

THESIS
2
(1998)

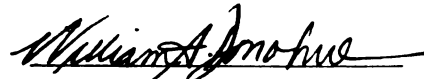


This is to certify that the
thesis entitled
A little bureaucracy goes a long way:
Problems of communication
and
role ambiguities in feminist collectives
presented by

Julie A. Morton

has been accepted towards fulfillment
of the requirements for

MA degree in Communication


Major professor

Date November 5, 1997



PLACE IN RETURN BOX
to remove this checkout from your record.
TO AVOID FINES return on or before date due.

DATE DUE	DATE DUE	DATE DUE
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

**A little bureaucracy goes a long way: Problems of communication and role
ambiguities in feminist collectives**

By

Julie A. Morton

A THESIS

**Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of**

MASTER OF SCIENCE

Department of Communication

1995

ABSTRACT

A LITTLE BUREAUCRACY GOES A LONG WAY: PROBLEMS OF COMMUNICATION AND ROLE AMBIGUITIES IN FEMINIST COLLECTIVES

By

Julie A. Morton

An organizational assessment was conducted to determine how role and communication ambiguities fostered in a feminist collective organizational structure affect the quality of daily operations and service provision to clients at the Counsel Against Domestic Assault (CADA). The assessment focused upon: how the collective structure affects the communication among board, staff, volunteers and residents; how the collective structure affects the structural and service outcomes; what can be done to improve the structural and service outcomes; and, the organizational member's suggestions and recommendations for improving CADA.

The data collection consisted of twenty-four semi-structured interviews with the staff, board, and volunteers, a focus group for residents, and a creative problem solving session held for staff members. The data collected were coded and quantitatively analyzed. Findings indicate that members felt CADA fell short of their ideal. Of specific concern were role and communication ambiguity, as well as lack of training and on-going education.

DEDICATION

Many years ago my Father gave me the following mantra: He is proud of me; I am doing the right thing; He loves me. These three sentences have helped to give me the courage to stand straighter, walk farther and fly higher than I ever thought possible. That is what my family continually does. We give and receive love, be it tough or gentle. We support one another, laugh both at life and with one another, and are happily ensconced in one another's lives. I would have it no other way. It is to my family that I dedicate this thesis. I would not have arrived at this juncture in time without you and I thank you for all of your many thoughts and actions, be they large or small.

I also wish to especially acknowledge the family member with whom I have chosen to spend my life. Without you, Ron, my days would be darker and my nights would be endless. Who would have ever thought that a young, seventeen year old girl would have been so astute as to choose a life partner who continually challenges her, supports her, makes her laugh, smile, physically move and emotionally grow. You are a wonderful man who brightens my world by your very existence.

Finally, to you Jakey-Bakester. Your journey into this world was a long and arduous one. You have played havoc with my scholastic career, yet I have perhaps learned more from you in your short life than I have from any other experience. Welcome to my world. I am glad that you are a part of it.

ACKNOWLEDGMENTS

I would like to thank my entire thesis committee, composed of Drs. William Donohue, Ron Tamborini, and Larry Stimpert for their help on this project. Your endless patience and encouragement were much appreciated.

I am indebted not only to the individuals who took the time to participate in this research study, but also to the research team of Marcy Meyer and Valerie Roberts who helped me to conduct the organizational assessment under the direction of Dr. Pennie Foster-Fishman.

I would like to state my appreciation to Frank Boster for his encouragement in my early academic career at Michigan State. His support, when I was ill in my second year, was invaluable. I would also like to express my deep gratitude to Ron Tamborini. He has extended to me not only the hand of his friendship, but his ear when I wanted to talk, his shoulder when I needed to cry, his dry humor when laughter healed, and his willing foot when I needed a good swift kick to propel me forward. I am truly indebted...

TABLE OF CONTENTS

LIST OF TABLES	vii
CHAPTER 1: Introduction	1
CHAPTER 2: Theoretical Framework	4
Traditional and Feminist organization	4
Family Systems Theory	9
Role ambiguity	13
Communication ambiguity	17
Viability of collectives	22
CHAPTER 3: Research methodology	27
Research site	27
Process	32
Survey	34
Participants	34
Interview protocol	37
Focus group	38
Feedback	40
CHAPTER 4: Data Analysis	42
Process	42
Creation of Interview coding scheme	42
Creation of suggestions and recommendations coding scheme ...	54
Quantitative analysis	60
CHAPTER 5: Results	65
Aggregate questionnaire responses	66
Research Question 1	68
Research Question 2	69
Research Question 3	72
Research Question 4	73
Eight Research Themes	76
CHAPTER 6: Discussion	80
Research questions	80
Consideration of findings in light of existing research	86
Limitations	91

Implications of study for professional practice and future research	93
APPENDIX A: CADA organizational assessment proposal	96
APPENDIX B: Potential participants of organizational assessment	101
APPENDIX C: Organizational assessment questionnaire	103
APPENDIX D: Organizational assessment focus group protocol	110
APPENDIX E: Organizational assessment interview code book	111
APPENDIX F: Organizational assessment suggestions and recommendations codebook	121
APPENDIX G: Organizational assessment questionnaire suggestions and recommendations	129
LIST OF REFERENCES	171

LIST OF TABLES

Table 1:	Independent variables, and dependent process and outcome categories	147
Table 2:	Distribution of organizational members by tenure and job role	148
Table 3:	Frequencies and percentages of questionnaire responses	149
Table 4:	Most frequent responses to Research Question 1	150
Table 5:	Frequencies of categories for Research Question 1	152
Table 6:	Most frequent responses to Research Question 2	153
Table 7:	Frequencies of categories for Research Question 2	154
Table 8:	Cross Tabulations of job role with process and outcome variables	155
Table 9:	Cross Tabulations of tenure with process and outcome variables	157
Table 10:	Most frequent responses to Research Question 3	159
Table 11:	Frequencies of categories for Research Question 3	161
Table 12:	Frequencies and percentages of questionnaire suggestion variables for Research Question 4	162
Table 13:	Cross Tabulation of job role with questionnaire suggestion variables	163
Table 14:	Cross Tabulation of tenure with questionnaire suggestion variables	165
Table 15:	Most frequent responses cited for the eight research themes comprising the CADA Questionnaire	167

CHAPTER 1

Introduction

The last decade has witnessed a proliferation of many different organizational structures. Zand's (1974) work on change strategy, highlighting dichotomous problem classification and solution modes, provides a conceptual framework in which may be grounded the perceived organizational need to experiment with different types of organizational structures. The typical problem an organization will face should effect the solution mode which is utilized.

Although some problems combine elements of both categories, most problems can be classified as either "well structured" (typically characterized by physical or routine mental work), or "ill-structured" (typically characterized by complex, non-routinized mental work). Just as a dichotomous relationship can exist for problem classification, it can also exist with regard to organizational solution modes. An organization (or workgroup within the organization) can be classified as either authority/production-centered or knowledge/ problem-centered. Again, it should be noted that some organizations will experience a marriage of the two modes (Zand, 1974).

Whereas the authority/production mode is concerned with mobilizing people and equipment to maximize output of a finished product, the knowledge/problem mode is concerned with processing or inventing knowledge to solve problems (Zand, 1974). Typically, the authority/production mode may be represented by the traditional, bureaucratic organization. For well-structured

problems, it appears that groups in the authority/production mode produce more output, more rapidly, than do groups in the knowledge/problem mode (Zand, 1974). Ironically, it is precisely the hierarchy, the division of labor, and the rules that make the authority/production mode effective for well-structured problems, which seem to interfere with the group's ability to devise quality solutions to ill-structured problems.

For ill-structured problems, however, the reverse is true. Groups in the knowledge/ problem mode devised solutions of better quality, more rapidly, than did groups in the authority/production mode (Zand, 1974). It is for this reason that many organizations, which commonly encounter ill-structured problems, have adopted alternative organizational structures.

Organizational objectives, a factor which Zand (1974) did not consider, should also be added to the conceptual framework explicating why organizations explore alternative structures. For example, whereas maximization of economies of scale may provide one of the underlying objectives for traditional, bureaucratic organizations, the underlying objectives of alternative organizational structures may be the maximization of economies of information sharing and/or member empowerment. Consequently, organizations may institute alternative organizational structures not only because these structures may be more effective in solving the types of problems which these organizations are commonly encountering, but also because these alternative structures are more closely aligned with the underlying organizational objectives.

There are many alternative organizational designs that have been developed to address the deficiencies of the traditional organizational model. These structural alternatives include, but are not limited to, cross-functional teams, matrix organizations, participative management, and the focus of this paper, feminist or organic organizations.

Although these alternative organizational structures effectively deal with deficiencies in the traditional model, it is nonetheless important to recognize that organic organizations do not provide a panacea to all organizational ills. Due to the “structurelessness” of many alternative organizational designs, administrative breakdown may result from ambiguities related to both communication and job roles.

This project focuses on the importance of structure as feminist organizations face organizational problems which are exacerbated by the “structurelessness” associated with the collective organizational design. It uses field data from an organizational assessment of Lansing’s Council Against Domestic Assault (CADA). CADA is a not-for-profit grassroots organization that enables women to obtain access to resources and to develop skills and self-esteem that will hopefully empower them to have the ability to choose to leave an abusive relationship.

CHAPTER 2

Theoretical Framework

The theoretical portion of this paper is divided into four sections. The first section will discuss the difference structures and philosophies of traditional versus feminist organizations. The next section focuses upon Family Systems Theory as it relates to feminist organizations. Specifically, it examines the symptoms and implications of dysfunction in open organizational systems, and why it is especially vital to model a healthy, functional, organization at CADA. The next section attends respectively to role and communication ambiguity as they are the primary variables derived from Family Systems Theory which affect feminist collective organizations. Finally, the last section discusses the continuing viability of collectives as an alternative organizational structure.

Traditional and feminist organizations

As the prototypic, traditional, organizational structure arising from the Industrial Revolution, the Machine Bureaucracy maintains a dominant position in American business. The Machine Bureaucracy is a mechanistic structure with standardized responsibilities, qualifications, communication channels, work rules, and a clearly defined hierarchy of authority (Gordon, 1992, pp. 529). Post offices, security agencies, steel companies, custodial prisons, airlines, and car manufacturing companies, to name but a few, are all examples of Machine Bureaucracies which fall under the rubric of traditional organizational structures.

The basic structure of Machine Bureaucracy is as follows: vertical and horizontal job specialization; routine operating tasks; formalized procedures in the operating core; a proliferation of rules, regulations, and formalized communication throughout the organization; large-sized units at the operating level; reliance on functional basis for grouping tasks; vertical centralization and limited horizontal decentralization for decision-making; and an elaborate administrative structure with a sharp distinction between line and staff. Further, Machine Bureaucracies are relatively inflexible, old, large, regulated, non-automated technical systems, that exist in simple, stable environments (Mintzberg, 1979, pp. 50).

This structural configuration produces several potentially dysfunctional repercussions that are somewhat unique to Machine Bureaucracies: First, the organizational structure demands a high level of conformity (Gordon, 1991, pp. 529) while providing little room for personal growth, creativity, self-actualization, or initiative. Consequently, Machine Bureaucracies are experiencing resistance from people who simply do not want to be there. This resistance is manifest through absenteeism, high turnover rates, sloppy workmanship, strikes and poor customer service.

Second, Machine Bureaucracies are thought to be somewhat unreceptive to innovation, (an idea, practice, or object that is perceived as new by an individual, or other unit of adoption) (Rogers, 1983, pp. 11), and change (Gordon, 1992, pp. 529). The adoption of an innovation by an organization results from rethinking old ways of doing things, and from experimentation and deviation. However,

nonconformity and disregard for established practices are often denounced by bureaucracies, thus, acting as a barrier to innovation. Since adaptability and/or flexibility were found to be the most frequent indicator of effective organizational performance in a number of studies by Steers (1975), the conclusions that innovation and change represent progress and that the absence of innovation and change represents rigidity and/or stagnation can be drawn.

An organic organizational structure is typically associated with relative flexibility, innovation and change (Gordon, 1991, pp. 530). It lies at one end of a structural continuum with the mechanistic model lying at the other end. As an organizational alternative to the traditional, capitalist, patriarchal, hierarchical structure, the organic organizational structure falls under the umbrella of Feminist organizational structures. The Feminist umbrella encompasses all organizational alternatives to the traditional model.

As opposed to the mechanistic structure, the organic structure may be applied to systems that tend to maintain a given, relatively high level of organization despite ever-present oppositional tendencies (Duncan, 1987), and is characterized by: decentralized decision-making with less emphasis on control and authority levels (enabling lower-level participants to take the initiative and to propose changes); lateral communication (achieving cross-fertilization of ideas from different perspectives); involvement of staff members in outside activities (increasing their awareness of new ideas for possible use in the organization); the expertise [or quasi-expertise] of job incumbents (leading to norms of high

performance); and finally, reduced emphasis on certainty (leading to greater risk-taking) (Daft, 1982, pp. 135).

Although organic organizational structures are not ideal for all businesses, in industries or segments of large corporations that require high rates of innovation, they are now the prescribed form of organizational structure (Leitko & Szczerbacki, 1984). In service industries where customer relations require high levels of skill and trust (i.e.: information and financial services industries), organic organizational structures provide effective mechanisms for organizational communication (Leitko & Szczerbacki, 1984). This organizational form is also frequently found in the human services industry, such as hospitals and universities, and in community movements and/or support organizations.

A driving force for the entrenchment of alternative organizational structures was the increase in women in the workplace. Specifically, as women entered the work-force and business schools in increasing numbers, many entertained the hope that the feminization of the workplace would change organizations for the better -- making them more humane and more socially conscious (Calas & Smircich, 1989). In order to achieve the dual goals of democratizing and humanizing their organizations in accordance with feminist ideology, some organizations adopted a collective organic structure (Riger, 1984).

A collective is based upon democracies with minimal hierarchy and broad participation (Thurston, 1987). It takes into account the individual workers' needs, and potential, for growth by attempting to distribute resources and

responsibilities among members. The collective philosophy recognizes that each organizational member has his or her particular area of expertise, and that each member can therefore make a contribution in terms of decision making and supervision.

Although some collectives share or rotate jobs to develop skills among all workers and others divide labor but share power in decision making (Riger, 1984), most collectives generally attempt to: enable relevant stakeholders to have access to information, (channels of communication are open and connected so that members are free to communicate without being restricted to formal channels in a hierarchy); establish a communication network, rather than a traditional hierarchy, (a system of communication whereby members can approach and enlist others in the organization to help solve problems without being restricted to formal subordinates); and to share responsibility in making and carrying out decisions, (adopt norms encouraging rapid and complete exchange of relevant information, as well as careful questioning and analysis of goals, assumptions, methods, alternatives, and criteria for evaluation by organizational members) (Zand, 1974).

While it is true that collectives embody politically correct manifestations of feminist ideology through their enactment of highly decentralized, participative and communicative systems, collective organizational structures nonetheless have unique problems and dysfunctions associated with them. Family Systems Theory, which is discussed in the next section, helps to identify what some of these problems are, and why they occur.

Family Systems Theory

The Open Family System Theory, which is the successor of Osborne's (1953) classic model of the democratic family, is a derivative of General System Theory. It is generally understood to include open, congruent communication, clear and evolving rule structures, egalitarian and flexible role relations and functioning that balances change with stability and, individual with collective interests (Constantine, 1983).

Feminist movement organizations attempt to embody the ideals of Open Family Systems as these systems are frequently modeled as inherently functional or healthy. Open systems are distinguishable from closed systems which support less permeable boundaries, less information exchange, and more resistance to change. References to open systems values are widespread in domains other than the family field. In fact, organizational communication has predominantly been studied from the viewpoint of system theory (Monge, 1982, pp. 245).

