

Federal Work Experience	3 years or less	3-5 years	5-10 years	10-15 years	15-20 years	20-25 years	25 years or more
N	18	10	7	15	13	25	0

Table 9.

Sample Demographics – Age

Age	< 30	30-35	36-40	41-45	46-50	51-55	56-60	61-65	Over 65
N	2	8	15	7	24	13	11	3	5

Table 10.

Sample Demographics – Years of Service at Current Grade

Years of Service At Current Grade	3 or less	3-5	5-10	10-15	15-20	20-25	25 or more
N	33	14	30	8	3	0	0

Factor Analyses and Reliability Estimates

A series of principal components factor analyses were conducted on all continuous variable scales used in the study to determine dimensionality, factor structure, and factor loadings. Reliability estimates for the scales were then determined using a Cronbach alpha estimation.

Satisfaction scale. The satisfaction scale administered to respondents consisted of twelve items (see Appendix D). Principal components factor analysis revealed a five-factor structure. The first factor, and the one accounting for the most variance (48%), contained two items (#1, #11) that did not load above .60. Those items were deleted from the satisfaction scale, and the resulting satisfaction scale's (ten items) reliability improved to .90.

Receiving quality information. Receiving quality information scale was composed of eight items (See Appendix D). Principal components analysis determined a two-factor structure. Two items (#1, #2) did not load strongly on the first factor (accounting for 44% of the variance) and were eliminated from the scale. The resulting reliability estimate was then improved to .82.

Feedback. The feedback measure consisted of fifteen items (see Appendix D). Four factors emerged from the principal components analysis. Five items did not load cleanly on the first factor (52% of the variance) and were eliminated from further analysis. The resulting ten-item feedback scale produced a reliability estimate of .94.

Timeliness of information. The timeliness measure was a five-item scale (see Appendix D) that principal components analysis determined to be unidimensional (all items loaded on the first factor. The resulting factor structure accounted for 66% of the variance. Reliability for the scale was estimated at .85

Hypotheses

Because no theoretical reason existed to suspect that receiving quality information, feedback, and information timeliness are related (especially with respect to communication satisfaction), utilizing these variables as independent variables in a regression equation was not attempted. Rather, a separate correlation analysis was performed for each of these variables as predictors of communication satisfaction. Since the bureaucratic variables were discrete in nature, one-way analyses of variance were performed.

Hypothesis 1. Hypothesis one stated that receiving quality information would be significantly and directly related to communication satisfaction. Results from the

correlation analysis confirmed that respondents who felt they were receiving quality information from various sources in the bureaucracy were more satisfied with their communication relationships ($r = .37, p < .001$). Conversely, perceptions of low quality information were associated with lower levels of communication satisfaction.

Hypothesis 2. The second hypothesis stated that perceptions of effective feedback would be significantly and directly related to communication satisfaction. The hypothesis was confirmed ($r = .42, p < .001$). Respondents who perceived that they obtain effective feedback also reported that they are more satisfied with their communication in the federal bureaucracy, while those not receiving feedback reported low levels of communication satisfaction.

Hypothesis 3. Hypothesis 3 focused on the timeliness of information and predicted that communication satisfaction and timeliness would be directly related to one another. The hypothesis was confirmed ($r = .79, p < .001$). Respondents who reported that they were receiving timely information were more satisfied communicatively. Of course, the opposite effect was evident for those who felt that their information was not provided in a timely fashion.

Research question 1. Research question 1 was interested in determining the effects of bureaucratic variables associated with one's job and experience (age, rank, year's experience, length of service in current grade) on communication satisfaction. One-way analysis of variance determined that age was a significant predictor of communication satisfaction ($F(79) = 12.16, p < .001$). Those in the age range 30-35 were the most satisfied with their communication ($M = 41.5$) while those age 46-50 were the least satisfied ($M = 26.3$). Interestingly, those in the age groups 51-55, 56-60, 61-65

reported almost identical levels of communication satisfaction (36.2, 36.8, 36.0 respectively). Recall that the sample mean for communication satisfaction was 33.03.

Respondents also varied in their perceptions of communication satisfaction based on their rank ($F(82) = 2.35, p = .048$). Those respondents at the rank of GS-11 ($M = 30.8$) and GS 13 and above ($M = 31.1$) reported the lowest levels of communication satisfaction, while those at the GS-09 ($M = 38.2$), and to a lesser extent those at the ranks of GS-06 and below ($M = 35.6$), reported the most satisfaction with their communication in the bureaucracy.

Years of experience in a federal bureaucracy had a significant effect on communication satisfaction ($F(82) = 5.14, p < .001$). Those respondents with 3-5 years experience ($M = 37.1$) and those with 10-15 years experience ($M = 37.4$) were the most satisfied with their communication in the organization. Those employees with 5-10 years experience ($M = 28.2$) and 15-20 years experience ($M = 28.4$) were the least satisfied with their communication.

The final bureaucratic variable examined was length of service within current grade. The results of the one-way ANOVA revealed that this variable could predict communication satisfaction ($F(83) = 3.61, p < .009$). However, only those with 15-20 years of service within grade reported significantly different communication satisfaction scores from the other groups. This group reported very low communication satisfaction ($M = 20.0$).

CHAPTER 5

Discussion

Communication Satisfaction

The majority of respondents reported neither great satisfaction nor great dissatisfaction with the communication within a federal bureaucracy. Respondents reported they were only slightly satisfied with the communication within a federal bureaucracy. With a wide variation of scores reported by respondents, several conclusions are possible.

On face value, one could conclude that there is wide variance among respondents concerning expectations for communication satisfaction. It could well be that some respondents had high expectations for communication satisfaction while others did not. Another explanation for this variance might be found in an analysis of the frequency of communication between senior staff leaders within the bureaucracy and senior managers at Army Education Centers. Perhaps when the mass communication strategies of senior staff leaders, e.g. mass e-mailings and memoranda are supplemented with personal, one-to-one communications from senior staff leaders to senior managers at Army Education Centers, the communication satisfaction increases. This would bear more study in some future research project.

Perhaps respondents had different criteria for communication satisfaction. Some respondents may be content with generic emails sent to all respondents, while other respondents may require more personal communication. Absent any other information, it could well be that the communication skills and the communication style of respondents had much to do with their individual perceptions of communication satisfaction.

Likewise, it could be concluded that the bureaucracy simply does a mediocre job of communicating with its members. This final possibility appears more likely given the other results. In summary, it would be reasonable to expect that if respondents report they receive adequate quantities of quality information, that the information received is timely, and that feedback is both solicited and acted on, respondents will likewise report a high level of communication satisfaction. Given the results reported by respondents for each of these independent variables, the scores for communication satisfaction reported by respondents become understandable.

Receiving Quality Information

Respondents did not report that they received much quality information from within the organization. Given the scores reported for communication satisfaction, this is no surprise. Typically in studies involving private industry, respondents reporting high communication satisfaction report receiving much quality information from all levels of the organization.

It is significant that the survey instrument gathered data concerning receiving information both vertically (from superiors) and laterally (from colleagues). While the receipt of only limited quality information vertically can be laid at the feet of organizational leaders who are primarily responsible for communicating organizational goals, objectives, and policies, the receipt of little quality information from colleagues and peers suggests other dynamics at work.

Given the significant downsizing actions of the ACES in USAREUR in the past three years (at least 33% reduction in ACES manpower), it could well be that respondents

do not perceive the work environment to be the trustworthy, safe, secure environment that it may once have been. The vast majority of the respondents are members of the “baby boomer” generation, a generation often described as placing high importance on such work factors as job security. Certainly, when this group of baby boomers began their careers within the federal bureaucracy, job security was a very strong selling point for such professions. With the recent downsizing, this has changed significantly. Many fear that their jobs will be outsourced and that they will be forced to take an early retirement, even though there is no evidence to support such fears. Jun and Rivera (1997) wrote concerning this phenomenon, “Many public organizations today are being downsized...[but this] must be weighed against the counterproductive consequences of such transformative projects, particularly the loss of employee morale” (p. 133).

Additionally, it has only been within the last four years that the Department of Defense (DoD) “five-year rule” has begun to be enforced after a hiatus of several years. The DoD rule is that federal employees are normally employed within the Continental United States (CONUS). When federal employees are employed outside the CONUS, such assignments are not to exceed five consecutive years. At the end of a five-year assignment outside CONUS, employees are expected to rotate back to a job within CONUS for at least one full year. For several years, during the 1990’s, the Army in Europe had become very lax in the enforcement of this rule. With the downsizing in U.S. Army, Europe (USAREUR) in the late 1990’s, the Army began stricter enforcement of the DoD five-year rule. This has caused significant tension and unrest among large segments of the civilian federal workforce in USAREUR as many members of the workforce did not wish to rotate back to CONUS to other jobs. It would be easy to

believe that this factor alone has made it more difficult for respondents to report they are receiving adequate amounts of quality information.

Feedback

Generally, respondents did not report that their feedback was used meaningfully by superiors. As with receiving quality information, feedback has been shown to be a critical issue in communication satisfaction in studies with private industry. The communication literature concerning communication satisfaction is rich with evidence that employees value their ability to make feedback, feedback that superiors actually use in making future decisions (Harris, 1993; Falcione, 1995; O'Hair, 1997; and Locke, 1976). This ability to make feedback is linked to feelings of control over one's work activity and feelings of self-esteem.

One of the primary elements in job satisfaction is the perception of workers that they have some control or influence over the work they perform. The ability to make meaningful feedback to superiors is an important factor within this element. When superiors ask subordinates for feedback, that action alone communicates, "Your work has value, your expertise has value, the organization values your thoughts and recommendations." These messages have a powerful effect on the job satisfaction and communication satisfaction of employees.

The use of feedback from subordinates by superiors strengthens the positive perceptions that the feedback of subordinates is desired and valued. When workers, however, perceive that their feedback may be solicited by supervisors but is never implemented, workers can easily begin to believe that the act of soliciting feedback is

insincere and may well stop providing meaningful feedback. Leaders must always guard against this perception by workers. Likewise, when leaders appoint workers to serve on process action teams to solve specific problems or accomplish specific tasks, leaders must take care to utilize as much as possible of the output of such teams. When management convenes a process action team but implements none of the recommendations of that team, the outcome can only be negative for all those involved and the result can only be harmful to the overall communication satisfaction and job satisfaction within the organization.

Timeliness of Information

Data reported by respondents suggests that the respondents did not believe strongly that information was timely or not. Several possible conclusions could be drawn. Responses could simply indicate that the organization does a mediocre job at providing timely information to employees. Responses might indicate that timeliness of information is not an issue for the respondents surveyed.

As theorized earlier, the responses may simply indicate that the respondents have widely varied personal standards for what they consider timely information and what they do not. Additionally, it may simply be that the bureaucratic nature of the work focuses on the repetitive work involved, e.g. issuing tuition assistance, giving tests, and that the work focuses on the process. It is perhaps this focus that diminishes the entire issue of communication satisfaction with all its independent variables. Perhaps the nature of the work permits workers to perceive they simply have to administer the various facets of the ACES without much consideration of anything beyond the satisfaction of the local

commanders and the soldiers being served.

Bureaucratic Variables

The bureaucratic variables examined in this research included: age, grade, years of federal experience, and years of experience in grade. Statistical analysis of the data proved these bureaucratic variables to be significant.

Age. Only those in the age range 30-35 indicated satisfaction with communication. This is a relatively small group (N=8), as the vast majority of employees within the ACES in USAREUR are older. One might have hypothesized that the older employees would be more likely to indicate communication satisfaction, as it would be the older employees who have access to more information and who probably have higher grades and seniority. Surprisingly, it was the workers in age groups 46-50 (N=24) who indicated the lowest level of communication satisfaction. Further the workers in the age group 51-65 (N=27) reported moderately low levels of communication satisfaction. Therefore, the results do not permit a conclusion that the older the workers are, the lower or higher the level of communication satisfaction will be. To the contrary, the opposite conclusion is more strongly supported by the data. This might lead a researcher to hypothesize that younger workers have greater communications satisfaction because they have lower expectations or simply are not aware of the information they are not receiving. These results warrant further study to determine the root causes for the unusual distribution of scores.

Grade. The results for this bureaucratic variable mirror those for the variable of age. Here to, a researcher might hypothesize that the higher the grade of the employee,

the higher the level of communication satisfaction might be. This was not the case for the employees surveyed in this research. In fact, the results were the opposite of what might have been hypothesized and more readily support a hypothesis that less senior workers would have a higher level of communication satisfaction than is the case for more senior workers. As is the case with the variable of age, further study is needed to pinpoint the reasons for this distribution.

Years of federal experience. Here the results were mixed. Those with the most years of federal experience reported the least communication satisfaction. The results were not linear, however, as the highest levels of communication satisfaction were reported by those with 3-5 years and with 10-15 years of federal experience. Those with 5-10 years of experience reported low levels of communication satisfaction. Therefore, those with the least amount of federal experience and with the most amount of federal experience reported the lowest levels of communication satisfaction.

Years of experience within grade. Here also, those with 15-20 years of experience within grade reported very low communication satisfaction. This would support an hypothesis that remaining in the same grade for an extended period does have a significant effect on communication satisfaction within a federal bureaucracy. Although a researcher might hypothesize that a worker with more years in grade is more likely to develop channels and methods of communication to achieve a higher level of communication satisfaction, one could alternatively hypothesize that staying in grade longer could produce dissatisfaction based on a failure to be promoted to the next higher grade.

Limitations

General. The author of this dissertation is employed as the Director of Education for the United States, Army, Europe (USAREUR). As such, the author is the senior member of the Army Continuing Education System (ACES) in Europe, with management responsibility for 54 Army Education Centers in 13 countries within the USAREUR area of responsibility. Because of his position and grade, the author is one of the forty senior civilian employees within USAREUR and is known beyond the confines of the city in which his office is located. There is a valid concern that the position occupied by the researcher might cause survey respondents to respond to survey items in a less than fully candid manner. This concern is more fully addressed below.

Pilot study. The pilot study was conducted through a survey of federal employees within the library system. At the time of this research, the library system within USAREUR was managed by the Moral, Welfare, and Recreation (MWR) structure. The MWR management structure and the ACES management structure in USAREUR are not formally related; the MWR management structure is located within the Office of the Deputy Chief of Staff for Personnel (ODCSPER) at Headquarters, USAREUR, and at the time this research was conducted, the ACES management structure was within the Office of the Deputy Chief of Staff for Operations (ODCSOPS) at Headquarters, USAREUR. Nonetheless, it is likely that many of the library personnel surveyed in the pilot project know that the author is the Director of Education for USAREUR and that some have met the author or have been present for speeches or briefings delivered by the author. It is considered unlikely that such knowledge has had any significant impact on the results of this research because the author is not in the personnel rating or funding chain for MWR

in USAREUR.

It is likely that library personnel within USAREUR filled out and returned survey forms in the pilot project for the following reasons: (1) libraries and ACES have mutually supportive missions; students need libraries and libraries serve students; (2) librarians generally have earned a master's degree in library science and are more likely than non-college graduates to be supportive of formal research efforts.

Survey of ACES personnel. For the main focus of this dissertation, the author elected to survey the federal employees of the ACES within USAREUR. It is highly likely that each person surveyed knew that the author of the survey was the senior member of her/his organization. It is very likely that each person surveyed has met the author, has heard him deliver speeches, and has spoken privately with the author. A disinterested person might be concerned that this knowledge could have affected how survey participants marked responses on the survey. The author submits that such a concern must be considered, but has not had the potentially negative effects described.

First of all, except for the nine personnel surveyed from the Headquarters staff, the author is not in the personnel rating chain for any of the other personnel surveyed. The author is neither the first-line supervisor or second-line supervisor (reviewer) for any of those non-Headquarters personnel and neither approves nor disapproves awards, bonuses, or salary increases for those personnel.

Secondly, the author has briefed all Army Education Center managers within USAREUR concerning the survey. The author has stressed: there are no "right or wrong" responses, that he is engaged in formal research under the supervision of a major professor and a dissertation committee at the University of Oklahoma; and that there are

no responses that participants can make that would either “please or displease” the author.

Thirdly, the cover letter that accompanied each survey form stressed the same factors briefed to Army Education Center managers.

Leadership implications

Generally, the responses concerning receiving quality information, feedback, and timeliness of information can be summarized as: (1) respondents do not feel that they receive a great deal of quality information, (2) respondents do not feel their feedback is used meaningfully by superiors, and (3) respondents do not feel strongly that the information is received in a timely manner. Given those responses, it can be no surprise that the responses for communication satisfaction indicated respondents were only slightly satisfied with communication in their organization. The implications of these results are many.

Leaders should be constantly aware of the challenge to communicate successfully throughout all levels of their organizations. In everything leaders do, the communication dimension, the communication challenge must be considered. Communication satisfaction within the organization will not happen “on its own.” It will take a consciously applied effort by leaders and managers at all levels to improve the communication climate. Even when improved, it will take a continuous and creative effort to maintain a healthy level of communication satisfaction.

Further, leaders must consciously develop and assiduously apply multiple strategies to improve the rapid dissemination of information throughout the entire

organization. Leaders must make use of all available media and not rely simply on one or two strategies to communicate with the members of the organization. Leaders must guard against excessive reliance on the written word, be it through email or the more traditional memorandum. Nothing will replace the power of the periodic face-to-face communication or at least a personal telephone call between leaders and their subordinates. Additionally, leaders must not shy from repeating important messages. For example, every organization member expects the organizational leader to issue a written policy on sexual harassment. If this is the only communication on sexual harassment from the leader, organizational members may begin to wonder if the policy is a serious one, a policy with “real teeth.” If the leader, however, uses every possible opportunity to reiterate his/her commitment to important policies, organizational members come to realize that such policies are not just pieces of paper the company policy book, but rather are policies that guide the everyday working of the organization. Important organizational principles should be routinely repeated. The same could be said about organizational mission and vision statements. If they are only heard during the annual “strategic planning” session, they will have no genuine meaning to the organizational members. The wise leader incorporates something from the organizational mission statement into every email and memorandum that gets issued.

Everybody within the organization has what he or she believes to be a “good idea” and wants an opportunity to communicate that idea to senior management for the good of the overall organization. Leaders and managers should create an environment that makes such communication possible and routine.