The problem with open systems are that when they are too open, system dysfunction occurs. The primary aspects of system dysfunction are similar for both families and organizations. In both instances, system dysfunction can usually be traced back to problems with internal operations (communication ambiguity) or from task performance (role ambiguity).

Ariel's (1987) explanation and general definition of system dysfunction in the organizational realm states that dysfunction occurs in a system if there is something in its differentiation or adaptability that prevents proper functioning.

Differentiation involves specialization (division of labor) of subsystems, hierarchy (control, regulation, and coordination of one subsystem by another), and communication (transmission of information among the various subsystems). It can become dysfunctional when under or over specialization occurs, and/or when hierarchies are too loose or tight. Adaptability, which refers to the capabilities of a system to accommodate its division of labor, its hierarchical organization, or its modes of information-transmission to internal and external changes, can become dysfunctional when faulty adaptation occurs. In the family realm, Beavers and Voeller (1983, pp. 90) define severely disturbed families as having poor boundaries, confused communication, lack of shared attentional focus, stereotyped family process, and denial of ambivalence.

Dysfunction in open systems, caused by factors related to differentiation or adaptation, may reflect power mismanagement and inequalities among organizational members. Although power inequalities should theoretically not play a role in an open or collective organization, the creation of an egalitarian structure is not enough to insure that power is in fact equally distributed (Gruber & Trickett, 1987). As variability with regard to member knowledge, skill, ability, and social desirability will naturally occur, so too will concomitant inequalities naturally arise with regard to influence and power among organizational members. Naturally occurring organizational member inequalities cannot be mitigated simply by instigating an open or collective organizational structure. This is especially

relevant when role ambiguity exists and organizational members are striving to make order in their environment.

Although French and Raven (1959) originally posited that there are six forms of social power which can act as a potential influence on other people, collective structures generally fall prey to inequities of: information power (potential influence through clear logic, argument, or information); expert power (potential influence based on specific or unique knowledge, experience, or judgment); referent power (potential influence based on a sense of identification with the influencing agent, or a desire for such an identification); and reward power (potential influence through the ability to utilize social rewards). The remaining two basis of power, coercive power (potential influence through the right to mete out punishment or to withhold rewards), and legitimate power (potential influence by virtue of a superordinate position or office), should play a diminished role due to the unique organizational structure of collectives.

Legitimate power does, however, make an entrance into collective structures through a backdoor which opens up the issue of legitimacy as a by-product of other power forms. For instance, Aherns (1980) noted that in a funded shelter for battered women, paid staff did more work and so became more knowledgeable about the organization's actual operations and needs than did volunteers. Consequently, differences between paid and non-paid workers (or between those heavily involved and those less active in the organization) were

exacerbated by the fact that paid staff ended up with both expert and legitimate power to make more of the day-to-day decisions.

The various kinds of inequalities described above set up a system whereby de facto leadership, power and influence structures may be created. Consequently, the so-called structureless organizations may prove to be destructive as unofficial leaders, who can provide pragmatic solutions to the group's problems, exercise unchecked influence over organizational decisions and processes (Freeman, 1973). However, this should not be surprising, as classic studies on leaderless groups (Bass, 1965; Kelly & Thibaut, 1969) have shown that [collective structures] may reproduce, to greater and lesser degrees, the status structure of larger organizations. Nonetheless, the emergence of informal leadership is often resented and undercut (Freeman, 1972) by members experiencing failed expectations of organizational equality. This outcome exacerbates the existing system dysfunction.

Constantine (1983) chronicles a list describing symptomatic dysfunctions reflective of both familial and organizational dysfunctional open systems. These systems would have: nontraditional, [de facto], or no leadership; lax discipline; endless negotiation; poor problem solving; dramatic role shifts and reversals; dramatic rule shifts; many implicit but few explicit rules; capricious or arbitrary enforcement of rules; endless discussions, negotiations, and unceasing searches for new data and potential solutions; confusion and ambiguity generated from indefinitely deferred resolution; strong emotional bonds; highly dependent

members; blurred internal boundaries; coalitions; and, decisions and activities which are jointly shared (Constantine, 1983).

The Council Against Domestic Abuse (CADA), which is an organization that is designed to intervene in dysfunctional families, may embody many the aforementioned characteristics. Further, since women who endure battering over a period of years may be inexperienced with the exercise of their own authority (Baker, 1982), and are often stripped of the emotional resources (e.g., sense of personal power and self worth) that enable them to manage their own lives (Statement of Purpose, 1991), CADA has adopted as its mandate the goal of becoming a vehicle for women to claim their power (Statement of Purpose, 1991).

If CADA is successful at administrating its structure as a feminist collective, it will represent itself as an effective role model of what a functional family (organization) should look like. Additionally, it will be an effective channel through which women can learn to claim back their power. However, due to the negative outcomes associated with communication and role ambiguities, which are fostered by dysfunctions in open systems, CADA may fall short of this vital objective.

Role ambiguity

In their pure or organizational form, roles are standardized patterns of behavior required of all persons playing a part in a given functional relationship, regardless of personal wishes or interpersonal obligations irrelevant to the functional relationship (Katz & Kahn, 1978). Perceived role ambiguity, which

may occur at an intrapersonal or an organizational level, occurs when a person feels that s/he lacks salient information needed to effectively enact her or his role (Kahn, Wolfe, Quinn & Snoek, 1964). It may specifically concern the doubt or uncertainty an individual, or a group of individuals, may experience with regard to the specific forms of appropriate behaviors, responsibilities, rights, obligations and accountabilities as they affect either one-self or other organizational members. Role ambiguity may also include task indeterminacy, which is defined as ambiguity about operational goals and priorities (Leitko & Szczerbacki, 1984).

Rodriguez's study of a Hawaiian battered women's shelter found that conflicts over rights, privileges, and duties persisted (1988) which resulted from role ambiguity. When members are unsure of what are the roles and functions of their job, or of what are the job roles and functions of others in the organization, role ambiguity may act as an inhibitor of organizational effectiveness by increasing the variability and instability of human actions.

Minimizing both variability and instability to yield consistent and dependable patterns is of primary concern in organizational life. This is especially important in many organizations since role ambiguity, including task indeterminacy as well as human ignorance and error, are significant parts of the picture of behavior in organizations (March & Simon, 1958, pp. 8). Increased organizational variability and instability among member's actions may lead to task and role redundancy, or gaps and overlooked needs where work is not attended to,

unproductively, and individual perceptions of frustration and alienation. If left unaddressed, these factors may undermine the integrity of the collective.

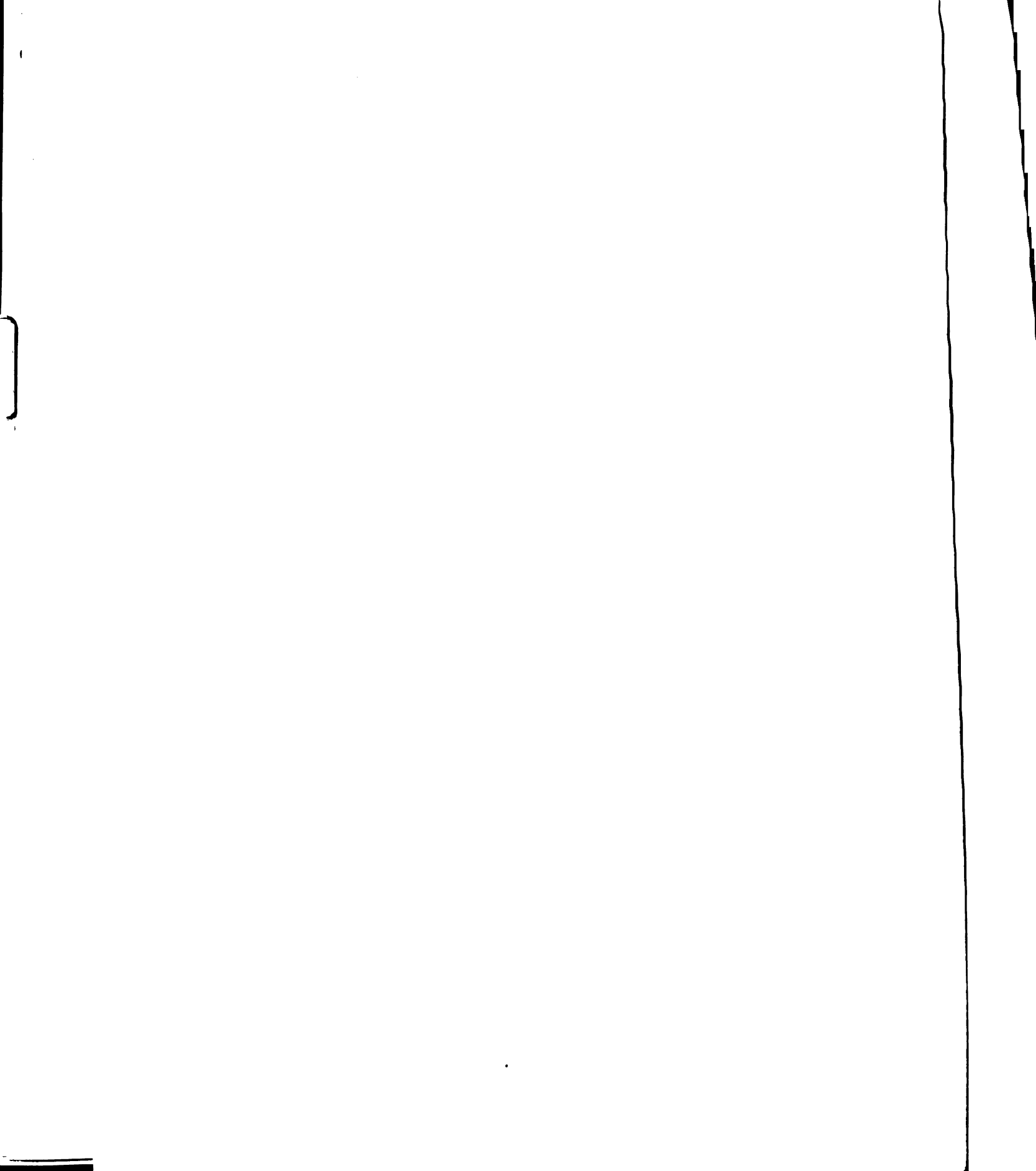
In an attempt to identify variables with a variance-reducing affect, Thelen (1960) proposed a model distinguishing three types of control pressures which may fulfill this organizational requirement: The first type of control pressure consists of environmental or task requirements in relation to needs where the task requirements, or the pressures from the external environment, induce coordination of group effort; the second type of control pressure consists of norms, and is induced by demands arising from shared expectations and values where people share some goals in common and mutual expectations about how they should behave to achieve these common objectives, and; the last type of control pressure involves the enforcement of rules where the violation calls for some form of penalty or negative sanction.

In all social systems, variability of individual behavior is brought under control by one or more of the three aforementioned mechanisms (Katz & Kahn, 1978). However, whereas traditional organizational structures may employ all three of Thelen's control pressures, community movements and/or support organizations (like CADA), are based much more on the first two processes than on the third. In the absence of control pressures ensuring rule enforcement, organizations are particularly vulnerable to role ambiguity, and its concomitant increased variability and instability of human actions. This is especially true of

community movements and/or support organizations which function as collective organizational structures.

When the division of labor and hierarchy of authority are insufficiently enforced, or lose definition, the resulting diffusion of authority may affect role ambiguity by hampering the maintenance of administrative coherence within the collective. The administrative breakdown may be attributable to the inability of organizational members to gain the compliance necessary to take action in an over-decentralized decision making system where organizational members have the right to challenge decisions, or to an unwillingness of organizational members to exercise authority. According to Leitko and Szczerbacki (1984) the repercussions of an administrative breakdown can be twofold:

First, employees are likely to perceive an administrative malfunction as role ambiguity since the net result may be synonymous: job definitions may be imprecise, operating procedures are vague or simply left in the drawer, lines of authority are drawn only on organizational charts, and areas of responsibility are accepted or rejected on the basis of each employee's interest and disposition. In either context, employees are likely to experience 'burn out,' (a perception of their jobs as being overwhelming and stressful and/or their relations with other staff members as being demanding, non-supporting and conflicting), not because the task is too demanding but because they cannot manage both ambiguous tasks and an ambiguous administrative environment.



Second, in an administrative breakdown, the enforcement of rules shifts from being an administrative concern to being an interpersonal concern. Because administrators fail to define specific work rules and roles, a system of mutual surveillance and enforcement is enacted in an attempt to mitigate the resulting role ambiguity. In consequence, the unclear policies and procedures enables and facilitates interorganizational employee interference with one another as each member tries to do her job.

Communication ambiguity

Despite the fact that communication ambiguity will also exacerbate the variability and instability of worker actions, due to the fact that organizational behavior is influenced by organizational knowledge (Lyles & Schwenk, 1992), role ambiguity is an operationally differentiated and unique variable from communication ambiguity. Nonetheless, aspects of the two ambiguity variables are so closely interwoven, it is often difficult to parse of the effects of one from the effects of the other.

Communication ambiguity refers to perceptions by organizational members of ineffective or inadequate communication patterns, channels and interactions among organizational members. The outcome of which leaves individuals, or groups of individuals, feeling uncertain or doubtful with regard to the information being conveyed.

One school of thought regarding the nature by which groups make sense of their environment and come to take action holds that: group members share a

a
c
P
c
c
c
c
th
ar
co
C
shi

system of socially construed explanations or meanings which define their joint experience and facilitate a regulated action (Pheffer, 1981). However, implicit assumptions (defined by Nilson, 1954 as a more or less unconscious taking for granted of certain basic but undefined conceptions of one's world), may increase ambient communication ambiguity. This may occur through the impediment of communication resulting from the foreclosure of discussion topics where information exchange might be useful. The supposition by one organizational member that an implicit assumption, or mental model, is shared with another organizational member will impede relevant information from being distributed among the key people who may require it.

Communication ambiguity may occur in either informal or formal communication. Informal communication is represented in the complex social pathways in a network of intimate groups where spontaneous and unrestrained communication can occur with an absence of deliberately designed barriers, or constraints (DeFleur, Kearney & Plax, pp. 207).

Although organizational members can receive information informally, communication cannot take place frequently between all members of a group larger than about twenty members (DeFleur, Kearney & Plax, pp. 193). The inability of an organization to utilize informal communication channels as a reliable and consistent method of ambient information is especially true in an organization like CADA where the contact between organizational members who work different shifts may be minimal or non-existent.

However, even if shift variability was not a factor, relying on informal communication as a primary channel of ambient information would open the organization up to problems associated with systematic distortion of messages. Messages may be distorted due to the mere number of people the message must pass through (serial distortion), or the inability of a sender or receiver to reproduce the identical message because of cognitive, physical, or social limitations (Stohl, 1995). All of the aforementioned may occur at CADA which would limit the usefulness of informal communication channels as a source of ambient organizational information.

Consequently, clearly specified and restricted channels of communication must be defined and utilized; the provision for a formal communication network that will both maintain cohesion in the group and make it possible for it to attain its goals is considered a critical feature of a design for an effective organization (DeFleur, Kearney & Plax, pp. 193). Thus, for the reasons explained above, this paper will be concentrating primarily upon the effects and implications of formal communication ambiguity.

Formal communication takes place only between certain designated parties, and only for a restricted range of organizationally relevant topics. It is necessitated by the reality that large groups require complex rules for communication so that the activities of its participants can be coordinated among themselves (DeFleur, Kearney & Plax, pp. 215). This type of communication includes: formal job descriptions; program, subordinate and peer review and

evaluation; interorganizational memos; department meetings; telephone calls, company newspapers, bulletin boards; feedback; information documentation mechanisms, and ensuring that information is both available to and from key sources. Formal communication ambiguity, however, refers to lost or missing information, an inability to send or receive information in a timely manner, and absent or unclear information regarding feedback, job descriptions, review and evaluation.