Leaders should conduct frequent and periodic checks to ensure the information

they transmit is reaching all members of the organization in a timely manner. Further, leaders should be concerned that this information is fully understood by all recipients. Use of “town hall” meetings and the like provide opportunities for leaders to see how well “the word” is getting to all organization members. Additionally, leaders should evaluate the ability of all members of the organization to provide timely feedback that could reach the organizational leadership in an efficient way. There must be both formal and informal procedures in place, ranging from “open door” policies, to suggestion programs, and award programs to encourage meaningful feedback. The full communication cycle must be “healthy” to achieve and support true communication satisfaction within an organization.

Leaders need to consider many factors when they evaluate the communication health of their organizations. Certainly, some of the factors to be considered include the bureaucratic variables within this research. The results of this research demonstrated that the older employees at higher grades and with more years of federal service reported lower communication satisfaction. One could have easily postulated that the opposite would have been true, since in many organizations the older, more senior employees have more access to accurate and timely information. Leaders within bureaucracies should be sensitive to the bureaucratic variables presented and studied in this research to ensure that extra care is taken to improve the communication satisfaction of the senior members within the organization.

It must also be noted that the construct, “job satisfaction” clearly encompasses much more than communication satisfaction. In many cases, a large part of job satisfaction is derived from the perception that workers have concerning the usefulness or

intrinsic worthiness of their jobs. For example, if a factor worker on an assembly line perceives the work to be dull, boring, and of little intrinsic worth, it is likely that even the highest level of communication satisfaction will not produce an overall high communication satisfaction for that worker. On the other hand, if a teacher perceives his or her work to be intrinsically very important and worthwhile, the job satisfaction may be high even if the communication satisfaction is not.

Additionally, it must be recognized that the sample used for this study was limited to 88 persons who submitted complete, usable survey responses. Clearly, additional research is necessary to determine the usefulness of the Perez Communication Survey of Federal Bureaucracies with larger groups, with groups within the United States, with groups other than employees of the Army Continuing Education System, and with other federal, non-Army groups.

As discussed in Chapter Two of this study, different organizational forms may produce different results concerning communication satisfaction and the measurement of communication satisfaction. The bureaucratic forms of organization are generally associated with complex, multi-layered organizational forms and are often considered unwieldy and resistant to both change and communication. It must be noted, however, that the dramatic downsizing that has taken place within the U.S. Army during the past five years and particular within the U.S. Army in Europe (USAREUR) has altered the organizational form of this bureaucratic organization significantly. The Army Continuing Education System is comprised of only three levels of organization: (1) the Education Division at Headquarters, Department of the Army; (2) the Education Division at each major command Headquarters, such as at the Headquarters, USAREUR; and (3)

the Army Education Centers (AECs) providing direct services and programs to eligible clients. Prior to this downsizing, there was an additional organizational layer between the Education Division at Headquarters, USAREUR and the AECs in USAREUR. In theory, the organizational layer at the major command headquarters could be eliminated, an organizational change that could well result in a significant change to the organizational culture, climate, and communication satisfaction. Therefore, additional study is needed with other bureaucratic organizations with different organizational structures to determine the effects of these structures on organizational communication satisfaction.

Postmodernism transformation. Jun and Rivera (1997) note that “it is unrealistic, and counterproductive, to think that past accomplishments and traditions are irrelevant in either modernizing or postmodern contexts” (p. 143). In the great struggle, the tension between bureaucracy versus democracy, centralization versus decentralization, etc., as is often the case in other frameworks, the true leadership challenge is finding the resources and competencies for what Jun and Rivera (1997) call “a creative response and synthesis” (p. 143).

Leaders of bureaucracies have serious responsibilities both to the general public and to members of the bureaucratic organizations to ensure both the effective accomplishment of the organizational mission and the effective development of the bureaucratic culture and climate. Schein (1985) wrote extensively concerning the role of leaders/managers in shaping organizational culture. While it may seem oxymoronic to write about a full democratization of federal bureaucracies, it is more than compelling to write about the need for genuine public discourse, the need for increased and improved communication among the wide group of bureaucratic stakeholders. For example, in the

ACES, the group of stakeholders includes the general public, military commanders at all levels, all soldiers who perceive a need for lifelong learning activities, the many colleges and universities that support lifelong learning by members of the military community, the many contractors who provide education support services on U.S. military installations worldwide, and, of course, the federal employees of the ACES who manage and lead the overall ACES effort.

This means there is a need for greater participation by all stakeholders at all levels in the planning of ACES programs and services. Leaders within bureaucracies should actively seek methods of involving and inspiring stakeholders to make proposals for improvement.

There can be little doubt that the nature of the bureaucratic systems does and will continue to resist dramatic change toward democratization. Like all systems, bureaucracies tend very much to self-perpetuate. What is needed is for leaders of bureaucracies to cope with “the poor fit” between bureaucracy and postmodernism (Jun & Rivera, 1997, p. 146), to seek meaningful change in collaboration with a wide range of involved stakeholders. In the end, as Jun & Rivera (1997) note, “individual subjects are still the most important agents for transforming society through critical reflection, discourse, and action” (p. 146).

Implications for Future Research

This research was conducted surveying federal employees of the ACES within one Army major command (MACOM), USAREUR. As employees of the ACES transfer freely to and from positions in all MACOMs, it is likely that similar results would be

obtained surveying ACES personnel in other MACOMs. Nonetheless, it would be meaningful to conduct follow-up studies involving ACES personnel in all other MACOMs, to include ACES personnel at Headquarters, Department of the Army.

Additionally, a large portion of the overall ACES workforce is outsourced, or “contracted out.” To obtain a more complete picture of the full organizational communication satisfaction, another study is necessary to include the contract personnel within ACES. Ideally, a follow-up study would include the world wide work force of the ACES, to include both federal employees and contractors.

It must be noted that the sample was limited. Although the census method was used to survey the entire organization, there were less than 100 Department of the Army Civilians (DACs) employed by the ACES in Europe at the time of the survey administration. It may well be that different results could be obtained if the entire Education Services career program of approximately 450 DACs were surveyed.

While a large portion of other, non-ACES and non-Army organizations use the same three-tier management structure reported for ACES, further study focusing on non-ACES and non-Army organizations will be useful to further validate this research approach and the survey instruments used. Follow on research could use similar methodology to examine the communication satisfaction of federal employees and contractors within the voluntary education departments of the other armed services.

Finally, while the original intent of the researcher included some focus on the technology aspects of organizational communication, the survey did not yield significant data which might further illuminate communication satisfaction. For example, while the survey data did reflect that most respondents were using electronic mail and were

satisfied with the quality and quantity of information sent and received via this medium, there was not enough connectivity to other survey items to allow the researcher to conduct valid analyses concerning the relationship of such technology-supported communication to overall communication satisfaction and organizational structure. Clearly, more work is needed in this area. The PCSFB needs to be reworked to include items that focus on various communication media and their use by members of the work force.

Therefore, while the combination of items from the International Communication Association Communication Survey and the Perez Communication Survey for Federal Bureaucracies was successful and yielded statistically significant results, there is clearly room for further refinement and analysis.

Additionally, further studies applying similar methodology and survey instruments to non-federal bureaucracies might yield useful and significant results. Conceivably, any large organization could profit from a study based on this dissertation. Indeed, further research could well focus on the “tensions” created within bureaucracies between the desire to preserve the bureaucratic process and the desire to achieve postmodernism and full democratization. For example, one focus of research could be the effects on communication satisfaction of extensive use of process action teams to involve the widest possible range of stakeholders in a decision-making process previously accomplished solely by headquarters staff members.

Communication satisfaction. While the research results indicate that respondents in this study were not fully satisfied with the level of organizational communication, much more work is needed to further discover the sources of such dissatisfaction.

Obvious potential sources of communication dissatisfaction could be: (1) unawareness of organizational mission and visions statements, (2) untimely communication, (3) ineffective (unclear) communication, (4) lack of opportunity for meaningful feedback, or (5) other, as yet unidentified communication dimensions. Additionally, further work is necessary to examine the confounding effects of elements of the work environment on communication satisfaction, e.g. the lack of upward mobility.

Information flow. Although of the communication dimensions examined by this study, communication flow appears to be the easiest to define and measure, much more work is possible to further define which types of communication or what blend of communication strategies produce the greatest communication satisfaction within a U.S. federal bureaucracy, e.g. personal face-to-face, telephonic, written, email and other strategies.

Conclusion

Information flow has a significant effect on communication satisfaction within a United States federal bureaucracy. Leaders who desire communication satisfaction throughout their organizations should expend significant time and effort to optimize information flow to achieve the organizational goals and objectives.

The receipt of quality information in a timely manner and the ability to make meaningful feedback matter to members of all organizations. It is true that the bottom line for federal bureaucracies is not the amount of money they generate for stockholders or owners. Rather, the bottom line for federal bureaucracies is how well they accomplish their stated missions. For many federal bureaucracies, such as the ACES, the best

measure for bottom line success is how well they provide the fullest range of quality self- and professional-development lifelong learning opportunities to their clients.