Inadequacies of a formal communication structure may produce two outcomes relating to accountability and decision making in collective organizations:

First, failures in [formal communication] distribution policies may result in communication ambiguity. They are caused by key organizational members' inability to identify which groups of personnel need to know certain things, or to establish where these groups are supposed to be able to obtain the information they need (Farace, Monge & Russell, 1977). The subsequent lack of formal communication structures which arise from this failure inhibit establishing procedures for determining individual accountability. This threat of impending chaos due to organizational ambiguity would seem particularly relevant to organizational members who are already experiencing role ambiguity. If taken to an extreme, the lack of formal communication structure can result in organizational dysfunction. Consequently, increasing formal communication will help to reduce

communication and role ambiguities, as well as the variability and instability of worker actions.

Second, in her analysis of egalitarian feminist movement organizations, Freeman (1972) noted the “tyranny of structurelessness” which affects the decision making environment effecting collectives. Freeman emphasizes that by the adoption of the position that formal group structures (e.g., leadership roles) perpetuate inequalities among members, self-directed groups can become “tyrannized” by the dynamics created by the decision to avoid formal leadership. In consequence, collectives may expend a tremendous amount of group time and energy on their formal communication processes as participation in decision making becomes the goal of the group, rather than simply a means to achieving a goal (Kanter & Zurcher, 1973). This is especially true of all-female groups, which tend to focus less on task orientation than they do on human factors (Bettenhausen, 1991).

The inability, deriving from communication ambiguity, of collectives to make discernible progress towards solving their tasks or problems may induce perceptions of burnout. Burnout is an individual, psychological, and negative phenomenon (Maslach, 1982b) which may be reflected in demoralization, negative attitudes toward the job and/or organizational members, disinterest and/or inability to cope in the work environment, among organizational members. Variability and instability of worker actions are thus fostered by communication ambiguity.

Viability of Collectives

Part of the feminist agenda was to create non-hierarchical, egalitarian organizations that would demonstrate the possibilities of non-patriarchal ways of working (Martin, 1990). However, the scarcity of any feminist organizations to have preserved their original radical-democratic form (Martin, 1990) lends support to Michels's (1962) famous "Iron Law of Oligarchy" which maintains that organizations move in a unidirectional path towards bureaucratization. Specifically, it states that as a [feminist] movement organization attains a base in society, it inevitably becomes more bureaucratic and [must] develop more conservative goals as a means of maintaining itself (Riger, 1984).

Three explanations of increasing organizational bureaucratization (value-action incongruities; organizational entrenchment and maintenance functions; and, increased size and control functions) are posited for this occurrence. They are discussed below:

According to Morgen (1994) one reason for the value-action incongruity phenomenon is that despite a participant's belief to the contrary, bureaucratic assumptions and practices often co-exist with the counter-bureaucratic assumptions and ideals in the actual practice of alternative organizations. For instance, without the guidance of written rules and procedures, or when significant differences emerge within the staff, it is not unusual for some individuals and groups to fall back on ways of thinking [and acting] that draw more heavily from dominant than feminist ideological assumptions (Morgen, 1994).

This hierarchical “fall-back” position may occur either because hierarchy is the defining characteristic of humans (Burke, 1969), or because from our earliest experiences, humans are socialized into complex hierarchical relationships (Stohl, 1995). Thus, one would assume that what one knows best is what one employs most often, and especially in uncertain or ambiguous situations.

The discrepancy between the intended collectivist (collaborative, feminist), and observed (capitalist, hierarchical, patriarchal) organizational practices caused Weisstein and Booth (1975, pp. 3) to assert that feminist organizational structures die from internal bleeding long before they succumb to external pressures. In her study of the interplay of daily discourse and feminist ideology in a collective, Eastland (1991) highlighted the inconsistencies of goal and practice by demonstrating how the business structure of the organization was essentially incongruent with the separatist ideology of the women who worked in the cooperative.

A second reason for the eradication of the radical-democratic form of the collective structure lies in the fact the pure collective structure, which is anti-organizational, is relationally closer to a group than it is to an organization. A collective, like a group, has less structure and is more informal and ephemeral (Martin & O'Connor, 1989) than is an organization. It is most effective when there is a single, short term task and when members are consistent in their beliefs, as the homogeneous and interchangeable members of a group often come together

solely for the purpose of making a decision, (Oransanu & Salas, 1993) or for a single task. Collectives, are particularly effective at accomplishing a specific goal.

However, a collective is often ineffective at maintaining the task outcome due to the mismatch between the ideology and skills required for the construction of the collective (i.e.: the establishment of protective shelter for women subject to domestic assault), and the outcomes of which it must maintain (i.e.: quality of service). Organizations, however, which have a formal, often legal-corporate, status and structure and are relatively permanent (Martin & O'Connor, 1989), have established structures facilitating a maintenance function of task outcomes, and permitting the continued existence of the corporeal body over time.

Additionally, while internal dynamics demand a greater need for organizational maintenance functions, outside tensions and the inevitable pressures of an interconnected world (Stohl, 1995) may also force organizations committed to democratic and feminist principles to create a multileveled bureaucratic structure to procure grants and maintain funding support from outside agencies (Ferree, 1987). Thus, one witnesses feminist collective organizational structures succumbing to the same sorts of pressures that have undermined other utopian experiments with alternative work forms (Newman, 1980).

Finally, size plays a role in the transformation of the radical-democratic form of the collective structure. As the size of the collective membership increases, there is a concomitant increase in interpersonal conflict, difficulty in

coordinating members' activities, decreased member satisfaction with the group (Moreland & Levine, 1992), as well as motivational abatement. This last factor may occur because larger groups offer more opportunities for free riding (Albanese & Van Fleet, 1985). Further, as group size increases small cliques emerge and a few dominant talkers "hog" the discussion (DeFleur, Kearney & Plax, pp. 161).

As informal leaders are permitted to exercise unchecked influence over organizational decisions and processes (Freeman, 1973) it becomes an organizational imperative to establish some control and accountability mechanisms that are counter-indicative of pure collective and feminist philosophies. The negative factors associated with increased organizational size are especially important when one considers at what point the total number of a group induces organizational dysfunction. While the ideal group size to ensure at least some diversity of views, a relatively full flow of reasonably accurate communication, and an ability to make decisions, involves approximately five to seven organizational members (DeFleur, Kearney, Plax, pp. 161), CADA now consists of nineteen staff members and over seventy volunteers during its peak season.

Due to the reasons stated above, as well as others, most feminist organizations reach a point where continued survival mandates a modification of their original radical-democratic form entailing the marriage of impure mixtures of bureaucracies and democracies. While early feminist equated power with exploitation and domination, thus modeling their organizations on non-hierarchical, egalitarian structures, a case can be made arguing that bureaucracy and democracy

are compatible rather than incompatible processes (Cafferata, 1982). For instance, as early as 1979, Freeman illustrated that power can be seen as an aspect of organizational culture which can be used positively as well as negatively (Freeman, 1979). Knoke, (1989) supported this notion by highlighted the fact that goal accomplishment can be facilitated in bureaucratic structures without exploiting members, and Straggenbor (1988) delineated how bureaucracies can help assure fairness and effectiveness.

CADA's increased size, and evolving organizational structure calls into question the viability of the collective to operate as a smooth functioning organizational entity. An organizational needs assessment exploring organizational member's perceptions about the pros and cons of the collective structure is mandated. The focus of the organizational assessment was to determine: how the collective structure affects the communication among board, staff, volunteers and residents at CADA; how the collective structure affects the structural and service outcomes at CADA; what can be done to improve the structural and service outcomes; and, what are the suggestions and recommendations organizational members have for improving CADA?

CHAPTER 3

Research Method

The raw data utilized in this thesis was generated by a research team consisting of three doctoral students participating in a seminar, taught by Dr. Foster-Fishman at Michigan State University, on organizational change. The data generation was the result of an organizational assessment of the Council Against Domestic Assault which was conducted in partial fulfillment of the organizational changeseminar.

Research Site

Domestic violence against women is a serious social problem in the world today. In Michigan alone, it is estimated that nearly twenty-five thousand women were victims of domestic assault in 1993 (Michigan State Police, 1993). In Michigan, domestic assault is recognized to be a social issue that needs to be addressed at multiple levels, from the women who are beaten by their partners, to the legal system and the community at large who may be apathetic, in denial, or simply not aware of the enormity of the problem that plagues our society.

This research is primarily concerned with an organization that addresses the immediate problem of domestic assault by providing services to the women who are survivors of domestic assault. CADA is a thirty-bed shelter which provides a safe haven for women and children. (It should be noted, however, that male children over the age of fifteen are not permitted to stay at the shelter).

CADA also offers to survivors of domestic assault on-site

individual counseling, support groups, basic legal advocacy and help filing restraining orders, as well as off-site outreach programs educating the public about domestic assault. While extensions are common, the general invitation of shelter offered to any client is approximately one month. Additionally, CADA's open door policy permits former clients to return as many times as necessary to the shelter.

CADA is located at a confidential site in Lansing, Michigan. Although women in need can contact CADA through the telephone book, the location of the shelter is disclosed only after the organizational member, who has answered CADA's crisis line, has been verbally assured that her request for site confidentiality will be adhered to by the potential client.

CADA's operating budget for the fiscal year of 1994-1995 is \$437,000 (1994-1995 Budget). Its funding is derived from Federal and Local grants, private organizations and clubs, as well as contributions from members and churches, individual donations and fundraising events (1994-1995 CADA Budget).

The Council Against Domestic Assault evolved as an outgrowth of the Domestic Violence Task Force that was organized in July, 1977 through the combined efforts of representatives of the Ingham County Women's Commission and Sisters for Human Equality. The Domestic Violence Task Force began as a cooperative venture that produced "The Battered Women's Project", a research report on the problem in Ingham County. In 1978, the Task Force became the Council Against Domestic Assault (CADA). A full time Program Director

responsible for implementing the program was hired. Additionally, a governing Board of Directors, a crisis line, and an emergency housing network comprised of community members who volunteered their homes for women who needed a safe place to stay, were all instituted. In 1980 the individual volunteers could no longer meet the increased demand for protective lodgings and CADA's shelter was opened.

In the past fifteen years, CADA has not only experienced steady growth in staff size and service provision, it has also experimented with a variety of organizational structures. In 1981 the configuration of the executive leadership was altered at the suggestion of the Program Director so that it would be more in line the philosophy, adopted by CADA, of empowerment and the feminist model. A tri-directorship was created whereby the organizational power was equally shared by the Administrative Director, the Program Director, and the Volunteer Services Director. The tri-directorship oversaw 10 full-time staff members in 1981.

In the 1987-1988 fiscal year, CADA sheltered 748 women and children and handled 1,516 crisis calls (Historical changes of CADA's structure, 1991). That year, the board voted in favor of changing back to an executive structure (the vote was split five to seven). The staff were not consulted. This act of recidivism not only contravened CADA's feminist empowering vision, it also created a damaging rift between the Board and newly hired Executive Director and the organizational members who opposed the action and were not consulted about the

v

i

c

M

e

A

fo

of

to

at

change. However, concerns about communication and accountability problems, as well as administrative role ambiguities, convinced the board that it was necessary to maintain the more autocratic structure of an executive directorship.

The executive structure continued as CADA expanded. However, the staff was dissatisfied and morale was depleted due to their resentment of the power imbalance which was perceived to be counter-indicative of the organizational philosophy.

In 1989 the Executive Director resigned after the board and the staff ratified a change to the collective structure which the staff had unanimously brought forth. At the time of this change, CADA consisted of 14 staff members who delivered service to 835 women and children and answered 1,659 crisis calls in the fiscal year of 1988-1989 (Historical changes of CADA's structure, 1991).

Today, CADA has 19 staff members who continue to maintain the collective structure. As CADA draws most of its volunteer pool from the Michigan Universities and Community Colleges, volunteer participation experiences a seasonal fluctuation that reflects the school calendar. Consequently, August to September represents a low season as students are both out of school for the summer and have often left the geographic location from which they can be of service to CADA. In this time period volunteer participation may drop to six to twelve women. However, during the rest of the year the volunteer pool hovers at approximately seventy women.

In keeping with the philosophy that battering occurs as a result of an imbalance in power in relationships, CADA operates as a collective which aims to embody a philosophy of shared governance by encouraging input from and cooperation among residents, the board of directors, full- and part-time staff, and volunteers (Mission statement, 1991). The collective structure attempted to eliminate wage gaps between all staff (especially between part time and full time, and also between full time directors and coordinators), changed the decision making and supervision structure to include all staff, and established two annually rotating positions consisting of the staff facilitator and the board liaison, which would be assumed in addition to an individual's regular workload. Communication and accountability problems, as well as administrative role ambiguities, remain as on-going concerns.

CADA recognizes that sexism, racism, heterosexism, ageism, ableism, and classism are subtle forms of violence that preclude a full range of life choices for all women, and so it is committed to nurturing an "ism-free" environment in which all organizational members can function (Statement of purpose, 1991). In this way, CADA provides shelter and advocacy to women in need, while simultaneously creating an atmosphere in which women can make positive changes in their lives and the lives of their children.

In light of current external pressures (e.g., increased demand for services, financial constraints and a significant increase in size since the inception of the collective in 1989), board members and staff have expressed some concern about

the collective structure's impact on CADA's organizational operations and service provision. Consequently, CADA is currently weighing the costs and benefits associated with the collective structure. To this end, the board and the staff agreed that an organizational assessment was required which would determine how the role and communication ambiguities fostered by a collective organizational structure affects the quality of daily operations and service provision to clients. This thesis will explore organizational members' perceptions of the pros and cons of the current form of the collective structure.

Process

At a board meeting in August, 1994, Dr. Pennie Foster-Fishman met with CADA's board to discuss the possibility of conducting an organizational assessment at CADA. On October 7, 1994, a research team consisting of three doctoral students enrolled in the seminar, and Dr. Foster-Fishman, initiated a meeting with Michelle Freridge, CADA's board liaison. At that meeting the liaison shared with the research team, and Dr. Foster-Fishman, a list of questions and concerns that had been jointly generated by staff and board. The identified issues were reframed in a series of research questions that were incorporated in a draft proposal, which may be found in Appendix A.

insert Appendix A about here

The proposal was approved at a follow-up meeting with CADA's board liaison, on October 20, 1994. At that follow-up meeting, the research team obtained written materials from the board liaison about CADA's background, mission, policies, in-take paper work, as well as a budget and a telephone contact list for the organizational members who had agreed to participate in the project. The liaison also agreed to provide the researchers with an updated supervision network as soon as possible, however, as a current version could not be found the research team never received a copy of this document.

The supervision network embodies a collective process whereby all staff are supervised by another staff member who works similar hours and is able to see what kind of job that person is doing. The supervisor is responsible for: a) providing support to the employee they supervise; b) giving appropriate feedback; c) completing employee orientation procedures; d) coordinating the annual evaluations; and, e) making sure the employee is completing her job to the satisfaction of all other co-workers (Herstory, 1991)

The research team employed a four-stage process in the organizational assessment at CADA: stage one consisted of initial meetings with Michelle Freridge to establish the foundation for survey development and data collection; stage two consisted of 24 interviews with staff, board, and volunteers; stage three consisted of a focus group for 7 residents; and in stage four, the research team incorporated staff feedback in a meeting in which researchers shared preliminary

results and facilitated a creative problem solving session for organizational members. Final results were presented at CADA's December board meeting.

Survey

Participants

CADA had asked the researchers to interview the entire current staff of 17 people and 9 board members. The researchers attempted to comply as they felt that the selection of participants identified by the board liaison represented a broad range of organizational roles.

The board liaison also suggested that, in addition to the current organizational members who had agreed to be interviewed, the researchers should attempt to contact a disgruntled part-time employee who had recently left the organization and had yet to be replaced. Unfortunately, although a concerted effort was made to locate her, she had recently moved and had left no forwarding address.

The researchers further suggested that by interviewing volunteers and conducting focus groups composed of CADA's current and past clients, they would be able to gain additional insight into the intricacies of the organizational operation at CADA. Although the board agreed that these suggestions were valid, confidentiality prohibited the disclosure of, or unsolicited contact with, any past clients. However, the board did agree that some currently active volunteers and current residents could be added to the list of participants.

At the time of the organizational assessment, CADA had twelve active volunteers, four of whom expressed interest in participating. In total, of the thirty staff who all agreed to participate in the study, eight were full-time workers, nine were part-time workers, nine were board members, and four were volunteers.

Although participation in the organizational assessment was voluntary, all twenty-seven staff and board members, as well as four volunteers, signed up to participate in the study. Nevertheless, of the thirty-one potential participants, only twenty-four interviews were actually conducted (six board members, eight full time staff, six part time staff, and four volunteers). A list of members who both agreed to participate, and who actually participated, can be found in Appendix B.

insert Appendix B about here

Non-participation can be attributed to illness (one woman), inability to contact potential participants despite three attempts over a two week period (three women), no shows (one women), and lack of personal time (one women). Validity concerns with regard to participant selection was not considered to be a problem as the organizational members who did participate constituted at least two thirds of any given category and exhibited a wide variety of job roles and tenure.

All participants were contacted by phone to arrange a one to two hour-long interview at their earliest convenience. Three attempts were made to contact each participant, after which further contact was no longer attempted with the organizational member. During the initial contact, staff members were informed that they were being paid for the time that they participated in the survey. They were also asked to communicate with the staff facilitator, Carol Smith, to ensure that someone would be scheduled to cover direct service for them while they were in the interview.

The data were collected from November 2 to November 18, 1994. Each category of organizational members (full time staff, part time staff, and board members) was split into three and divided among the researchers. The division and distribution of the three participant groupings among the researchers was agreed upon so as to minimize the possibility that response variability could be attributed to any one researcher interviewing a non-proportional group of participants. The only non-proportional division occurred among the volunteers category, which was divided equally among two researchers. The three researchers respectively completed seven, eight, and nine interviews.

Due to the potential sensitivity of the data the interviews were not tape-recorded. Nevertheless, the researchers maintained detailed written records of the subject's verbal comments arising throughout the interviews. Subjects were guaranteed that nothing they said would be reported unless it was corroborated by

at least one other source, and even then only general themes and not direct quotes would be reported.

Staff and volunteers were interviewed at the CADA shelter during their works hours; Board members, however, were interviewed by telephone as they were not involved in the daily operations at CADA and contact and scheduling of appointments with them was more difficult. The telephone interviews lasted the same length of time as did the face-to-face interviews. Substantive differences were not expected to occur as a result of the interview format.

At the commencement of each interview, all organizational members received a verbal assurance of confidentiality. The participants were thanked and encouraged to contact the researchers if they had additional information or thoughts which they would like to share. None of the respondents had any further comments or information which they imparted to the researchers at a later date.

Interview Protocol

Members of the assessment team collaborated to generate a theoretically-oriented survey comprised of items that would address major concerns raised by the staff and board in initial meetings as well as reflect major themes in the organizational change literature. Some of the central themes that married theory with practical concerns included staff burnout, continuity, consistency, accountability, shared responsibilities, and participation in decision-making. See Appendix C for the Organizational Assessment Questionnaire protocol.

insert Appendix C about here

Focus group

A focus group seemed to provide the safest forum for residents to express their concerns. It eliminated the possibility of residents being singled out, or stigmatized for participation by allowing them to share issues and concerns with a collective voice rather than identifying particular individuals that provided information. Residents were invited to share their perceptions of CADA in a focus group held at the shelter at 7 p.m. on Sunday, November 13. Flyers announcing the date and the topic were posted throughout the CADA shelter two weeks in advance of the focus group. Additionally, CADA staff members were asked to encourage residents to attend the focus group.

Although it would have been ideal to hold the focus group at an geographic location other than the CADA shelter, the lack of resident transportation, funding for transportation, difficulty in arranging sufficient child care, and resident scheduling constraints, prohibited this from occurring. At both the beginning and the end of the focus group, participants received a verbal assurance of confidentiality. Additionally, prior to the commencement of the first question the researchers gave an explanation of the organizational assessment and the role which the residents would play. The researchers strove to create an open communication climate by ensuring that the door leading into the room where the

focus group was being conducted was closed, and that no staff members were permitted to enter the room during the focus group session. One research team member took notes on an easel while the other two researchers facilitated the focus group discussion.

Half of the current adult residents (over age thirteen) at CADA participated in the focus group (five women and two teenagers). The other women and teenagers were out for the evening and consequently did not attend. Several comments were made by the residents and staff members with whom the researchers came into contact on the evening of the focus group that, despite the flyers distributed on all the notice boards around CADA and the request that staff encourage the residents to participate, they “had no clue that anything was happening tonight.”

A second focus group for the absent residents did not occur due to scheduling difficulties. However, a notice was placed at the CADA shelter indicating that if any of the individuals who had missed the focus group would like to talk to the researchers about either the organizational assessment or the focus group, the researchers would be appreciative and would arrange a time at the resident’s convenience. None of the residents replied to this invitation.

During the hour-long session, women were encouraged to talk freely about what they liked and what they disliked about CADA. They were also asked to give suggestions about how to improve the way things were conducted at CADA. Other issues that were covered by the group included staff consistency, shared

responsibilities, and participation in decision-making. A copy of the Organizational Assessment Focus Group Protocol can be found in Appendix D.

insert Appendix D about here

At the end of the focus group meeting, participants were thanked for sharing their ideas. The participants were also asked to contact the researchers if they had additional information or thoughts which they would like to share. Because the information collected from the residents was done in a focus group format, administration of the entire questionnaire with each participant was not feasible. Therefore, focus group respondents were collapsed into a single respondent category.

Feedback

At a staff meeting on November 23, the researchers thanked all the staff for their participation and reported the progress made to date on the organizational assessment. The purpose of this reporting session was to enable staff to become a part of the collaborative process by providing a medium for them to express any additional questions, concerns, or comments which might have arisen as a result of the organizational assessment. The researchers presented and explained seven broad themes which had consistently emerged from the data across participants: communication ambiguities; role ambiguities; unclear policies

and procedures; lack of training; inadequate direct services; work overload; and, physical environmental issues.

In the course of a question and answer period following the presentation of the seven themes, the researchers commented on the sheer volume of suggestions and recommendations which had arisen in the course of the twenty-four interviews. The researchers further stated that the quantity had been so voluminous that all the suggestions and recommendations had been compiled in a separate document.

Although the data had not yet been analyzed, the researchers were nonetheless pressed to identify the predominant re-occurring themes in the suggestions and recommendations document. The researchers reiterated once again that the data had not yet been analyzed, and that any response to that particular question would not constitute hard facts and would be representative of only speculation. The staff indicated that they understood this and asked the researchers if they would nevertheless respond to the question. The researchers unanimously concurred that themes of role and communication ambiguities appeared to have emerged as the predominant concerns. Two research team members helped the staff to facilitate a brainstorming session about strategies that might be employed to address these two concerns. Notes were taken by the third research team member and the data generated was incorporated in the final report.

CHAPTER 4

Data Analysis

Processes

Given the number of content areas explored in the interviews, an enormous volume of information was generated. In order to identify the most salient concerns, data were coded and quantitatively analyzed.

The first step included compiling demographic information in order to differentiate the concerns expressed by the various functional roles within the organization. Respondents were categorized by both job role and tenure. Four distinct job roles emerged including: full time staff; part time staff; board; and, volunteers. Tenure with the organization ranged from one month to thirteen years.

Creation of the interview coding scheme

In order to develop the coding scheme, the completed interviews were divided among the three researchers. Each researcher took her own completed interview questionnaires and attempted to create a coding scheme for it. No guidelines were established with regard to how these coding schemes should be accomplished.

The three researchers all took a similar approach to their coding schemes by identifying major themes arising across all of the interview responses for each individual question. Examples of coding schemes for question one (What is your position at CADA?) are as follows:

Researcher 1: staff; staff PM; board; volunteers working less than five hours a week; volunteers working over five hours a week; part time staff; part time weekend staff; and, other.

Researcher 2: staff; board; and, volunteers.

Researcher 3: part time staff; full time staff; board, volunteers and other.

The breadth of the coding categories for other questions can be witnessed in the following six examples. These individual examples are composed of two random selections from each of the three researcher's coding schemes:

Question 3: What are some things you like about your job?

- intrinsic value
- people
- alternative organizational structure
- task diversity
- other

Question 4: What would you change about your job?

- increased communication interaction
- increased resources
- increased uniformity
- increased safety

Question 11: Do you feel you get the supervision you need? If no, why not?

- yes
- no
- if I'm proactive
- I utilize alternative options
- don't know
- not applicable

Question 16: In general, how well does the collective structure work at CADA?

- unqualified well
- qualified well
- poorly
- other

Question 21: When decisions cannot be resolved by consensus, how is the issue resolved?

- majority vote
- compromise
- pressure dissenters
- coercion
- other

Question 29: In your opinion, what could be done to increase the frequency and quality of board/staff interaction?

- don't know
- no problem
- increase involvement of board members at shelter

The researchers met and discussed their coding schemes. Although some questions (i.e. question 1) evidenced overlap among the three coding schemes, there was also variability among other questions. For example, the responses from Question 15 (What do you like least about the collective structure?) produced very different coding schemes among the three researchers:

Researcher 1: burnout; staff cliques; power plays; everything is great; lack of organization; lack of accountability, lack of consensus.

Researcher 2: nothing; don't know; slow decisions; slow acculturation; lack of accountability.

Researcher 3: unfair distribution of work; stress; understaffed; it basically works: better than alternative.

The researchers concluded that the initial attempt to individually create coding schemes could not result in a product which was acceptable for all the completed questionnaires. They also concluded that creating an individual coding scheme for each question produced unwieldy results which could be problematic for later analysis.

The researchers decided to collectively try to establish broad categories which would be applicable to most questions in the completed questionnaires. The categories would have to reflect the underlying themes indicated by the questionnaire responses which were affecting the collective structure at CADA. Four questions were negotiated which ultimately structured the researcher's thinking about this task. The questions were: what are the three to four underlying processes that are affecting the collective structure (the "ah-has")?; does the collective work?; why doesn't it work?; what could we change to make it work better?

The researchers negotiated the meaning of these questions with knowledge based on the theory of organizational communication, their interview responses, their initial coding schemes, and repeated reference to the written questionnaire responses.

Several themes were defined: lack of communication (i.e.: organizational members experience inadequate interaction or lack of information); role ambiguity (i.e.: organizational members experience uncertainty with regard to their own or other's job roles); unclear policies and procedures (organizational members have no set criteria for daily operations and evaluation); lack of training and education (i.e.: organizational members experience a lack of on-going training and in-services); work overload (i.e.: organizational members have too much to do and not enough time to do it in); and, physical environment (i.e.: organizational

i
n
r
fi
m
or
in

members perceive the physical environment to be unsafe, unclean or placing unequal job demands upon members due to geographic location of office space).

In the course of this process, it became evident to the researchers that some of the problems identified by the respondents were not simply an outgrowth of a collective organizational structure. Rather, the lack of adequate resources also served to significantly influence CADA's operation.

Employing the question “what are the possible positive and negative implications of the identified themes?” to guide their thinking, the researchers next attempted to identify the outcomes of the aforementioned themes.

Once again, the researchers negotiated the meaning and answers to these questions with knowledge based on the theory of organizational communication, their interview responses, their initial coding schemes, and repeated reference to the written questionnaire responses.

Eleven broad outcome themes were defined: value-action incongruity (i.e.: CADA is a collective but not everybody feels like they have an equal say); loosely connected staff (i.e.: CADA members feel only loosely connected and isolated from other organizational members); quality of service (i.e.: organizational members and/or residents experience a lack of support in finding interpersonal, financial, housing, or other resources); staff inconsistency (i.e.: organizational members display a lack of consistency in enforcing rules); staff burnout (i.e.: organizational members are stressed out, apathetic, uncomfortable, or uninterested in enforcing rules); resentment (i.e.: organizational members have developed hard

feelings towards other members, or towards the system as a whole); intrinsic value (i.e.: organizational members find work to be meaningful); people and co-workers (i.e.: organizational members like co-workers); collaborative nature (i.e.: organizational members like working together to get things done); task diversity (i.e.: organizational members experience a wide variety of opportunity to work in many areas); and, creativity (i.e.: organizational members are encouraged and trusted to be creative while engaged in their job).

The researchers attempted to check the validity of their coding scheme by taking one questionnaire from each of the three researchers and verbally coding them. At the completion of this 'reality check' the researches agreed that the categories would suffice as the coding scheme was effective across both questions and interview responses. The researchers had, nonetheless, identified two problem areas which would have to be dealt with prior to the next iteration of coding.

The first reservation about the acceptability of the coding scheme occurred with question seven, "Tell me a little about your position in the supervision net. Whom do you supervise?"; and, question eight, "What other kinds of responsibilities does that role include?" These two questions required the respondent to identify specific job role and procedural information which did not fall under any categories in the coding scheme.

In response to this concern, a decision was unanimously made that any responses relating to specific job roles and procedural information would not have to be incorporated into the analytic process as the researchers did not feel that it

was essential to the focus of this study. The specific job roles and procedural information was nonetheless utilized as a research aid which helped the researchers to better understand the organizational dynamics at CADA.

The researchers felt justified in taking this position as the two questions of concern had been added to the questionnaire in an attempt to establish the specifics of the supervision net with which CADA had not been able to supply the researchers. Although no other questions specifically asked respondents to produced information of this type, any other information relating to specific job roles and procedural information garnered during the course of any individual subject's response to an interview question was treated in the same manner.

The second reservation about the acceptability of the coding scheme occurred with question ten, "Do you feel you could hold your supervisees accountable? Do you feel that others hold their supervisees accountable?" With regard to the first part of the question, many of the respondents did not hold supervisory net positions and were thus unable to answer this question. With regard to the second part of the question, many of the respondents answered that they simply did not know the answer. In response to these additional coding concerns, a decision was unanimously made by the researchers to add two categories to the coding scheme: not applicable; and, not know.

The primary difference between the two new coding categories lies in the fact that unlike "not applicable", the "not know" coding category provides useful information about organizational knowledge structures. In consequence, while it is

not considered a negative organizational outcome variable, the results are nonetheless presented along with the negative outcome variables throughout the course of the organizational assessment. While data was also collected for the not applicable coding category, it was used primarily for the researcher to gather information relating to specific job roles and procedural information. As such, this category will not be represented in the final analytic process.

Although the entire answer to each interview question constituted the unit of analysis, in order to minimize differences in interview responses which may have resulted from the stylistic interview techniques, the three researchers agreed that only the first response in any given process or outcome category would be noted for any question. For example, if a respondent replied in question four (what would you change about your job?) that s/he did not get information in a timely manner, that information was constantly getting lost, and that s/he experienced a lack of feedback, ineffective communication would be noted only once for that response. However, if in that same interview question response any other process or outcome was also mentioned, the first response in all of the other categories mentioned would also be coded.