In order to be successful at this mission, the ACES needs a healthy communication climate. Leaders and managers at all levels of the ACES organization should list and detail specific strategies on their annual performance plans for improving the level of communication satisfaction among their subordinates. Such plans must incorporate measurable outcomes and timelines. Progress on organizational communication must come to be valued within the organization as highly as budget management and direct support to clients. The data in this research make it clear that there remains much work to be done in the arena of communications within the ACES in USAREUR. It is likely that many other federal bureaucracies face the same challenge.

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Appendix A

Acronyms and Abbreviations

ACES	Army Continuing Education System
AMC	Army Materiel Command
ASA (M&RA)	Assistant Secretary of the Army for Manpower and Reserve Affairs
CONUS	Continental United States
ESO	Education Services Officer
ESS	Education Services Specialist
EUSA	Eighth U.S. Army
FORSCOM	U.S. Army Forces Command
HQ	Headquarters
MACOM	Army Major Command
MDW	Military District of Washington
MEDCOM	U.S. Army Medical Command
OCNUS	Outside the Continental United States
TRADOC	U.S. Army Training & Doctrine Command
USAREUR/7A	U.S. Army, Europe and Seventh Army
USARPAC	U.S. Army, Pacific
USARSO	U.S. Army, South
USMA	U.S. Military Academy

Appendix B

Questionnaire Survey

by

The International Communication Association

Questionnaire Survey by The International Communication Association

Instructions: Please mark all your responses on the enclosed answer sheets. Please answer all questions since each is important for possibly improving the operation of your organization. If there are any questions which do not apply to you, leave them blank. We appreciate your patience for this important survey.

PLEASE MARK ONLY ONE RESPONSE TO EACH QUESTION

Receiving Information from Others

Instructions for Questions 1 through 26

You can receive information about various topics in your organization. For each topic listed on the following pages, mark your response on the answer sheet that best indicates: (1) the amount of information you are receiving on that topic and (2) the amount of information you need to receive on that topic, that is, the amount you have to have in order to do your job.

	This is the amount of information I receive now							This is the amount of information I need to receive					
		V e r y				V e r y			V e r y				V e r y
		L i t t l e	L i t t l e	S o m e	G r e a t	G r e a t			L i t t l e	L i t t l e	S o m e	G r e a t	G r e a t
How well I am doing in my job.	1.	1	2	3	4	5		2.	1	2	3	4	5
My job duties.	3.	1	2	3	4	5		4.	1	2	3	4	5
Organizational policies.	5.	1	2	3	4	5		6.	1	2	3	4	5
Pay and benefits.	7.	1	2	3	4	5		8.	1	2	3	4	5
How technological changes affect my job.	9.	1	2	3	4	5		10.	1	2	3	4	5
Mistakes and failures of my organization.	11.	1	2	3	4	5		12.	1	2	3	4	5
How I am being judged.	13.	1	2	3	4	5		14.	1	2	3	4	5
How my job-related problems are being handled.	15.	1	2	3	4	5		16.	1	2	3	4	5
How organization decision are made that affect my job.	17.	1	2	3	4	5		18.	1	2	3	4	5
Promotion and advancement opportunities in my organization.	19.	1	2	3	4	5		20.	1	2	3	4	5
Important new product, service or program developments in my organization.	21.	1	2	3	4	5		22.	1	2	3	4	5
How my job relates to the total operation of my organization.	23.	1	2	3	4	5		24.	1	2	3	4	5
Specific problems faced by management.	25.	1	2	3	4	5		26.	1	2	3	4	5

ICA COMMUNICATION AUDIT COMMUNICATIVE EXPERIENCE FORM

While you were filling out the previous section, the questions may have brought to mind a recent work-related experience of yours in which *communication* was particularly ineffective or effective. Please answer the questions below and give us a clearly printed summary of that experience.

A. To whom does the experience primarily relate? (circle one)

1. Subordinate 2. Co-worker 3. Immediate supervisor
4. Middle management 5. Top management

B. Please rate the quality of communication described in the experience below (circle one):

1. Effective 2. Ineffective

C. To what item in the previous section does this experience primarily relate?

____ (Put in the item number)

Describe the communicative experience, the circumstances leading up to it, what the person did that made him/her an effective or ineffective communicator, and the results (outcome) of what the person did.

PLEASE PRINT. THANK YOU.

[illegible]

Sending Information to Others

Instructions for Questions 27 through 40

In addition to receiving information, there are many topics on which you can send information to others. For each topic listed below, mark your response on the answer sheet that best indicates: (1) the amount of information you are sending on that topic and (2) the amount of information you need to send on that topic in order to do your job.

	This is the amount of information I send now						This is the amount of information I need to send						
		V e r y L i t t l e	L i t t l e	S o m e	G r e a t	V e r y G r e a t			V e r y L i t t l e	L i t t l e	S o m e	G r e a t	V e r y G r e a t
Reporting what I am doing in my job.	27.	1	2	3	4	5		28.	1	2	3	4	5
Reporting what I think my job requires me to do.	29.	1	2	3	4	5		30.	1	2	3	4	5
Reporting job-related problems.	31.	1	2	3	4	5		32.	1	2	3	4	5
Complaining about my job and/or working conditions.	33.	1	2	3	4	5		34.	1	2	3	4	5
Requesting information necessary to do my job.	35.	1	2	3	4	5		36.	1	2	3	4	5
Evaluating the performance of my immediate supervisor.	37.	1	2	3	4	5		38.	1	2	3	4	5
Asking for clearer work instructions.	39.	1	2	3	4	5		40.	1	2	3	4	5

ICA COMMUNICATION AUDIT COMMUNICATIVE EXPERIENCE FORM

While you were filling out the previous section, the questions may have brought to mind a recent work-related experience of yours in which *communication* was particularly ineffective or effective. Please answer the questions below and give us a clearly printed summary of that experience.

A. To whom does the experience primarily relate? (circle one)

1. Subordinate 2. Co-worker 3. Immediate supervisor
4. Middle management 5. Top management

B. Please rate the quality of communication described in the experience below (circle one):

1. Effective 2. Ineffective

C. To what item in the previous section does this experience primarily relate?

(Put in the item number)

Describe the communicative experience, the circumstances leading up to it, what the person did that made him/her an effective or ineffective communicator, and the results (outcome) of what the person did.
PLEASE PRINT. THANK YOU.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Follow-up on Information Sent

Instructions for Questions 41 through 50

Indicate the amount of action or follow-up that is and needs to be taken on information you send to the following:

	This is the amount of follow-up now							This is the amount of follow-up needed								
		V e r y	L i t t l e	L I T T L E	S o m e	G r e a t	V e r y			V e r y	L i t t l e	L i t t l e	S o m e	G r e a t	V e r y	G r e a t
Subordinates.	41.	1	2	3	4	5		42.	1	2	3	4	5			
Co-workers.	43.	1	2	3	4	5		44.	1	2	3	4	5			
Immediate supervisor.	45.	1	2	3	4	5		46.	1	2	3	4	5			
Middle Management.	47.	1	2	3	4	5		48.	1	2	3	4	5			
Top Management.	49.	1	2	3	4	5		50.	1	2	3	4	5			

ICA COMMUNICATION AUDIT COMMUNICATIVE EXPERIENCE FORM

While you were filling out the previous section, the questions may have brought to mind a recent work-related experience of yours in which *communication* was particularly ineffective or effective. Please answer the questions below and give us a clearly printed summary of that experience.

A. To whom does the experience primarily relate? (circle one)

1. Subordinate 2. Co-worker 3. Immediate supervisor
4. Middle management 5. Top management

B. Please rate the quality of communication described in the experience below (circle one):

1. Effective 2. Ineffective

C. To what item in the previous section does this experience primarily relate?

____ (Put in the item number)

Describe the communicative experience, the circumstances leading up to it, what the person did that made him/her an effective or ineffective communicator, and the results (outcome) of what the person did.

PLEASE PRINT. THANK YOU.

Sources of Information

Instructions for Questions 51 through 68

You not only receive various kinds of information, but can receive such information from various sources within the organization. For each source listed below, mark your response on the answer sheet that best indicates: (1) the amount of information you are receiving from that source and (2) the amount of information you need to receive from that source in order to do your job.

	This is the amount of information I receive now.							This is the amount of information I need to receive					
		V E R Y				V E R Y			V e r y				V e r y
		L I T T L E	L i t t l e	S O m e	G r e a t	G R E A T			L i t t l e	L i t t l e	S o m e	G r e a t	G r e a t
Subordinates (if applicable)	51.	1	2	3	4	5		52.	1	2	3	4	5
Co-workers in my own unit or department	53.	1	2	3	4	5		54.	1	2	3	4	5
Individuals in other units, departments in my organization	55.	1	2	3	4	5		56.	1	2	3	4	5
Immediate supervisor	57.	1	2	3	4	5		58.	1	2	3	4	5
Department meetings	59.	1	2	3	4	5		60.	1	2	3	4	5
Middle Management	61.	1	2	3	4	5		62.	1	2	3	4	5
Formal management presentations	63.	1	2	3	4	5		64.	1	2	3	4	5
Top management	65.	1	2	3	4	5		66.	1	2	3	4	5
The 'grapevine'	67.	1	2	3	4	5		68.	1	2	3	4	5

ICA COMMUNICATION AUDIT COMMUNICATIVE EXPERIENCE FORM

While you were filling out the previous section, the questions may have brought to mind a recent work-related experience of yours in which *communication* was particularly ineffective or effective. Please answer the questions below and give us a clearly printed summary of that experience.