The researchers also made two other decisions which affected how the interview responses were coded: due to the volume of information supplied, any responses relating to organizational suggestions was to be compiled in an additional, but separate, document for analysis at a later date; and, as coding decisions were based on a brief thematic definition, the researchers agreed to

compile lists of both prototypical and questionable examples representing each theme.

Using the newly established coding scheme, the researchers commenced a second coding iteration. Once again, each researcher coded her own completed interview questionnaires.

After the second iteration was complete the researchers compared their individual lists of prototypical and questionable examples. Upon the realization that the researchers had coded certain responses in different categories, it was decided some of the categories might be not be discrete enough. For example, the response of “not everybody knows the rules” was placed in both coding categories of role ambiguity and unclear policies and procedures by two different researchers who both came across the same statement in their interview responses.

In order to alleviate problems with inter-coder reliability in the next coding iteration, several closely related response categories which had produced coding difficulties were collapsed down: unclear policies and procedures was subsumed into role ambiguity; inadequate direct service was subsumed into work overload; people and co-workers was subsumed into collaborative nature; loosely connected staff was subsumed into value/action incongruence; and inconsistency and resentment were subsumed into staff burnout. Also, the category label of ineffective communication was broadened to communication ambiguity as the researchers felt that the former label connoted a more narrow definition of the construct than was intended. Finally, anytime that an organizational member

indicated that the collective structure worked, that s/he was pleased with it, or if s/he answered a positive yeas to a question concerning the collective, the response was coded under the variable collaborative nature. A detailed list of the combined thematic exemplars can be found in the Organizational Assessment Interview Code Book in Appendix E.

 insert Appendix E about here

Prior to the commencement of the third and final iteration, a valued colleague brought to the author's attention that some of the coding categories identified as underlying process variables may actually be more reflective of outcome variables. Keeping this input in mind, the author reevaluated both the exemplars and the location of the underlying process variables, and felt that the comments had merit. As such, the author felt that a reworking of the coding placement of the variables was required. Although communication ambiguity, role ambiguity and, lack of training and education were maintained as underlying process categories, work overload and physical environment were recategorized as outcome variables.

For the purpose of this paper, a process variable is defined as a phenomenon that leads towards the perception of a particular end, or outcome. An outcome variable is defined as a phenomenon that is perceived to follow as a result or consequence of another variable. The rational supporting a

reconsideration of the coding scheme is the fact that all of the initial outcome variables are indicative of the respondent's perceived outcomes, and that process variables should not reflect perceptions of outcomes. When all of the process categories were reconsidered, work overload and physical environment were deemed characteristic of perceptual outcome variables. As such, it was appropriate to place them as outcome variables and not process variables.

It was also brought to the author's attention that ten out of the eleven outcome variables relate specifically to the board, volunteers, and full/part-time staff at CADA, and one outcome variable relates specifically to the residents. Consequently, value-action incongruity, loosely connected staff, staff inconsistency, staff burnout, resentment, intrinsic value, people and co-workers, collaborative nature, task diversity and creativity, were recoded under the heading of structural outcomes. Quality of service was recoded under the heading of service outcomes. Table 1 lists all of the dependent, process and structural outcome variables.

After the final categories were created the author went through and coded all twenty-four cases using the completed coding scheme. Data were based on this analysis. Just under one third of the cases were recoded by another source to check for reliability. Of the seven interviews which were recoded, two interviews came from the first researcher, two interviews came from the second researcher, and three interviews came from the third researcher. This division of completed interviews for recoding was established so that stylistic differences in any one

researcher's interview techniques would not overly bias the inter-coder reliability results which were determined by using Cohen's kappa.

Creation of the Suggestions and Recommendations coding scheme

Every suggestion identified in the Organizational Assessment Questionnaire responses was compiled in a larger document labeled Suggestions and Recommendations. The three researcher collated the individual responses from their own completed interview questionnaires. The data were identified in the Suggestions and Recommendations document by both respondent and question numbers.

Although the entire suggestion constituted the unit of analysis, in order to minimize differences in interview responses which may have resulted from the stylistic interview techniques, the researcher determined that regardless of the number of times any single respondent voiced a response falling under a specific suggestion category, only the first of the multiple mentions would be recorded. Thus, the organizational assessment suggestion response categories were coded dichotomously as either absent or present for each organizational member. As such, the total aggregate frequency of possible citations for any variable is twenty-four, which represents the total organizational population. This practice was employed in an attempt to ameliorate interviewer variability with regard to the encouragement given to organizational members to voice, or to expand upon, their alternative suggestions when negative comments or organizational dissatisfaction was mentioned during the interviews.

Initially the author thought to attempt the creation of an entirely new coding scheme which would be unique to the Organizational Assessment Suggestions document. To this end she read the document over several times to get an “feeling” of what was contained within it.

She then began to identify an initial coding scheme by writing down broad categories associated with each response on a separate piece of paper. Some initial suggestions and recommendations coding scheme category examples and their respective exemplars are as follows:

Planned formal communication:

- documentation
- guidelines
- how to procedures
- criteria for success
- submit with yearly evaluation an annually reviewed and rewritten job description
- update and date materials and let people know what's new
- document work study notes

Fundraising:

- ask for donations from businesses (space, skills, services)
- grants
- increase ties to local businesses

- fundraising efforts

Technical changes:

- intercom
- voicemail
- separate out crisis lines
- more computers
- copier
- fax

Personnel:

- contractual people
- volunteers
- replace inactive members
- increase number of people conducting direct service
- extra weekend and night people
- women of color

Equalization of rights between full/part time staff, board, volunteers and residents:

- fire or replace board members who don't do their jobs
- staff must not smoke or eat in areas where residents are forbidden to do so

- staff must support individual organizational member's decisions with regard to residents rather than rescind them unless they're a glaring mistake
- board must take crisis intervention training

In-services and on-going education:

- items for in-services (grief, stress, racism, diversity, immediate trauma, limit setting)
- monthly follow-ups for ongoing education (recap training for volunteers, touch base, ensure new staff and residents are aware of key issues regarding residents)
- teach professional skills

In total, thirteen initial coding categories were identified: planned formal communication; planned informal communication; technical changes; feedback; personnel; equalization of board, volunteers, and full/part time staff rights; lack of training/education; alternative structural suggestions; alternative functioning suggestions; fundraising; and, other.

When the researcher critiqued the initial Organizational Assessment Suggestions and Recommendations coding scheme, she became cognizant that many of the suggestions and recommendations exemplars fell neatly into previously established coding categories from the CADA Organizational Assessment Interview Code Book. Consequently, the researcher commenced a

P

l

in

In

st

pr

Re

res

org

Sug

second coding iteration which utilized labels originating in the CADA Organizational Assessment Interview Code Book when ever a response warranted it.

If a response fell into a previously established category the researcher made a tick by that construct. If a response did not fit into a previously established broad category, another construct label was utilized. In this way, the researcher made her way down the list of responses in the Organizational Assessment Suggestions and Recommendations document.

The category labels from the CADA Organizational Assessment Interview Code Book which were utilized for the Suggestions and Recommendations coding scheme were: communication ambiguity; role ambiguity; lack of training/education; and, value-action incongruity.

Six new coding categories were also utilized. Although the new categories incorporated discrete aspects from the three CADA Organizational Assessment Interview Code Book categories of physical environment, quality of service, and staff burnout, they did not display consistently high levels of isomorphism to the previously established coding scheme categories to warrant their usage.

Additionally, although the Organizational Assessment and Recommendations Code Book category of work overload is defined as not enough resources or direct service staff to meet the needs of the residents or the organizational concerns, for the purpose of the Organizational Assessment Suggestions and Recommendations Code Book, resources and personnel were

disaggregated. The researcher believed that the items should stand alone as separate categories. The rationale supporting this decision lies in the fact that the frequency of responses to the new categories was sufficient at face value to indicate high levels of organizational concern. By disaggregating the categories the due attention deserving of each category could be properly accorded. Also, the personnel suggestions exceeded the work overload personnel definition which simply concerned direct service personnel.

Thus, the new coding categories were derived from the initial Organizational Assessment Suggestion and Recommendations Code Book iteration and are as follows: fundraising; new personnel; functional changes; structural changes; resources; and, other.

The researcher attempted to check the validity of her coding scheme by taking sixty-five of the suggestions and recommendations and coding them. At the completion of this 'reality check' the researcher concluded that the categories would suffice as all of the categories in the coding scheme were represented in the coded responses. Additionally, all of the coded responses fell into one of the ten coding categories.

The researcher did, however, make one change to the coding scheme. Due to the breadth of responses in the coding category of suggestions and recommendations for communication ambiguity, the researcher decided to streamline the category by creating three sub-categories which together would constitute the suggestions and recommendations relating to communication

ambiguity. The three sub-categories are as follows: formal communication; informal communication; and, technological changes. The Organizational Assessment Suggestions Code Book can be found in Appendix F.

 insert Appendix F about here

After the final categories were created the author went through and coded all of the suggestions and recommendations using the completed coding scheme. Data were based on this analysis. One third of the suggestions and recommendations were recoded by another source to check for reliability.

Quantitative analysis

To determine the importance of each of the above procedural themes and outcomes, the data were coded and statistically analyzed. The analysis occurred in the following manner: by an aggregate level for the entire questionnaire; by four research questions; and, by eight research themes.

The aggregate questionnaire response consisted of a summary of independent variables, and the dependent process and outcome variables. It also consisted of a distribution of organizational members by tenure and job roles. Descriptive statistics were computed to determine the frequency and percentage of questionnaire responses for each coding category. Additionally, intercoder reliabilities were conducted using Cohen's kappa to calculate the interrater reliabilities between the two coders. One third of all the cases in the

Organizational Assessment Questionnaire were analyzed for coding response consistencies.

The descriptive statistical analyses allowed the researcher to determine how important, as measured by the frequency, was each theme and outcome. The frequencies produced for each variable as a result of the descriptive statistics were then utilized for the purpose of recoding the data to facilitate increased meaning during other statistical analyses.

The medium for the frequencies of each process and outcome category was calculated. When no values at zero were mentioned, the variable was calculated with a binomial distribution of low and high which was centered around the medium. If a value of zero was cited and there was a range of response values which was more than five, the zero values were coded as low. A binomial distribution of medium and high which excluded the zero value, and was centered around the medium, was then created. If a value of zero was cited and there was a range of response values which was five or less, the zero values were coded as low and the remaining values were coded as high. This coding scheme was utilized for all of the remaining statistical analysis.

Also of note is the fact that the responses from both the resident focus group, and the staff creative problem solving group, were used as additional comparisons at various times in the analysis. The two groups were incorporated into the job role and tenure variable analysis. As the nature of these group makes it impossible to parse out the specific comments from each participant, the

collected responses from both groups were collapsed down into a single respective category representing either the focus or the creative problem solving group.

With regard to the tenure variable, the focus group response was included under the heading of tenure ranging from zero to one year, since the average stay for each resident is approximately one month. However, the staff creative problem solving group response was included under the heading of tenure called unknown, as it would have been meaningless to parse out the average tenure for the group.

Additionally, with regard to the job role variable, both the focus group and the staff creative problem solving group were established as a fifth job role category in whatever analysis of which they were each a part. The focus group and the creative problem solving group were never utilized in the same analysis.

Although the questionnaire was composed of thirty-one questions, not all of the questions were relevant for this thesis. As some questions were framed to elicit the supervision network, and others were asked as probes to further elucidate the response to prior questions, a decision was made to not select all of the questions for individual analysis. The sixteen questions which were selected for analysis best represented both the four research questions comprising the organizational assessment, and the eight research themes comprising the interview questionnaire.

To determine the most frequent categorical responses for each interview question selected for analysis, descriptive statistical analysis were conducted for

the interview questions associated with each of the Research Questions 1 - 3. Utilizing frequency as an indicator, the four most common responses were identified for each question. While most questions documented one main response which clearly indicated the most frequently occurring answer, others indicated a three-way tie for the second most frequently occurring answer. Thus, the top four responses were chosen to be included for analytic purposes.

Descriptive statistical analysis were also conducted for the categories of responses to each of the three research questions. Chi Square analysis of job role and tenure for the top three answers were conducted. Only the top three responses were selected for analysis as the frequencies for the remaining categories were too small to warrant further examination.

Although the Chi Square analysis afforded the researcher the opportunity to determine whether different job role and tenure groups perceived statistically significant differences with regard to organizational issues, Cross Tabulations provided both a general trend analysis and an organizational outlook. Consequently, Cross Tabulations of job role and tenure with the outcome variables were also conducted.

For Research Question 4, descriptive statistical analysis of the most frequent questionnaire suggestion citations were conducted. This permitted the researcher to determine how important, as measured by the frequency, was each theme and outcome. Chi Square analysis of job role and tenure for the top three answers were conducted. Additionally, Cross Tabulations of job role and tenure

with the outcome variables were also conducted. Finally, intercoder reliabilities were conducted for the Suggestions and Recommendations document utilized in Research Question 4. Cohen's kappa was used to calculate the interrater reliabilities between the two coders. One third of all the cases in the Organizational Assessment Suggestions and Recommendations document were analyzed for coding response consistencies.

Finally, descriptive statistics were conducted for the sixteen interview questions which best represented the eight research themes comprising the interview questionnaire. This was conducted to determine the most frequent responses by all organizational members to each of the eight research themes. Utilizing frequency as an indicator, the two most common responses were identified for each question. If two variables indicated the same number for the most frequently cited response, it was determined that the two most common responses were considered to have been found, and both variables were recorded. If however, there was one main response which clearly indicated the most frequently occurring answer, but there was a tie for the second most frequently occurring answer, then all three or more responses were recorded.

CHAPTER 5

Results

Twenty-four semi-structured, one to two hour, interviews with members of the Council Against Domestic Assault were conducted as part of an organizational assessment. Six board members, eight full-time members, six part-time staff members, and four volunteers all participated. Additionally, a staff creative problem solving session and a resident focus group were also held. The information derived from these sources was compiled and analyzed together.

The focus of the organizational assessment was to explore the organizational members' perceptions of the pros and cons of a feminist collective structure, which comprises the structural form of CADA. Specifically, the three person organizational assessment team was interested in determining: how the collective structure affects the communication among board, staff, volunteers and residents at CADA; how the collective structure affects the structural and task outcomes at CADA; what can be done to improve the structural and service outcomes; and, the suggestions and recommendations organizational members have for improving CADA.

The interview results were coded and statistically analyzed in the following manner: by an aggregate level for the entire questionnaire; by four research questions; and, by eight research themes.

The aggregate questionnaire response consists of a summary of independent variables and the dependent process and outcome variables. It also

consists of a distribution of organizational members by tenure and job roles.

Descriptive statistics were computed to determine the frequency and percentage of questionnaire responses. Additionally, intercoder reliabilities were conducted.

For Research Questions 1 - 3, descriptive statistics were conducted for both the interview questions associated with the research questions, and the most common categories of responses. For Research Question 4, descriptive statistics of the most frequent questionnaire suggestion citations were conducted.

Additionally, for each of the four research questions Chi Square analysis of job role and tenure for the top three answers, as well as cross tabulations of job role and tenure with the outcome variables, were conducted. Finally, intercoder reliabilities were conducted for the Suggestions and Recommendations document utilized in Research Question 4.

Finally, descriptive statistics were conducted for sixteen interview questions which best represented both the eight research themes comprising the interview questionnaire.

Aggregate Questionnaire Responses

For a summary of the independent variables, and process and outcome dependent variables, used in the organizational assessment questionnaire analysis, see Table 1.

insert Table 1 about here

Descriptive statistics for the variables of job role and tenure were conducted. For the distribution of organizational members by job role and tenure see Table 2.

insert Table 2 about here

Frequencies and percentages of questionnaire responses for each coding category were conducted. This data was used to identify the most salient organizational issues, as indicated by the frequency with which the organizational members cited the issue, as well as the corresponding percentage of respondents who cited it. The categories were produced ex post facto from the replies the organizational members made in response to the Organizational Assessment Questionnaire.