A. To whom does the experience primarily relate? (circle one)

1. Subordinate
2. Co-worker
3. Immediate supervisor
4. Middle management
5. Top management

B. Please rate the quality of communication described in the experience below (circle one):

1. Effective 2. Ineffective

C. To what item in the previous section does this experience primarily relate?

____ (Put in the item number)

Describe the communicative experience, the circumstances leading up to it, what the person did that made him/her an effective or ineffective communicator, and the results (outcome) of what the person did.
PLEASE PRINT. THANK YOU.

[illegible]

Timeliness of Information Received from Key Sources***Instructions for Questions 69 to 74***

Indicate the extent to which information from the following sources is usually timely (you get information when you need it - not too early, not too late).

		V E R Y	L I T T L E	L i t t l e	S o m e	G r e a t	V e r y G r e a t
Subordinates (if applicable)	69.	1	2	3	4	5	
Co-workers	70.	1	2	3	4	5	
Immediate supervisor	71.	1	2	3	4	5	
Middle Management	72.	1	2	3	4	5	
Top Management	73.	1	2	3	4	5	
"Grapevine"	74.	1	2	3	4	5	

ICA COMMUNICATION AUDIT COMMUNICATIVE EXPERIENCE FORM

While you were filling out the previous section, the questions may have brought to mind a recent work-related experience of yours in which *communication* was particularly ineffective or effective. Please answer the questions below and give us a clearly printed summary of that experience.

A. To whom does the experience primarily relate? (circle one)

1. Subordinate 2. Co-worker 3. Immediate supervisor
4. Middle management 5. Top management

B. Please rate the quality of communication described in the experience below (circle one):

1. Effective 2. Ineffective

C. To what item in the previous section does this experience primarily relate?

(Put in the item number)

Describe the communicative experience, the circumstances leading up to it, what the person did that made him/her an effective or ineffective communicator, and the results (outcome) of what the person did.

PLEASE PRINT. THANK YOU.

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Organizational Communication Relationships**Instructions for Questions 75 through 93**

A variety of communicative relationships exist in organizations like your own. Employees exchange messages regularly with supervisors, subordinates, co-workers, etc. Considering your relationships with others in your organization, please mark your response on the answer sheet which best describes the relationship in question.

Relationship:		V e r y L i t t l e	L i t t l e	S o m e	G r e a t	V e r y G r e a t
I trust my co-workers	75.	1	2	3	4	5
My co-workers get along with each other	76.	1	2	3	4	5
My relationship with my co-workers is satisfying	77.	1	2	3	4	5
I trust my immediate supervisor	78.	1	2	3	4	5
My immediate supervisor is honest with me.	79.	1	2	3	4	5
My immediate supervisor listens to me.	80.	1	2	3	4	5
I am free to disagree with my immediate supervisor	81.	1	2	3	4	5
I can tell my immediate supervisor when things are going wrong	82.	1	2	3	4	5
My immediate supervisor praises me for a good job	83.	1	2	3	4	5
My immediate supervisor is friendly with his/her subordinates	84.	1	2	3	4	5
My immediate supervisor understands my job needs	85.	1	2	3	4	5
My relationship with my immediate supervisor is satisfying	86.	1	2	3	4	5
I trust top management	87.	1	2	3	4	5
Top management is sincere in their efforts to communicate with employees	88.	1	2	3	4	5
My relationship with top management is satisfying	89.	1	2	3	4	5
My organization encourages differences of opinion	90.	1	2	3	4	5
I have a say in decisions that affect my job	91.	1	2	3	4	5
I influence operations in my unit or department	92.	1	2	3	4	5
I have a part in accomplishing my organization's goals	93.	1	2	3	4	5

ICA COMMUNICATION AUDIT COMMUNICATIVE EXPERIENCE FORM

While you were filling out the previous section, the questions may have brought to mind a recent work-related experience of yours in which *communication* was particularly ineffective or effective. Please answer the questions below and give us a clearly printed summary of that experience.

A. To whom does the experience primarily relate? (circle one)

1. Subordinate
2. Co-worker
3. Immediate supervisor
4. Middle management
5. Top management

B. Please rate the quality of communication described in the experience below (circle one):

1. Effective 2. Ineffective

C. To what item in the previous section does this experience primarily relate?

_____ (Put in the item number)

Describe the communicative experience, the circumstances leading up to it, what the person did that made him/her an effective or ineffective communicator, and the results (outcome) of what the person did.
PLEASE PRINT. THANK YOU.

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Organizational Outcomes**Instructions for Questions 94 through 106**

One of the most important "outcomes" of working in an organization is the satisfaction one receives or fails to receive through working there. Such "satisfaction" can relate to the job, one's co-workers, supervisor, or the organization as a whole. Please mark your response on the answer sheet which best indicates the extent to which you are satisfied with:

Outcome:		V e r y				V e r y
		L i t t l e	L i t t l e	S o m e	G r e a t	G r e a t
My job	94.	1	2	3	4	5
My pay	95.	1	2	3	4	5
My progress in my organization up to this point in time	96.	1	2	3	4	5
My chances for getting ahead in my organization	97.	1	2	3	4	5
My opportunity to "make a difference" - to contribute to the overall success of my organization	98.	1	2	3	4	5
My organization's system for recognizing and rewarding outstanding performance	99.	1	2	3	4	5
My organization's concern for its members' welfare	100.	1	2	3	4	5
My organization's overall communicative efforts	101.	1	2	3	4	5
Working in my organization	102.	1	2	3	4	5
My organization, as compared to other such organizations	103.	1	2	3	4	5
My organization's overall efficiency of operation	104.	1	2	3	4	5
The overall quality of my organization's product or service	105.	1	2	3	4	5
My organization's achievement of its goals and objectives	106.	1	2	3	4	5

ICA COMMUNICATION AUDIT COMMUNICATIVE EXPERIENCE FORM

While you were filling out the previous section, the questions may have brought to mind a recent work-related experience of yours in which *communication* was particularly ineffective or effective. Please answer the questions below and give us a clearly printed summary of that experience.

A. To whom does the experience primarily relate? (circle one)

1. Subordinate 2. Co-worker 3. Immediate supervisor
4. Middle management 5. Top management

B. Please rate the quality of communication described in the experience below (circle one):

1. Effective 2. Ineffective

C. To what item in the previous section does this experience primarily relate?

(Put in the item number)

Describe the communicative experience, the circumstances leading up to it, what the person did that made him/her an effective or ineffective communicator, and the results (outcome) of what the person did.
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Channels of Communication

Instructions for Questions 107 through 122

The following questions list a variety of channels through which information is transmitted to employees. Please mark your response on the answer sheet which best indicates: (1) the amount of information you are receiving through that channel and (2) the amount of information you need to receive through that channel.

	This is the amount of information I receive now.							This is the amount of information I need to receive					
Channel:		V e r y				V e r y			V e r y				V e r y
		L i t t l e	L I T T L E	S o m e	G R E A T	G r e a t			L i t t l e	L i t t l e	S o m e	G r e a t	G r e a t
Face-to-face contact between two people	107.	1	2	3	4	5		108.	1	2	3	4	5
Face-to-face contact among more than two people	109.	1	2	3	4	5		110.	1	2	3	4	5
Telephone	111.	1	2	3	4	5		112.	1	2	3	4	5
Written (memos, letters)	113.	1	2	3	4	5		114.	1	2	3	4	5
Bulletin Boards	115.	1	2	3	4	5		116.	1	2	3	4	5
Internal Publications (newsletter, magazine)	117.	1	2	3	4	5		118.	1	2	3	4	5
Internal Audio-Visual Media (Videotape, Films, Slides)	119.	1	2	3	4	5		120.	1	2	3	4	5
External Media (TV, Radio, Newspapers)	121.	1	2	3	4	5		122.	1	2	3	4	5

ICA COMMUNICATION AUDIT COMMUNICATIVE EXPERIENCE FORM

While you were filling out the previous section, the questions may have brought to mind a recent work-related experience of yours in which *communication* was particularly ineffective or effective. Please answer the questions below and give us a clearly printed summary of that experience.

A. To whom does the experience primarily relate? (circle one)

1. Subordinate
2. Co-worker
3. Immediate supervisor
4. Middle management
5. Top management

B. Please rate the quality of communication described in the experience below (circle one):

1. Effective 2. Ineffective

C. To what item in the previous section does this experience primarily relate?

____ (Put in the item number)

Describe the communicative experience, the circumstances leading up to it, what the person did that made him/her an effective or ineffective communicator, and the results (outcome) of what the person did.
PLEASE PRINT. THANK YOU.

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Background Information

This section is for statistical purposes only and will be used to study how different groups of people view your organization. We do not want your name, but would appreciate the following information.

123. How do you receive most of your income from this organization?

1. Salaried
2. Hourly
3. Piece work
4. Commission
5. Other

124. What is your sex?

1. Male
2. Female

125. Do you work:

1. Fulltime
2. Parttime
3. Temporary Fulltime
4. Temporary Parttime

126. How long have you worked in this organization?

1. Less than 1 year
2. 1 to 5 years
3. 6 to 10 years
4. 11 to 15 years
5. More than 15 years

127. How long have you held your present position?

1. Less than 1 year
2. 1 to 5 years
3. 6 to 10 years
4. 11 to 15 years
5. More than 15 years

128. What is your position in this organization?

1. I don't supervise anybody
2. First-line supervisor
3. Middle management
4. Top management
5. Other (Please specify): _____

129. What was the last level you completed in school?

1. Less than high school graduate
2. High school graduate
3. Some college or technical school
4. Completed college or technical school
5. Graduate work

130. What is your age?

1. Under 20 years of age
2. 21 to 30 years of age
3. 31 to 40 years of age
4. 41 to 50 years of age
5. Over 50 years of age

131. How much training to improve your communicative skills have you had?

1. No training at all
2. Little training (attended 1 seminar, workshop, training activity or course)
3. Some training (attended a few seminars, workshops, training activities, or courses)
4. Extensive training (attended a great number of seminars, workshops, training activities, or courses)

132. How much money did you receive from this organization last year?

1. Less than \$9,000
2. \$9,000 to \$11,999
3. \$12,000 to \$17,999
4. \$18,000 to \$25,000
5. Over \$25,000

133. During the past ten years, in how many organizations have you been employed?

1. No other organizations
2. One other organization
3. Two other organizations
4. Three other organizations
5. More than three others

134. Are you presently looking for a job in a different organization?

- ☐ Yes
- ☐ No

Appendix C

Perez Communication Survey of Federal Bureaucracies

Pilot Version

Perez Communication Survey for Federal Bureaucracies

Communication is vital to the success of every organization. This survey is focused on measuring the communication within your organization. Your responses will be compiled and analyzed to help gain an understanding of how successful your organization communicates and where positive changes might be achieved.

Instructions: Please mark all your answers on the sheets provided below. Please answer all the questions that are applicable to you. Please mark only one response for each question.

Section I - General Information

Please circle the letter which indicates your response.

Example: My work schedule is:

- a. 40 hours per week
- b. 30 hours per week

1. Your current grade is:

- a. GS-06 or below
- b. GS-07
- c. GS-09
- d. GS-11
- e. GS-12
- f. GS/GM-13
- g. GS/GM-14
- h. GS/GM-15

2. Your current job series is:
current

- a. 1740
 - b. 0334
 - c. 1702
 - d. Other
- (please specify): _____

3. Number of years experience with your

federal agency:

- a. Less than 3 years
- b. 3 to 5 years
- c. 5 to 10 years
- d. 10 to 15 years
- e. 15 to 20 years
- f. 20 to 25 years
- g. More than 25 years

4. Number of years experience with
other federal agencies:

- a. Less than 3
- b. 3 to 5
- c. 5 to 10
- d. 10 to 15
- e. 15 to 20
- f. 20 to 25
- g. More than 25

5. Age:

- a. Under 30
- b. 30-35
- c. 36-40
- d. 41-45
- e. 46-50
- f. 51-55
- g. 56-60
- h. 61-65
- i. Over 65

6. Number of years full-time employment with a non-federal employer:
- a. Less than 3
 - b. 3 to 5
 - c. 5 to 10
 - d. 10 to 15
 - e. 15 to 20
 - f. 20 to 25
 - g. More than 25
7. Ethnic/Racial Background:
- a. Caucasian, descended from White Europeans
 - b. African American
 - c. Hispanic (Chicano, Puerto Rican, from countries in Central and South America)
 - d. Asian
 - e. Native American
 - f. Other (please specify): _____
8. Length of service at current grade:
- a. Less than 3
 - b. 3 to 5 years
 - c. 5 to 10 years
 - d. 10 to 15 years
 - e. 15 to 20 years
 - f. 20 to 25 years
 - g. More than 25 years
9. Gender:
- a. Female
 - b. Male
10. Number of different jobs/positions held with current agency (Do not count details or temporary promotions, e.g. if you were a GS-09 guidance counselor at Fort Sill and at Fort Bliss, count that as two jobs; if you were a GS-09 Education Services Specialist and a GS-11 Education Services Specialist at the same location, count that as two jobs):
- a. One job
 - b. Two to three jobs
 - c. Four to five jobs
 - d. Six to seven jobs
 - e. Seven to eight jobs
 - f. Nine to ten jobs
 - g. More than ten jobs

11. Indicate the communication technologies that are available to you on a daily basis (Circle the number of each item which applies to you):

- a. Personal computer (PC) on your desk with a unique logon for your email, (an email account which you do not share with anyone)
- b. PC on your desk with connectivity to the world wide web (WWW)
- c. PC, not on your desk, but within your work site, which you share with others in your work unit, with a unique logon for your email, (an email account which you do not share with anyone)
- d. PC, not on your desk, but within your work site, which you share with others in your work unit, with a shared logon for email (not private email for one person only)
- e. PC, not on your desk, but within your work site, which you share with others in your work unit, with connectivity to the WWW.
- f. Telephone on your desk with a telephone number reserved for only you and with unlimited worldwide direct dialing (DSN and commercial) access.
- g. Telephone on your desk with a telephone number you share with others at your office and with unlimited worldwide direct dialing (DSN and commercial) access..
- h. Telephone on your desk with a telephone number reserved for only you and with limited dialing access - limited to DSN only or on your installation only or only with ability to make local (non-long distance) calls. To make other calls, you must obtain a control number.
- i. Telephone on your desk with a telephone number you share with others at your office and with limited dialing access - limited to DSN only on your installation only or only with ability to make local (non-long distance) calls. To make other calls, you must obtain a control number.
- j. Telephone not on your desk but within your work site, which you share with others in your work unit and with limited dialing access - limited to DSN only on your installation only or only with ability to make local (non-long distance) calls. To make other calls, you must obtain a control number.
- k. Telephone not on your desk but within your work site, which you share with others in your work unit and with unlimited worldwide direct dialing (DSN and commercial) access..
- l. Facsimile machine at your work site with unlimited worldwide direct dialing (DSN and commercial) access.
- m. Facsimile machine at your work site with limited access, limited to DSN only or local calls only.

12. Do you have a PC at home with connectivity to email and the WWW through a commercial provider/vendor?

- 1. Yes
- 2. No

a. If yes: do you use this PC to communicate via email with colleagues employed by the same federal agency as you are employed?

- (1) Yes
- (2) No

b. Do you use your personal PC at home more often than you use any PC at your work site to communicate via email with colleagues employed in the same federal agency as you are employed?

- (1) Yes (2) No

c. How would you characterize your email communication using your PC at home to communicate with colleagues employed by the same federal agency as you are employed?

- (1) Only business
(2) Mostly business
(3) A balance between business and personal/social
(4) Mostly personal/social
(5) Only personal/social

13. How would you characterize your email communication using your PC at your work site to communicate with colleagues employed by the same federal agency as you are employed?

- (a) Only business
(b) Mostly business
(c) A balance between business and personal/social
(d) Mostly personal/social
(e) Only personal/social

14. You are employed at:

- a. The agency headquarters level
b. Subordinate, intermediate headquarters level, e.g. Headquarters of an Army Major Command
c. Local, installation level

Communication Satisfaction within a Federal Bureacracy121

Section II - Contacts

In this section, please place an X in the block which indicates your response.

This survey assumes that there are at least three major levels within your organization. This survey categorizes these levels as follows:

AH = Agency Headquarters (probably in or near Washington, DC)

IH = Intermediate Headquarters (Within Army, this is the Major Command - MACOM - Headquarters)

LI = Local Installation

1. Estimated Personal, Face-to-Face Contacts Made within the Past 12 Months (Includes meetings/conferences, etc):

[illegible]

Communication Satisfaction within a Federal Bureacracy¹²²

2. Estimated E-mail Contacts Made within the Past 12 Months:

[illegible]

Communication Satisfaction within a Federal Bureacracy¹²³

3. Estimated Written Contacts Made within the Past 12 Months (Does not include e-mail):

[illegible]

Section III - Communication Satisfaction

This section measures your satisfaction with the flow of communication within your organization.

Mark your level of agreement with each item below, placing an X in the box which best indicates your response.

DVS = Disagree Very Strongly

DS = Disagree Strongly

A = Agree

AS = Agree Strongly

AVS = Agree Very Strongly

Example:

Item	DVS	DS	A	AS	AVS
I like to use email				X	

If you agree strongly with the statement, you would have placed an X in the block under AS.

Item #	Item Description	DVS	DS	A	AS	AVS
1	The Director for my function at Agency Headquarters has issued mission and vision statements.					
2	I have seen and understand the mission statement issued by the Director for my function at Agency Headquarters.					
3	I have seen and understand the vision statement issued by the Director for my function at Agency Headquarters.					
4	I agree with and support the mission statement issued by the Director for my function at Agency Headquarters.					
5	I agree with and support the vision statement issued by the Director for my function at Agency Headquarters.					
6	The work I do supports the mission and vision statements issued by the Director for my function at Agency Headquarters.					
7	The work I do is important to the accomplishment of the mission of my organization.					
8	The mission and vision statements clearly reflect the values of my organization.					