The three most frequently cited variables were collaboration, role ambiguity and communication ambiguity. In addition, these were the only three categories to be cited by 100% of the respondents. These responses are consistent with the theory cited in Chapter 1. For the distribution of results, see Table 3.

insert Table 3 about here

The interrater reliability of the two coders was calculated using Cohen's kappa. The interrater reliability was .71. According to Landis and Koch (1977), ranges of agreement for kappa are poor <.00, slight 0 - .20, fair .21 - .40, moderate .41 - .60, substantial .61 - .80, and almost perfect .81 - 1.00. For this data, interrater reliability was substantial.

Research Question 1: How does the collective structure affect communication among board, full/part time staff, volunteers and residents?

Descriptive statistics were conducted on each of the nine interview questions which were coupled with Research Question 1. The four most frequent responses to each of the interview questions can be found in Table 4.

insert Table 4 about here

Descriptive statistics were also conducted to determine the most frequent categories which were cited by the interview subjects in response to the nine interview questions coupled with Research Question 1. Although the most common response (collaboration) indicated that the perception of communication among the organizational members was that it "seems to work", the next two most frequent responses were complaints which focused upon role and communication

ambiguity. The two negatively valanced responses are consistent with the theory cited in Chapter 1. All of the categories, as well as their frequency of response, can be found in Table 5.

insert Table 5 about here

Chi Square analysis of job role and tenure were conducted for the three most frequent category responses for Research Question 1. Statistical significance was determined in three of the six analyses: With regard to tenure, statistical significance was established with regard to both role ambiguity $X^2(23, N = 24) = 18.17, p < .05$ and collaboration $X^2(23, N = 24) = 104.9, p < .05$. With regard to job role, statistical significance was established with regard to collaboration $X^2(23, N = 24) = 55.92, p < .05$.

Research Question 2: How does the collective structure affect the structural and service outcomes at CADA?

Descriptive statistics were conducted on each of the two interview questions which were coupled with Research Question 2. The four most frequent responses to each of the interview questions can be found in Table 6.

insert Table 6 about here

Descriptive statistics were also conducted to determine the most frequent categories which were cited by the interview subjects in response to the two interview questions coupled with Research Question 3. The three most common responses were collaboration, value action incongruence and physical environment. All of the categories, as well as their frequency of response, can be found in Table 7.

 insert Table 7 about here

Chi Square analysis of job role and tenure were conducted for the three most frequent category responses for Research Question 2. Statistical significance was determined in four of the six analyses: With regard to tenure, statistical significance was established with regard to physical environment $X^2(23, N = 24) = 26.17, p < .05$. With regard to job role, statistical significance was established with regard to collaboration $X^2(23, N = 24) = 13.75, p < .05$, value action incongruence $X^2(23, N = 24) = 24.58, p < .05$, and physical environment $X^2(23, N = 24) = 37.5, p < .05$. Additionally, although it did not meet the requirements of the .05 significance level, value action incongruence approached significance in a Chi Square analysis of tenure.

As 39% of the Chi Square analysis for job role and tenure were statistically significant in the three research questions, the researcher determined that a cross tabulation of job role and tenure on the process and outcome variables

was warranted. The results indicated that several response patterns appeared to have evolved:

With regard to the variable of job role, the board and the full-time staff appeared to be the job role categories which displayed both the closest alignment of responses, and the most verbal cognizance of the organizational problems. The responses indicate that the cognitive awareness of the part-time staff and volunteers are also closely aligned to one another, but not as closely aligned to the board and full-time staff. Except for collective, most of the negatively valenced structural variables are mentioned more frequently, and by more job role categories, than are the positively valenced structural variables. Summations of these results can be found in Table 8.

insert Table 8 about here

With regard to the variable of tenure, the organizational members with the most tenure cite both more negatively and positively valenced items more often than do organizational members with less tenure. Additionally, organizational members with less than one year of affiliation maintain different perceptual responses than do members with more than two years of organizational affiliation. And finally, organizational members with one to two years of organizational affiliation appear to display irregularities with regard to the interaction of

increasing tenure and increasing category response and frequency citation.

Summations of the results can be found in Table 9.

insert Table 9 about here

Research Question 3: What can be done to improve the structural and service outcomes at CADA?

Descriptive statistics were conducted on each of the six interview questions which were coupled with Research Question 3. The four most frequent responses to each of the interview questions can be found in Table 10.

insert Table 10 about here

Descriptive statistics were also conducted to determine the most frequent categories which were cited by the interview subjects in response to the six interview questions coupled with Research Question 3. The two most common responses of communication and role ambiguity are consistent with the theory cited in Chapter 1. The third most frequent response was 'not know'. All of the categories, as well as their frequency of response, can be found in Table 11.

insert Table 11 about here

Chi Square analysis of job role and tenure were conducted for the three most frequent category responses for Research Question 3. Statistical significance was not determined in any of the six analyses. Thus, organizational members in all job roles and tenure levels had the same concerns.

Research Question 4: What are the suggestions and recommendations
organizational members have for improving CADA?

The suggestions put forth by the organizational members have been compiled in a document called Organizational Assessment Questionnaire Suggestions and Recommendations. This document can be found in Appendix G.

insert Appendix G about here

Frequencies and percentages of questionnaire responses for each coding category were conducted. This data was used to identify the most salient organizational issues, as indicated by the frequency with which the organizational members cited the issue, as well as the corresponding percentage of respondents who cited it. The three most frequently cited categories were formal communication, training and on-going education and personnel.

The categories were produced ex post facto from suggestions made organizational members, and were coded separately from the rest of the Organizational Assessment Questionnaire response data. The suggestion response set were coded dicotomously as either absent or present for each organizational member. As such, the total aggregate frequency of possible citations for any variable is twenty-four, which represents the total organizational population. Table 12 summarizes the frequency and percentages.

 insert Table 12 about here

When Cohen's kappa was conducted for one-third of the Organizational Analysis Suggestions statements, the interrater reliability was .80. A reliability of this magnitude is considered substantial (Landis & Koch, 1977).

Chi Square analysis of job role and tenure were conducted for the three most frequent category responses for Research Question 4. The six analyses failed to meet excepted standards of statistical significance at the .05 level. Such failures are not surprising given the small sample size utilized in the study. Nevertheless, formal communication was statistically significant for both role and tenure at the .01 significance level, and training and on-going education was significant for tenure at the .01 significance level as well.

As half of the Chi Square analysis for job role and tenure were statistically significant at the .01 level, the researcher determined that a cross tabulation of job

role and tenure on the process and outcome variables was warranted. When the cross tabulations of job role and tenure with all of the suggestions and recommendations variables were conducted, several response patterns appeared to have evolved:

With regard to the variable of job role categories, there appears to be two cognitive camps from which the organizational strengths and weaknesses are judged. The board, the full-time staff, and the residents were usually in accordance with one another on all of the suggestion categories. If a discrepancy arose, the board would fall out of the consensual equation and the full-time staff and the residents would continue to verbally maintain the closest cognitive perceptions of the organizational issues. However, as can be witnessed by the variability in the suggestion response categories, the full-time and the part-time staff appear to experience two completely different organizational realities. Nevertheless, the part-time staff and the volunteers were generally in accordance with one another.

Of additional note is the fact that the residents voiced suggestions in almost all of the suggestion categories. One may therefore assume that the residents are both conscious of the issues and perhaps even affected by them. The job role and suggestions cross tabulation summaries can be found in Table 13.

insert Table 13 about here

With regard to the variable of tenure, as tenure increased, so did the suggestions to deal with organizational concerns. Of specific note is the group of organizational members with tenure ranging from 1 - 2 years. This group voiced more changes as necessary and made the most suggestions for implementing the changes. The tenure and suggestions cross tabulation summary can be found in Table 14.

 insert Table 14 about here

Eight Research Themes

Descriptive statistics were also used to identify the most frequent aggregate responses for each of the sixteen questions selected for individual question level analysis. The sixteen questions represent the eight research themes comprising the questionnaire. The research themes are as follows: burnout; continuity between facilitators; accountability; shared responsibilities; conflict resolution; client empowerment; communication with staff and board; and, consistency between shifts. The results are synthesized as follows:

Work overload, communication ambiguity, and role ambiguity were mentioned as the most frequent issues associated with job stress. Organizational members indicated that these issues must be alleviated if burnout is to be reduced.

Communication and role ambiguity were cited as the two dominant problems which are associated with changes between staff facilitators.

Additionally, while some people indicated that a smooth transition occurred between the current and the past facilitator (collaborative nature), others indicated that they had no idea if it was smooth or not (not know). Those who responded that the transition was not smooth indicated that high levels of communication and role ambiguity were problematic. These variables would have to be lowered in order for the continuity between facilitators to be smoother in the future.

High levels of communication and role ambiguity were posited as the two greatest hindrances to accountability. If these issues could be effectively reduced organizational member's indicated that they believed increased accountability would occur.

Although some organizational members concurred that they would neither add nor delete anything from the description they read regarding the functional operation of CADA, the most common response was that value-action incongruities created a schism between the current and the desired organizational realities. Nonetheless, despite value-action incongruities and role ambiguities (which represent the variables organizational members like least about the collective structure), and a perception that information is not shared in a timely manner due to communication and role ambiguity, the collective structure is generally perceived to work at CADA. Although many qualified their statements, many members indicated that that do feel that they have a voice at CADA. Additionally, members indicated that what they like most about CADA is its collaborative nature and the diversity of tasks which members can perform.

Many members responded that they did not know how the conflict resolution process could be improved at CADA. However, others indicated that communication and role ambiguity are problems associated with the process. Members indicated that the conflict resolution process could be improved by reducing high levels of communication and role ambiguity.

Organizational members perceive that residents do have an opportunity to influence decisions, and that the needs of the residents are being effectively addressed. However, members qualify these statements by stating that value-action incongruities interfere with resident voice and the physical environment plays a mitigating role in not meeting all of their needs. Members indicate that these mitigating factors are going to have to be dealt with if the goal of client empowerment is to be achieved.

Many organizational members indicate that the frequency and quality of communication between board and staff members is adequate. However, they also indicate that in decreasing communication ambiguity it may be possible to increase the quality and frequency of communication. Additionally, while many organizational members did not have any suggestions for how to improve the collective structure, others indicated that in decreasing role ambiguity and value-action incongruence, it would be possible to increase the effectiveness of the collective structure.

Finally, while many members indicated that all staff members know CADA policies, others indicated that role and communication ambiguity act as an

organizational barrier which interferes with members' knowledge. Consequently, a perception is indicated by organizational members that the staff are not consistent in the way they enforce rules.

Table 15 summarizes the aggregate results for of each of the sixteen questions.

insert Table 15 about here

CHAPTER 6

Discussion

Research questions

The organizational assessment of the Council Against Domestic Assault provides answers to the four main research assessment questions which were as follows: how does the collective structure affect communication among board, full/part-time staff, volunteers and residents?; how does the collective structure affect the structural and service outcomes at CADA?; what can be done to improve the structural and service outcomes?; and, what are the suggestions and recommendations organizational members have for improving CADA?

For the duration of the discussion section, the organization as a whole will be referred to as the collective structure. The rational behind this action lies in the fact that the organizational members were incapable of parsing out the problems specifically attributable to the collective structure from the problems plaguing the organization as an entire entity.

In reply to Research Question 1 (how does the collective structure affect communication among board, full/part-time staff, volunteers and residents at CADA?), one hundred percent of the organizational members mentioned that it “seems to work.” This affirmation is represented by the coding category of collaboration.

Collaboration was statistically significant in the Chi Square analysis for both job role and tenure. Although some prototypical statements employed during

data analysis to represent collaborative nature are that: everyone has a voice; permits exchange; can go to anyone for help; participation with regard to decision making; and, working together to get things done, the analytic results indicated that organizational members of various job roles and tenures perceived CADA to have had varying degrees of success with regard to organizational communication and collaboration.

The interview results thus indicated that organizational members perceived that CADA fell short of their ideal; there were both problems (negative outcomes) and areas where improvement was stated as required. The two predominant areas of concern, which were mentioned by every organizational member, were role and communication ambiguity. Additionally, seventy-five percent of the organizational members also indicated that lack of training and on-going education was a concern to them.

The three aforementioned process variables constitute the types of organizational communication alluded to in research question one. Specifically, the types of communication occurring between and among organizational members are: communication enacted with regard to operations (communication ambiguity); communication enacted with regard to appointed roles (role ambiguity); and, communication enacted with regard to training and education (lack of training/education).

Formal communication ambiguity refers to interruptions or inadequacies with regard to the procedures utilized to transmit and receive information relating

to organizational decisions, policies and resident information. Informal communication ambiguity refers to inadequate interactions between staff, board members, volunteers and residents.

Although all organizational members mentioned communication ambiguity as an organizational concern, there was not a statistically significant difference in the manner in which organizational members perceived this issue. Nevertheless, two non-statistically significant trends emerged from the Cross Tabulations of job role and tenure with the outcome variables in that: members with longer tenure stated more communication ambiguity than did members with shorter tenure; and, full time and board members mentioned communication ambiguity as a bigger problem than did the part time members or the volunteers. The residents also mentioned this variable as a problem of which they were aware.

Role ambiguity refers to the extent to which job roles are defined and understood by members of the organization. Two levels of role ambiguity emerged: intrapersonal and organizational. The former refers to uncertainty regarding one's own job roles, and the latter refers to uncertainty regarding either another's job roles or the general policies and procedures that underscore the organization's operations and services provision.

Role ambiguity appears to affect members of different tenure categories in different ways. Specifically, organizational members with the more tenure made more references to role ambiguity than did members with less tenure.

Additionally, a non-statistically significant trend emerging from the Cross

Tabulation of job role and outcome variables indicated that full time staff consider role ambiguity the most evident; volunteers consider it somewhat less problematic; and, the part time staff and the board consider it much less of an issue. The residents also indicated that they perceived role ambiguity as a concern.

Finally, lack of training or education refers to the organizational difficulties which arise as a result of either inadequate initial training or inadequate on-going training. Twenty-five percent of the organizational members did not mention this as a concern at all. Also, as lack of training or education was not one of the four most frequent responses to Research Question 1, a Chi Square analysis was not conducted for this category.

Nevertheless, all of the full time staff, and eighty percent of the volunteers, as well as the resident focus group, mentioned lack of training or education as an organizational concern. Additionally, a non-statistically significant trend emerging from the Cross Tabulation of tenure and outcome variables indicated that members with shorter tenures mentioned this variable less frequently than did members with longer tenure.

In response to Research Question 2, (how does the collective structure affect the structural and service outcomes at CADA?) respondents most frequently indicated that communication and role ambiguity produced the greatest amount of negatively valance outcomes. Members also responded to this question by citing categories of: collaboration; lack of training and education; not know, (the

lack of knowledge by organizational members with regards to a particular issue); work overload, (the workload is unmanageable as there are not enough resources or direct service staff to meet the needs of the residents or the organizational concerns); value-action incongruence, (the extent to which the theoretical implementation of the collective is compatible with how it is actually put into practice); and, staff burnout, (the disinterest and inability of organizational members to cope in the work environment, as well as their difficulty in empathizing with residents and enforcing rules). It should be noted, however, that Chi Square analysis of both job role and tenure produced no significant differences in organizational member's perceptions of the aforementioned issues.

In response to Research Question 3 (what can be done to improve the structural and service outcomes at CADA?), respondents mentioned the organizational outcome of collaboration more than any other category. This indicated that on the whole, the organizational members perceived that the organizational outcomes "seem to work" as they should.