DVS = Disagree Very Strongly

DS = Disagree Strongly

A = Agree

AS = Agree Strongly

AVS = Agree Very Strongly

Item #	Item Description	DVS	DS	A	AS	AVS
9	My professional values match the values of my organization.					
10	My organization values frequent, honest, and open communication.					
11	The information I receive from the Director of my function at Agency Headquarters clearly reflects and supports the mission and vision statements of my organization.					
12	The information I receive from the Director of my function and the staff at Intermediate Headquarters is sufficient for me to perform my job effectively.					
13	The information I receive from my direct supervisor is sufficient for me to perform my job effectively.					
14	The information I receive from the Director of my function and the staff at Intermediate Headquarters is timely.					
15	The information I receive from the Director of my function at installation level is timely.					
16	The information I receive from my second line supervisor is timely.					
17	The information issued by the Director of my function at Agency Headquarters is often changed significantly before it reaches me.					
18	The information issued by the Director of my function at Army Headquarters often never reaches me.					
19	The information issued by the Director of my function at Intermediate Headquarters is often changed significantly before it reaches me.					

DVS = Disagree Very Strongly

DS = Disagree Strongly

A = Agree

AS = Agree Strongly

AVS = Agree Very Strongly

Item #	Item Description	DVS	DS	A	AS	AVS
20	The information issued by the Director of my function at Intermediate Headquarters often never reaches me.					
21	The information issued by the Director of my function at installation level is often changed significantly before it reaches me.					
22	The information issued by the Director of my function at the installation level often never reaches me.					
23	The professional values of the Director of my function at Intermediate Headquarters match those of the Director of my function at Agency Headquarters.					
24	The professional values of the Director of my function at installation level match those of the Director of my function at Agency Headquarters.					
25	The professional values of the Director of my function at installation level match those of the Director at Intermediate Headquarters.					
26	I regularly provide feedback to my direct supervisor concerning my job.					
27	My direct supervisor wants and expects me to provide feedback concerning my job.					
28	My direct supervisor uses the feedback I provide concerning my job.					
29	I regularly provide feedback to my second line supervisor concerning my job.					
30	My second line supervisor wants and expects me to provide feedback concerning my job.					
31	My second line supervisor uses the feedback I provide concerning my job.					

DVS = Disagree Very Strongly

DS = Disagree Strongly

A = Agree

AS = Agree Strongly

AVS = Agree Very Strongly

Item #	Item Description	DVS	DS	A	AS	AVS
32	I regularly provide feedback to the Director of my function at installation level concerning my job.					
33	The Director of my function at installation level wants and expects me to provide feedback concerning my job.					
34	The Director of my function at installation level uses the feedback I provide concerning my job.					
35	I regularly provide feedback to the Director of my function at Intermediate Headquarters concerning my job.					
36	The Director of my function at Intermediate Headquarters wants and expects me to provide feedback concerning my job.					
37	The Director of my function at Intermediate Headquarters uses the feedback I provide concerning my job.					
38	I regularly provide feedback to the Director of my function at Agency Headquarters.					
39	The Director of my function at Agency Headquarters wants and expects me to provide feedback concerning my job.					
40	The Director of my function at Agency Headquarters uses the feedback I provide concerning my job.					
41	I am satisfied with the flow of communication from the Director of my function at Agency Headquarters to me.					
42	I am satisfied with the flow of communication from me to the Director of my function at Agency Headquarters.					

DVS = Disagree Very Strongly

DS = Disagree Strongly

A = Agree

AS = Agree Strongly

AVS = Agree Very Strongly

Item #	Item Description	DVS	DS	A	AS	AVS
43	I am satisfied with the flow of communication from the Director of my function at Intermediate Headquarters to me.					
44	I am satisfied with the flow of communication from me to the Director of my function at Intermediate Headquarters.					
45	I am satisfied with the flow of communication from the Director of my function at Installation level to me.					
46	I am satisfied with the flow of communication from me to the Director of my function at Installation level.					
47	I am satisfied with the flow of communication from my direct supervisor to me.					
48	I am satisfied with the flow of communication from me to my direct supervisor.					
49	I am satisfied with the flow of communication from my second line supervisor to me.					
50	I am satisfied with the flow of communication from me to my second line supervisor.					
51	I am satisfied with the flow of communication from my colleagues to me.					
52	I am satisfied with the flow of communication from me to my colleagues.					
53	I have given speeches/presentations at major professional conferences.					
54	I have attended major professional conferences.					

DVS = Disagree Very Strongly

DS = Disagree Strongly

A = Agree

AS = Agree Strongly

AVS = Agree Very Strongly

Item #	Item Description	DVS	DS	A	AS	AVS
55	I have given speeches/presentations at training conferences/courses conducted by my functional area.					
56	I receive timely communication concerning training opportunities.					
57	I have attended at least one training course in the past 12 months.					
58	I have attended at least one professional conference in the past 12 months.					
59	I have traveled on official travel orders to attend at least one training course in the past 12 months.					
60	The official actions taken by the Director of my function at Agency Headquarters clearly reflect and support my organization's values, mission, and vision.					
61	The official actions taken by the Director of my function at Intermediate Headquarters clearly reflect and support my organization's values, mission, and vision.					
62	The official actions taken by the Director of my function at the Installation Level clearly reflect and support my organization's values, mission, and vision.					
63	The official actions taken by my direct supervisor clearly reflect and support my organization's values, mission, and vision.					
64	The official actions taken by my second line supervisor clearly reflect and support my organization's values, mission, and vision.					
65	My organization values the professional development and advancement of all members of the organization.					

DVS = Disagree Very Strongly

DS = Disagree Strongly

A = Agree

AS = Agree Strongly

AVS = Agree Very Strongly

Item #	Item Description	DVS	DS	A	AS	AVS
66	The Director of my function at Agency Headquarters has helped me understand what it takes to be successful and advance within my organization.					
67	The Director of my function at Intermediate Headquarters has helped me understand what it takes to be successful and advance within my organization.					
68	The Director of my function at the Installation level has helped me understand what it takes to be successful and advance within my organization.					
69	My direct supervisor has helped me understand what it takes to be successful and advance within my organization.					
70	My second line supervisor has helped me understand what it takes to be successful and advance within my organization.					
71	The Director of my function at Agency Headquarters serves as a positive role model for me.					
72	The Director of my function at Intermediate Headquarters serves as a positive role model for me.					
73	The Director of my function at the Installation level serves as a positive role model for me.					
74	My direct supervisor serves as a positive role model for me.					
75	My second line supervisor serves as a positive role model for me.					
76	The official actions taken and the written and verbal communication issued by the Director of my function at Agency Headquarters are in harmony with each other.					

DVS = Disagree Very Strongly

DS = Disagree Strongly

A = Agree

AS = Agree Strongly

AVS = Agree Very Strongly

Item #	Item Description	DVS	DS	A	AS	AVS
77	The official actions taken and the written and verbal communication issued by the Director of my function at Intermediate Headquarters are in harmony with each other.					
78	The official actions taken and the written and verbal communication issued by the Director of my function at the Installation level are in harmony with each other.					
79	The official actions taken and the written and verbal communication issued by my direct supervisor are in harmony with each other.					
80	The official actions taken and the written and verbal communication issued by my second line supervisor are in harmony with each other.					

Thank you for your time and your help in completing this survey.
If you wish to receive the results of this study, please fill out and return the section below:

Name: _____

Address: _____

City, State, and Zip Code: _____

Appendix D

Perez Communication Survey of Federal Bureaucracies

(Final Version)

Perez Communication Survey for Federal Bureaucracies

Communication is vital to the success of every organization. This survey is focused on measuring the communication within your organization. Your responses will be compiled and analyzed to help gain an understanding of how successful your organization communicates and where positive changes might be achieved.

Instructions: Please mark all your answers on the sheets provided below. Please answer all the questions that are applicable to you. Please mark only one response for each question.

Section I - General Information

Please circle the letter which indicates your response.

Example: My work schedule is:

- a. 40 hours per week
- b. 30 hours per week

1. Your current grade is:
 - a. GS-06 or below
 - b. GS-07
 - c. GS-09
 - d. GS-11
 - e. GS-12
 - f. GS/GM-13
 - g. GS/GM-14
 - h. GS/GM-15

2. Your current job series is:
 - a. 1740
 - b. 0334
 - c. 1702
 - d. Other
(please specify): _____

3. Number of years work experience with federal agencies:
 - a. Less than 3 years
 - b. 3 to 5 years
 - c. 5 to 10 years
 - d. 10 to 15 years
 - e. 15 to 20 years
 - f. 20 to 25 years
 - g. More than 25 years

4. Age:
 - a. Under 30
 - b. 30-35
 - c. 36-40
 - d. 41-45
 - e. 46-50
 - f. 51-55
 - g. 56-60
 - h. 61-65
 - i. Over 65

5. Length of service at current grade:
 - a. Less than 3
 - b. 3 to 5 years
 - c. 5 to 10 years
 - d. 10 to 15 years
 - e. 15 to 20 years
 - f. 20 to 25 years
 - g. More than 25 years

Section II - Receiving Information

This section measures your perceptions concerning the way you receive information within your organization.

Mark your level of agreement with each item below, placing an X in the box which best indicates your response.

DVS = Disagree Very Strongly
 DS = Disagree Strongly
 A = Agree
 AS = Agree Strongly
 AVS = Agree Very Strongly

Example:

Item	DVS	DS	A	AS	AVS
I like to use email				X	

If you agree strongly with the statement, you would have placed an X in the block under AS.