Nevertheless, statistically significant Chi Square analysis of job role indicated that organizational members engaged in different job roles perceived varying levels of success with regard to the impact of the collaborative nature on the structural and service outcomes. The interview results also indicated that the predominant areas of concern were value-action incongruence, the physical environment, and role and communication ambiguity.

Statistically significant Chi Square analysis of job roles indicated that organizational members with different job roles perceived varying levels of value-action incongruence at CADA, which they believed affected the outcome variables. A non-statistically significant trend emerging from the Cross Tabulation of job role and outcome variables indicated that the board members, as well as the full and part time staff considered value-action incongruence the most evident; volunteers considered it somewhat less problematic. Additionally, the residents also indicated that they perceived value-action incongruence as a concern.

Physical environment refers to the overall physical atmosphere and safety of the organizational environment, as well as any organizational concerns which may arise as a result of the physical layout of the shelter. Statistically significant Chi Square analysis of both job roles and tenures indicated that organizational members with different job roles and tenures perceived varying levels of concern associated with physical environment as it affects the outcome variables.

A non-statistically significant trend emerging from the Cross Tabulation of job role and physical environment indicated that full and part time staff consider physical environmental concerns the most evident; volunteers consider it somewhat less problematic; and, the and the board consider it much less of an issue. The residents also indicated that they perceived physical environmental concerns. Additionally, a second non-statistical trend emerging from the Cross Tabulation of tenure with physical environment indicated that members who have

less than two years of tenure considered this issue more problematic than did those members with more than two years of tenure.

In response to the fourth research question (what are the suggestions and recommendations organizational members have for improving CADA?), suggestions from the organizational members during the course of their interviews, the staff creative problem solving group, and the resident focus group, which were collated in a document called the 'Organizational assessment questionnaire suggestions and recommendation.' The coding categories in the Suggestions and Recommendations document are as follows: communication ambiguity; role ambiguity; lack of training/education; value-action incongruence; fundraising; new personnel; resources; functional changes; structural changes; and, other.

This document provides a blue print of alternative actions which organizational members believe will improve the operations and outcomes at CADA. It not only highlights the outcome themes, but also discusses ways to reduce the three process themes of communication and role ambiguity, and lack of training and education which were central to both theoretical problems concerning feminist collectives, and to CADA in particular.

Consideration of findings in light of existing research

The Council Against Domestic Abuse, which is designed to intervene in dysfunctional families, has adopted as its mandate the goal of becoming a vehicle for women to claim their power (Statement of Purpose, 1991). If CADA is successful at administering its structure as a feminist collective, it will exemplify

participatory principles, shared leadership, and rotation of responsibilities (Gould, 1979). In doing so, CADA will represent itself as an effective role model of what a functional family (organization) should look like and an effective channel through which women can learn to claim back their power.

Proper modeling at CADA is especially important as women who endure battering over a period of years may be both inexperienced with the exercise of their own authority (Baker, 1982), and stripped of their emotional resources (Statement of Purpose, 1991) which would otherwise help them to claim their power.

However, CADA displays many of the common dysfunctions chronicled by Constantine (1983) which are reflective of both familial and organizational open systems. Specifically, organizational members indicate that CADA exhibits: [de facto], or no leadership; lax discipline; endless negotiation; poor problem solving; dramatic role shifts and reversals; dramatic rule shifts; many implicit but few explicit rules; capricious or arbitrary enforcement of rules; endless discussions and negotiations; and, confusion and ambiguity generated from indefinitely deferred resolution.

These dysfunctional symptoms act as obstacles affecting the ability of CADA to model what they advocate, as clients witness power inequalities, role ambiguity, communication ambiguity, and value-action incongruities. Additionally, all four of these factors are highlighted in much of the literature as problems inherent with collectives.

Knowledge is a form of social (information) power originally posited by French and Raven (1959). Inequalities of organizational knowledge along the lines of tenure, and job roles, was evidenced at CADA through an analysis of the organizational assessment interviews.

For instance, the organizational members with the most tenure cited more negatively and positively valenced items more often than did organizational members with less tenure. Additionally, board and full-time staff appeared to be the job role categories which displayed both the closest alignment of responses, and the most verbal cognizance of the organizational problems.

Inequalities of organizational knowledge among tenure and job roles are consistent with the findings of Gruber and Trickett (1987), who wrote that the creation of an egalitarian structure is not enough to insure that power is equally distributed. Aherns (1980) also noted that in a funded shelter for battered women, paid staff did more work and so became more knowledgeable about the organization's actual operations and needs than did the volunteers.

Role ambiguity is the second of the four factors which act as organizational obstacles to proper organizational modeling at CADA. One hundred percent of CADA's organizational members indicated that they experienced role ambiguity.

Perceived role ambiguity, which may occur at an intrapersonal or an organizational level, occurs when a person feels that s/he lacks salient information needed to effectively enact her or his role (Kahn, Wolfe, Quinn & Snoek, 1964). It may specifically concern the doubt or uncertainty an individual, or a group of

individuals, may experience with regard to the specific forms of appropriate behaviors, responsibilities, rights, obligations and accountabilities as they affect either one-self or other organizational members. Role ambiguity may also include task indeterminacy, which is defined as ambiguity about operational goals and priorities (Leitko & Szczerbacki, 1984).

The experience of role ambiguities encountered by the members of CADA is similar to that Rodriguez's (1988) study of a Hawaiian battered women's shelter. Rodriguez also found that conflicts over rights, privileges, and duties persisted which resulted from role ambiguity.

The third of the four organizational obstacles to proper organizational modeling at CADA is communication ambiguity. All of the organizational members of CADA indicated that they experience communication ambiguity.

Formal communication ambiguity refers to lost or missing information, an inability to send or receive information in a timely manner, and absent or unclear information regarding feedback, job descriptions, review and evaluation. Informal communication ambiguity refers to inadequate interactions between staff, board members, volunteers and residents.

Failures in communication distribution policies may result in communication ambiguity. They are caused by key organizational members' inability to identify which groups of personnel need to know certain things, or to establish where these groups are supposed to be able to obtain the information they need (Farace, Monge & Russell, 1977). Communication ambiguity is an

especially common occurrence of all-female groups, which tend to focus less on task orientation than they do on human factors (Bettenhausen, 1991).

The fourth organizational obstacle that impedes the ability of CADA to act as an appropriate model for women in crisis are value-action incongruities. Much of the value-action incongruence may be attributable to Michels's (1962) "Iron Law of Oligarchy", which maintains that organizations move in a unidirectional path towards bureaucratization. Specifically, it states that as a [feminist] movement organization attains a base in society, it inevitably becomes more bureaucratic and [must] develop more conservative goals as a means of maintaining itself (Riger, 1984). In order for CADA to achieve its goal, it will have to realize a certain level of bureaucratization.

There seem to be very few non-hierarchical organizations that have survived long periods of time. However, those that have survived are often perceived to be tightly interconnected networks that are transformed, having compromised their principles to a great extent (Stohl, 1995, pp. 156). Ninety-two percent of the organizational members at CADA have indicated that value-action incongruencies occur which are contraindicative of the principles upon which their collective was founded.

Quinn and Camerson describe four organizational "life stages" as entrepreneurial, collectivity, formation, and elaboration of structure, which can be expected as part of the normal organizational life cycle. The collectivity stage is typically characterized by increased informal communication and talk about

innovations. However, as an organization grows, informal interaction decreases and is replaced by more formalized interaction (Monge & Eisenberg, 1987).

The dichotomy between organizational values and organizational actions experienced at CADA is consistent with the findings of Mumby and Putnam's (1992) study of Redwood Record. Redwood Records, which was founded as a feminist alternative institution, developed an organizational climate of informality, supportiveness, and consensual decision making aimed at social change. However, as the organization grew and responded to changes in the music industry, Redwood experienced tension between profit and its political goals (Mumby & Putnam, 1992, pp. 477).

Limitations

The study utilized an open-ended interview format which provided a venue through which rich data could be brought forth. Additionally, the ex post facto creation of the coding scheme facilitated coding categories which more accurately reflected of the variety of thoughts and comments of organizational members than would a priori categories.

Nevertheless, a more traditional format utilizing closed-ended questions, a minimum of four Likert-type questions items for each variable, and fewer constructs which were created a priori, would have permitted a factor analysis to be conducted on a pretested organizational assessment questionnaire. In this manner, bad questions could have been thrown out or fuzzy categories collapsed.

As is, the study relied on face validity for questions which does not ensure that the questions are valid.

Also, in utilizing a more traditional format of identifying organizational assessment variables a priori, the researcher could have relied more heavily on both traditional variables and well-tested definitions. As the ex post facto, ethnographically derived variables did not fit neatly into existing definitional boundaries, new definitions were constructed by compounding older definitions. With new construct definitions lies the possibility the various constructs are not actually discrete categories, but are rather either closely related or are reflective of the same underlying cause. There also exists the possibility that in using variables which have not been otherwise validated, the results from the questionnaire may have inherently biased the questionnaire results.

Finally, although it could not be helped, as the entire organization was sampled, the total sample was quite small. When the sample was combined with the large number of coding variables, the cells within each variable became even smaller. Consequently, despite the fact that the results indicated the presence of specific organizational trends, the results lacked statistical power. Nevertheless, despite the lack of power, statistical significance occurred in several of the Chi Square analysis. Significance with a sample size of only twenty-four people may be indicative of an even stronger organizational trend than is indicated by the results.

Implications of study for professional practice and future research

While the Family Systems Model has not previously been applied in research pertaining to an organizational setting, anecdotal evidence suggests that many organizations and organizational members view their environment in this light. “We are a family”, is a common refrain, or metaphor, which is heard by organizational members, ethnographic researchers, and consultants. Consequently, the “organization as a family” might be considered a dominant metaphor in many organizations.

Just like some families are dysfunctional, so too are the relationships between and among both organizational members and departments. Although many families and organizations can, and do, exist in dysfunctional environments, one can intuit that a functional environment is a healthier, more productive, and happier environment. In a movement towards this end, a dysfunctional family might seek the aid of a professional councilor or therapist. Likewise, a dysfunctional organization might bring in a consultant to diagnose the problems and to suggest alternative actions to create a more functional organization.

Although not used specifically within the Family Systems paradigm, a consultant engaged to perform an organizational assessment could conduct an analysis while keeping the dominant organizational metaphor (i.e.: family metaphor) in mind. For instance, in the organizational assessment conducted at CADA, both its organizational literature and member comments indicated that the ideal organizational state is: “a functioning collective of equal partners who work

together on a common identified goal of providing shelter, and advocacy to women in need, while simultaneously creating an atmosphere in which women can make positive changes in their lives". Further, "the collective should be a non-hierarchical system where everybody has a voice, valued input, unique expertise and contributions, responsibly, and full range of life choices for all organizational members". Nonetheless, the current reality falls far short of this ideal state. However, in the course of conducting the organizational assessment the organizational members came up with a blue print for how they can move from their current reality to their envisioned future.

By utilizing the dominant metaphor by which an organization describes itself, or aspects of itself, a researcher and/or consultant will have the ability to speak in the same language and images as do the organizational members. The researcher and/or consultant will also have established a mental peg by which compound ideas and images can be meaningfully connected in the minds of the organizational members to create the desired change.

Future research should attempt to discern the dominant metaphors of organizational members. In doing so, it may be possible to uncover both where the mental model overlap does and does not occur, and the possible organizational and environmental ramifications which may occur when organizational members hold divergent or contrary organizational metaphors. Further, upon identifying a dominant organizational metaphor, researchers should examine how knowledge of

this metaphor can be utilized in creating the conditions for the desired future organizational state.

APPENDICES

APPENDIX A

Appendix A

Council Against Domestic Assault Organizational Assessment Proposal

Julie Morton

Marcy Meyer

Valerie E. Roberts

Pennie Foster-Fishman, Ph.D.

Assessment Purpose

The Council Against Domestic Assault (CADA) has been in operation for over 15 years providing emergency shelter and supportive services to battered women. Their overarching philosophy has been to empower women to make good choices about their lives. Consistent with this empowerment philosophy, CADA changed its decision making structure five years ago from one that was hierarchical in nature to a more collective approach. The new approach is aimed at affording all staff equal power in decision making as well as providing residents the opportunity to voice their concerns and opinions regarding policy and services. Its implementation included such changes as redefining job responsibilities and more lateral communication between the board, staff, volunteers and residents. Recently, CADA board members, staff, residents and

volunteers expressed some concern about whether the collective structure has been implemented and carried out as planned. In order to assess the collective structure's impact on CADA's daily operation and service provision, the Ecological-Community Psychology Department at Michigan State University proposes an organizational assessment aimed at addressing these issues and providing feedback to maximize CADA's full potential.

Assessment Objectives

The focus of the organizational assessment will be to explore the organizational members' perceptions of the pros and cons of a feminist collective structure. The three person organizational assessment team will attempt to determine: "how well does the collective structure work?" Specifically, it seems that CADA is most concerned with how the collective structure effects its organizational operations and its service provision. The staff, board and volunteers at CADA have identified a number of specific concerns within both areas which are listed below.

Operations

- Continuity between staff facilitator rotation: Is there a steady flow of information and smooth transition between staff facilitators?
- Accountability: Is the supervision net working?
- Shared responsibility and burdens among staff: Does the collective structure increase the sharing of responsibility and decrease burden among staff?

- Communication between staff and board: Does the collective structure facilitate communication between staff and board members?
- Staff burnout: How does the collective structure affect staff burnout?

Service Provision

- Consistency between shifts: Is there consistency between the way different staff members see and enforce policy?
- Client Empowerment: Do residents have more access to decision making and power?
- Communication with residents: How does the collective structure promote communication between staff and residents regarding policy changes?
- Conflict Resolution: How does the collective structure facilitate the resolution of infighting and conflict?

To obtain information relevant to the aforementioned concerns, it will be necessary to talk with staff, board members, volunteers, and residents about their perception of various components of CADA and how they are affected by them. This process will provide information about the congruency between the ideal collectivism and its implementation.

Assessment Methods

In order to address the wide array of concerns that have been expressed, it will be necessary to gather information from the various roles within the

organization. To accomplish this, two data collection methods will be employed: open-ended interviews, and focus groups.

Given the small number of CADA staff, we propose to conduct one to two hour interview with all staff members. Staff will be contacted directly by the consultants during their work shifts at CADA. We will ask our CADA contact to provide us with the names and shifts of all employees.

Secondly, we will request the names and phone numbers of current volunteers from our CADA contact. Volunteers will be asked to participate in a one to two hour long interview. The main target of volunteer interviews will be those volunteers who have been with CADA long enough to become involved in daily program activities.

In addition, we propose to hold focus groups for both past and present residents who are interested in participating in the consultation. Focus groups seem to provide the safest forum for residents to express their concerns because they eliminate the possibility of residents being singled out or stigmatized for participation. This medium will also protect the confidentiality of the residents by allowing them to share issues and concerns with a collective voice rather than identifying particular individuals that provided information. Lastly, this method is most feasible given that it may be difficult to schedule individual appointments with residents whose schedules vary during the day. Focus groups will be held in the evening after curfew. We will ask our CADA contact to post flyers about the focus group in the shelter.

Lastly, we propose to conduct phone interviews with all board members. Given that board members are not involved in the daily operations of CADA, they may be more difficult to contact and schedule appointments with. We will request that our CADA contact provide interested participants with a sign up sheet at the next board meeting. The sign up sheet will allow board members to indicate the most convenient place and time to contact them for the phone interviews. The purpose of these interviews will be to obtain information about their perceptions of the overall purpose and implementation of the collective structure.