Item #	Item Description	DVS	DS	A	AS	AVS
1	The information I receive from my direct supervisor is sufficient for me to perform my job effectively.					
2	The information I receive from the Director of my function at installation level is timely.					
3	The information issued by the Director of my function at Agency Headquarters is often changed significantly before it reaches me.					
4	The information issued by the Director of my function at Army Headquarters often never reaches me.					
5	The information issued by the Director of my function at Intermediate Headquarters is often changed significantly before it reaches me.					
6	The information issued by the Director of my function at Intermediate Headquarters often never reaches me.					
7	The information issued by the Director of my function at installation level is often changed significantly before it reaches me.					
8	The information issued by the Director of my function at the installation level often never reaches me.					

Section III - Feedback

This section measures your perceptions concerning the way you provide feedback within your organization.

Mark your level of agreement with each item below, placing an X in the box which best indicates your response.

Example:

Item	DVS	DS	A	AS	AVS
I like to use email				X	

If you agree strongly with the statement, you would have placed an X in the block under AS.

DVS = Disagree Very Strongly

DS = Disagree Strongly

A = Agree

AS = Agree Strongly

AVS = Agree Very Strongly

Item #	Item Description	DVS	DS	A	AS	AVS
1	I regularly provide feedback to my direct supervisor concerning my job.					
2	My direct supervisor wants and expects me to provide feedback concerning my job.					
3	My direct supervisor uses the feedback I provide concerning my job.					
4	I regularly provide feedback to my second line supervisor concerning my job.					
5	My second line supervisor wants and expects me to provide feedback concerning my job.					
6	My second line supervisor uses the feedback I provide concerning my job.					
7	I regularly provide feedback to the Director of my function at installation level concerning my job.					
8	The Director of my function at installation level wants and expects me to provide feedback concerning my job.					
9	The Director of my function at installation level uses the feedback I provide concerning my job.					
10	I regularly provide feedback to the Director of my function at Intermediate Headquarters concerning my job.					
11	The Director of my function at Intermediate Headquarters wants and expects me to provide feedback concerning my job.					
12	The Director of my function at Intermediate Headquarters uses the feedback I provide concerning my job.					
13	I regularly provide feedback to the Director of my function at Agency Headquarters.					

14	The Director of my function at Agency Headquarters wants and expects me to provide feedback concerning my job.					
15	The Director of my function at Agency Headquarters uses the feedback I provide concerning my job.					

Section IV - Timeliness of Information

This section measures your perceptions concerning the timeliness of the information you receive from within your organization.

Mark your level of agreement with each item below, placing an X in the box which best indicates your response.

DVS = Disagree Very Strongly

DS = Disagree Strongly

A = Agree

AS = Agree Strongly

AVS = Agree Very Strongly

Example:

Item	DVS	DS	A	AS	AVS
I like to use email				X	

If you agree strongly with the statement, you would have placed an X in the block under AS.

Item #	Item Description	DVS	DS	A	AS	AVS
1	The information I receive from the Director of my function and the staff at Agency Headquarters is timely (reaches me quickly and in time to be useful).					
2	The information I receive from the Director of my function and the staff at Intermediate Headquarters is timely.					
3	The information I receive from the Director of my function at the installation level is timely.					
4	The information I receive from my direct supervisor is timely.					
5	The information I receive from my second line supervisor is timely.					

Section V - Expressed Communication Satisfaction

This section measures your perceptions concerning satisfaction you have with the communication within your organization.

Mark your level of agreement with each item below, placing an X in the box which best indicates your response.

DVS = Disagree Very Strongly

DS = Disagree Strongly

A = Agree

AS = Agree Strongly

AVS = Agree Very Strongly

Example:

Item	DVS	DS	A	AS	AVS
I like to use email				X	

If you agree strongly with the statement, you would have placed an X in the block under AS.

Item #	Item Description	DVS	DS	A	AS	AVS
1	I am satisfied with the flow of communication from the Director of my function at Agency Headquarters to me.					
2	I am satisfied with the flow of communication from me to the Director of my function at Agency Headquarters.					
3	I am satisfied with the flow of communication from the Director of my function at Intermediate Headquarters to me.					
4	I am satisfied with the flow of communication from me to the Director of my function at Intermediate Headquarters.					
5	I am satisfied with the flow of communication from the Director of my function at Installation level to me.					
6	I am satisfied with the flow of communication from me to the Director of my function at Installation level.					
7	I am satisfied with the flow of communication from my direct supervisor to me.					

8	I am satisfied with the flow of communication from me to my direct supervisor.					
9	I am satisfied with the flow of communication from my second line supervisor to me.					
10	I am satisfied with the flow of communication from me to my second line supervisor.					
11	I am satisfied with the flow of communication from my colleagues to me.					
12	I am satisfied with the flow of communication from me to my colleagues.					

Thank you for your time and your help in completing this survey.
If you wish to receive the results of this study, please fill out and return the section below:

Name: _____

Address: _____

City, State, and Zip Code: _____

Appendix E

Cover Letter Used with Surveys

**DEPARTMENT OF THE ARMY
HEADQUARTERS, UNITED STATES ARMY, EUROPE
UNIT 29351
APO AE 09063**

AEAGC-ACES (621-5a)

MEMORANDUM FOR

SUBJECT: Survey of Communication

1. I am writing to solicit your support for a project which I believe is very important to both you and me. I am very concerned about the quality of communication within the Army Continuing Education System in U.S. Army, Europe. I am convinced that effective and frequent communication is critical to the success of our efforts to provide quality education services and programs to soldiers, family members, and civilians throughout the Command.
2. Attached are two survey instruments which can help us understand the communication climate within our organization. The first instrument is a well-established, validated instrument developed by the International Communication Association. The second instrument has been developed by me and validated in a pilot project to try to gain more complete information about communication within organizations such as ours, federal bureaucracies.
3. All information provided by survey respondents will be anonymous. There are no marks or numbers on your survey form which would make it possible for anyone to identify who filled out which survey form. Only aggregate data will be used for analysis. Please answer the surveys completely and honestly. I am not looking for any "right answer." It will take about forty-five minutes for you to complete these two surveys. I ask for your help as a fellow military educator who shares your concerns for an improved communication climate within our organization.
4. Please return both surveys in the envelope provided as soon as possible but at least by 25 September 1998. Experience has shown that the longer a person waits to fill out a survey, the less likely that the survey will be returned. Why not do it today? If you have any questions, please contact me at DSN: 370-3963, COM: 06221-57-3963, FAX: -3973, email: perezma@hq.hqusareur.army.mil . Thank you for your help.

MICHAEL A. PEREZ
Director of Education, USAREUR

Appendix F

SAS Cronbach Coefficient Alpha Reports

for Pilot Study

Report Number	Survey Type	Communication Dimension	Alpha
F-1	QSICA	Receiving Information	0.8244
F-2	PCSFB	Receiving Information	0.7968
F-3	QSICA	Sending Information	0.8756
F-4	PCSFB	Sending Information	0.9195
F-5	QSICA	Follow-Up	0.8024
F-6	QSICA	Sources of Information - General	0.8201
F-7	PCSFB	Sources of Information - Face-to-Face	0.7965
F-8	PCSFB	Sources of Information - Email	0.7940
F-9	PCSFB	Sources of Information - Telephone	0.5804
F-10	PCSFB	Sources of Information - Written	0.9221
F-11	QSICA	Timeliness	0.9443
F-12	PCSFB	Timeliness	0.8352
F-13	QSICA	Relationships	0.9155
F-14	QSICA	Outcomes	0.8678
F-15	PCSFB	Leadership – Values	0.8933
F-16	PCSFB	Leadership – Actions	0.9132
F-17	PCSFB	Expressed Communication Satisfaction	0.8599

Appendix G

Institutional Review Board Approval



The University of Oklahoma

OFFICE OF RESEARCH ADMINISTRATION

January 4, 1999

Mr. Michael A. Perez
CMR 420, Box 3059
APO AE 09063

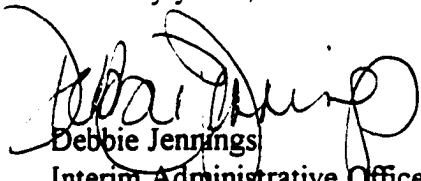
Dear Mr. Perez:

Your research proposal, "The Affects of Organizational Structure and Leadership Style on Communication Within a Federal Bureaucracy," has been reviewed by Dr. E. Laurette Taylor, Chair of the Institutional Review Board, and found to be exempt from the requirements for full board review and approval under the regulations of the University of Oklahoma-Norman Campus Policies and Procedures for the Protection of Human Subjects in Research Activities.

Should you wish to deviate from the described protocol, you must notify me and obtain prior approval from the Board for the changes. If the research is to extend beyond 12 months, you must contact this office, in writing, noting any changes or revisions in the protocol and/or informed consent form, and request an extension of this ruling.

If you have any questions, please contact me.

Sincerely yours,


Debbie Jennings
Interim Administrative Officer
Institutional Review Board

DJ:pw
FY98-208

cc: Dr. E. Laurette Taylor, Chair, IRB
Dr. Dan O'Hair, Communication