In addition to data gathering, we propose to attend a staff meeting at which we will provide a progress report and obtain feedback. This will enable staff members to become a part of the collaborative process by providing a medium for them to express any additional questions or concerns that have arisen. At the conclusion of the assessment, a presentation will be held to which all staff, board members, volunteers and residents will be invited. The presentation will include a summary of the findings and recommendations. Finally, a written report will also be made available. This report will provide detailed information about the organizational issues that effect the collective structure and specific interventions that should be undertaken to improve organizational effectiveness.

APPENDIX B

Appendix B

Potential Participants of Organizational Assessment

Staff:

- Bazzett, Denise (Crisis Intervention Coordinator - Part time)*
- Clark, Nicole (Children's Advocate - Part time)*
- Danovitz, Sue (Overnight - Part time)
- Fonseca, Lori (Counselor Advocate - Part time)*
- Freridge, Michelle (Board Liaison & Volunteer Coordinator - Full time)*
- Hagstrom, Julie (Community Ed. Coordinator - Full time)*
- Harrison, Judy (Advocacy Coordinator - Full time)*
- Hurlbert, Deanna (Drug & Alcohol Coordinator - Part time)
- Jordan, Beth (Councilor Advocate - Part time)*
- Kent , Barb (House Manager - Full time)*
- Lieber, Pauline (Fundraising Coordinator - Full time)*
- Redman, Yolanda (Child Care Provider - Part time)*
- Rosen, Holly (Program Coordinator - Full time)*
- Schwartz, Abby (Administrative Coordinator - Full time)*
- Smith, Carol (Staff Facilitator & Children's Program Coordinator - Full time)*
- Snyder, Rachel (Office Manager - Part time)

- Soul, Nancy (Counselor Advocates - Part time)
- Wainwright, Krista (Housing Coordinator - Part time)*

Board Members:

- Brantley, Sherry
- Glennie, Jim*
- Greiner, Rick*
- Koenig, Carol
- Koetye Wilson, Kris
- Krese, Manuela
- Pedersen-Benn, Judith*
- Stoll, Betsy*
- Wheeler, Bonnie

Volunteers:

- Ester (Trainer of New Volunteers)*
- Roberts, Michelle*
- Vanden Heavel, Beth*
- Wilson, Yvette*

*** Organizational members who were interviewed by research team**

APPENDIX C

Appendix C

Organizational Assessment Questionnaire

Introduction: My name is _____, and I'm a graduate student from Michigan State University. As you may know, CADA has agreed to participate in an organizational assessment. In general, what we are looking at is how well the collective structure is working. What we would like to do to understand this, is ask you a series of questions about CADA's policies & daily operation, the interaction between staff , residents, volunteers and board members and any other information that you feel is important. Please feel free to answer the questions as openly/honestly as you can. It is important that you know, everything you share will be held in the strictest confidence and that your name will not be associated with the information we collect in any way. When we report the information back, we will be reporting back general themes or issues mentioned by more than 1 person. If you can't answer one of the questions or you feel uncomfortable, please let me know. Also, feel free stop me if you'd like to add anything, have any questions or would like to say something off the record. Let's begin.

What is your position at CADA? _____

How long have you been working here? _____

Staff Burnout

What are some of the things that you like about your job? _____

What would you change about your job? _____

What could be done differently to help staff deal with job stressors? _____

Now I'd like to ask you about CADA's daily operation.

Continuity between staff facilitators

I understand that the staff facilitator is a rotating position at CADA.

How does this rotation affect your job? _____

Do you feel that there was a smooth transition between the current and previous staff facilitator? _____

If no, what might have made the transition more smooth? _____

>>probe about information flow (quantity, quality, immediacy, and accuracy) _____

I understand that everyone has an opportunity to play a supervisory role.

Accountability

Tell me a little about your position in the supervisory net. Whom

do you supervise? _____

What other kinds of responsibilities does that role include? _____

How well do you think the supervision net is working? _____

What are some its strengths and weaknesses? _____

Do you feel that you can hold your supervisees accountable? _____

Do you feel that others hold their supervisees accountable?

Do you feel you get the supervision you need? _____

If no, why not? _____

Can you think of any way to increase accountability or motivation so that

People are more likely to make sure that the job gets done? _____

Shared Responsibilities

What we've talked about so far is how responsibilities are shared in CADA through the rotating staff facilitator position and the supervision net. My understanding of CADA's collective structure is that members not only contribute equally to the work that needs to be done but that each member also has the power to make decisions that will influence the day-to-day operations as well as the future direction of the organization. Is that an accurate description? y / n

Would you add or delete anything? _____

What do you like the most about the collective structure? _____

What do you like the least? _____

In general, how well does the collective structure work at CADA? _____

>probe about sharing workload (e.g., do all members share equally in the work that needs to be done? Do some people always seem to do more than their share of work? If no, why not? _____

How do you feel about this? _____

Do you feel that information is shared in a timely manner? _____

Do you feel that you have a voice? _____

Conflict Resolution

I have heard that CADA has a strict decision making process. How well does this process work? _____

When decisions cannot be resolved by consensus, how is the issue resolved? _____

What could be done to improve that process? _____

Client Empowerment & Communication with Residents

Another thing I have heard about the collective structure is that residents have a voice in decision-making. Is this so? _____

Do residents have an opportunity to influence decision making? If no, why not? _____

Do residents have an opportunity to voice complaints? _____

If a resident had a complaint or concern, how would she voice it? _____

Are the individual concerns of residents being addressed effectively? _____

What are they? _____

Do you feel that the collective decision making structure promotes
communication between staff and residents? _____

If no, then how could it be more affective? _____

Communication with Staff & Board

Do you feel that staff and board members have equal amounts of input in
the decision-making process? _____

If no, why not? _____

What, in your opinion, could be done to increase the frequency and quality
of board/staff interaction? _____

Do you have any other suggestions about how to improve the collective
structure? _____

Now I'd like to talk about more specific issues within CADA's daily operation. You've already told me that you are a (insert job role).

Let's talk about interactions between staff and between staff and residents.

Consistency Between Shifts

Do you believe that all staff members know CADA policies? _____

If no, why not? _____

Are staff consistent in enforcing rules? _____

What are some ways to ensure that staff are more consistent in the way they enforce rules? _____

Is there anything I didn't ask you about that you think is important to mention? Thank you for your cooperation.

APPENDIX D

Appendix D

Organizational Assessment Focus Group Protocol

1. Likes: Tell us what you like about CADA? Why?
2. Dislikes: Tell us what do you not like, or would change, at CADA? Why?
3. Participation in decision making: We have heard that residents have a voice in decision-making. Is this so? Do residents have an opportunity to influence decision making? Why or why not? How? Do residents have an opportunity to voice complaints? If you had a complaint or concern, how would you voice it? What would be done about your complaint or concern?
4. Communication: Do you feel that information is shared with residents in a timely manner? If no, why not? What could be done to improve that process?
5. Concerns: What are your concerns as a resident? Are they being addressed effectively? If no, why do you think that is? How could you change the organization to try and make sure your concerns are taken care of?
6. Other: Is there anything that we didn't talk about here that you think we should be aware of?

APPENDIX E

Appendix E

Organizational Assessment Interview Code Book

Demographics:

Respondent ID	(01-24)
Job roles	Full time staff
	Part time staff
	Board
	Volunteers
Tenure	zero to one year
	one to two years
	two plus years

Coding themes and exemplars:

Communication Ambiguity:

Communication ambiguity reflects both formal and informal communication. Formal communication ambiguity refers to interruptions or inadequacies with regard to the procedures utilized to transmit and receive information relating to organizational decisions, policies and resident information. Informal communication refers to inadequate interactions between staff, board members, volunteers and residents. Prototypical statements employed during data analysis to represent communication ambiguity are:

- getting information in a timely manner
- lost or missing information
- lack of current files on volunteers and staff
- inability, or lack of, interaction with people in other parts of organization (board/ staff/volunteers/residents)
- decisions which are overturned without explanation
- minority voice is ignored
- no formal procedure to ensure that meetings stay on track and on time
- lack of social communication, pats on back, support

Role Ambiguity:

Role ambiguity refers to the extent to which job roles are defined and understood by members of the organization. Two levels of role ambiguity emerged: intrapersonal and organizational. The former refers to uncertainty regarding one's own job roles, and the latter refers to uncertainty regarding either another's job roles or the general policies and procedures that underscore the organization's operations and services provision. Prototypical statements employed during data analysis to represent role ambiguity are:

- not sure of what the boundaries of my job are
- not sure of what others in organization do
- unaware of job position in organization
- no set criteria for determining efficiency of supervision net

- lack of accountability and monitoring
- lack of evaluation
- how a job role is carried out is entirely dependent on the individual currently filling that role
- because of flextime I don't know what you're doing or if you are abusing the lack of accountability in the system

Lack of Training/Education:

Lack of training or education refers to the organizational difficulties which arise as a result of either inadequate initial training or inadequate on-going education. Prototypical statements employed during data analysis to represent lack of training/ education are:

- training with new volunteers and staff
- on-going training
- how to deal with conflicts and conflict resolution
- how to deal with cultural differences
- how to deal with supervising cohorts and peers
- know what to do in a crisis situation but not in day-to-day operations
- job skills

Work Overload:

Work overload refers to the issue that the workload is unmanageable as there are not enough resources or direct service staff to meet the needs of the

residents or the organizational concerns. Prototypical statements employed during data analysis to represent work overload are:

- hard to do all you have to do
- under-resourced (time, money, supplies)
- paid too little for the amount of work performed
- need more full/part-time personnel

Physical Environment:

Physical environment refers to the overall physical atmosphere and safety of the organizational environment, as well as any organizational concerns which may arise as a result of the physical layout of the shelter. Prototypical statements employed during data analysis to represent physical environment are:

- a smoke free environment
- smell
- bugs
- first floor vs. second floor issues
- safety
- services which should be offered on or off-site

Value-Action Incongruence:

Value/action incongruence refers to the extent to which the theoretical implementation of the collective is compatible with how it is actually put into

practice. Prototypical statements employed during data analysis to represent value/action incongruence are:

- say it's a collective but not everybody feels like they have an equal voice
- a collective should make everybody feel equally valued, but it doesn't
- a collective should value alternative organizational ideals because it came from one itself, but it doesn't support any ideology other than the dominant feminist empowerment doctrine
- a collective should work equally well at all organizational levels, but it doesn't
- a collective should lessen power struggles among staff because everybody is equal, but it doesn't
- a collective should have decisions made by everybody, but decisions are made and changed by a small group of people
- a collective should promote communication because you can bi-pass problems with hierarchy, but it doesn't because people are uncomfortable confronting friends
- a feminist collective should work to empower clients, but hiding the shelter location increases disempowering psychological shame
- a collective should provide for more emotional and physical support because everybody is in this together, but it doesn't

- members like the idea of working in a collective, but not the organizational reality which falls short of
- members should value information and direction from peers and equals as much as that did from superiors, but they don't
- little contact between supervisor and supervisee, and/or staff and board, and/or staff and residents
- newcomers feel only loosely connected and isolated
- residents don't know CADA is a collective
- residents don't know their rights or obligations in the collective
- supervisees don't always go to supervisors
- board can't make proper decisions if members don't know what's going on (board members must participate more)

Staff Burnout:

Staff burnout refers to the disinterest and inability of organizational members to cope in the work environment, as well as their difficulty in empathizing with residents and enforcing rules. Prototypical statements employed during data analysis to represent staff burnout are:

- hard to empathize because all calls/problems start to sound alike
- blame victims
- can't be bothered to enforce rules with residents
- burned out, uncomfortable, uninterested in enforcing rules

- unapproachable, too busy, not here, don't do job
- some staff don't work as hard as others
- feel stressed and overworked
- don't feel like I can take time off
- made to feel guilty if I take time off
- lack of consistency in enforcing rules
- supervision net is not conducted in same way by all people
- develops hard feelings because others don't respect personal boundaries

Not know:

Not know refers to the organizational members lack of knowledge

with regards to a particular issue.

Intrinsic Values:

Intrinsic values refer to the empowerment philosophy and enjoyment of the diverse experiences and growth opportunities at CADA, as well as the fulfillment of personal and social values. Prototypical statements employed during data analysis to represent intrinsic values are:

- like work and what it stands for
- empowering self and others
- growth and/or learning experience
- fun
- meaningful

- giving back to a place that helped me out when I needed it
- educational
- helping people in need
- helping women and children

Collaborative Nature:

Collaborative nature refers to the shared organizational values and philosophy of the collective structure and the enjoyment of providing, with like-minded women, services within this organizational structure to women in need.

Prototypical statements employed during data analysis to represent collaborative nature are:

- can go to anyone for help
- mentoring relationship
- nothierarchical
- means of support
- working together to get things done
- helps in making judgment calls with regard to residents
- everyone has a voice
- acts as a check and balance
- shares power
- permitsexchange
- seems to work

- participation with regard to decision making
- people/co-workers are intelligent, sincere, committed people

Task Diversity:

Task diversity refers to the ability of organizational members to rotate responsibilities and acquire new job skills enabling organizational members to perform a variety of jobs when circumstances require it. Prototypical statements employed during data analysis to represent task diversity are:

- different jobs
- changing jobs
- wide variety of opportunity to work in many areas
- ability to chose area of job that most interests me and run with it
- good experience to do

Creativity:

Creativity refers to the ability of organizational members to be creative in the organizational environment as a result of organizational encouragement and trust to develop and implement new ideas. Prototypical statements employed during data analysis to represent creativity are:

- able to be as creative as I want
- no ceiling on creativity
- encouraged and trusted to be creative

Quality of Service:

Quality of service refers to CADA's inability to actualize its full potential in terms of providing services and resources to residents. Residents experience a lack of support in finding interpersonal, financial, housing or other resources. Prototypical statements employed during data analysis to represent quality of service are:

- staff inaccessible when needed
- lack of support in finding resources (i.e.: housing)
- need to provide more and better service to clients
- not enough hours of child care
- need more education
- just learn how to do job and then it's changed
- not enough women of color on staff for residents of color to feel comfortable
- don't know residents well so it is hard to do job effectively
- need to provide more and better services
- residents feel neglected
- not enough general volunteers

Not applicable:

Not applicable refers to the fact that not all organizational issues and procedures are applicable to all organizational members.

APPENDIX F

Appendix F

Organizational Assessment Suggestions Code Book

Coding themes and exemplars:

Formal communication ambiguity:

Formal communication refers to the procedures utilized to transmit and receive information relating to organizational decisions, policies and resident information. Prototypical statements employed during data analysis to represent suggestions and recommendations relating to formal communication ambiguity are:

- officialfeedback
- official solicitation of input (i.e.: voice) from all members during decision making (especially quiet and/or shy ones)
- increase information availability
- improve documentation
- address resident concerns at start of staff meeting to deal more effectively with policy handling, change and enforcement
- improve information flow to and from residents
- staff facilitator hours

Informal communication ambiguity:

Informal communication refers to interactions between staff, board members, volunteers and residents. Prototypical statements employed during data

analysis to represent suggestions and recommendations relating to informal communication ambiguity are:

- build communication network (i.e.: increased informal contact between supervisor and supervisee, and/or staff and board, and/or staff and residents)
- informal feedback
- time to vent
- pats on back
- time to share and discuss feelings (i.e.: weekly pizza night)

Technical communication:

Technical communication refers to any mechanical tools or mechanisms through the use of which communication can be facilitated. Prototypical statements employed during data analysis to represent suggestions and recommendations relating to technical communication ambiguity are:

- E-Mail
- voicemail
- separate crisis line
- intercoms

Role ambiguity:

Role ambiguity refers to the extent to which job roles are defined and understood by members of the organization. Two levels of role ambiguity

emerged: intrapersonal and organizational. The former refers to uncertainty regarding one's own job roles, and the latter refers to uncertainty regarding either another's job roles or the general policies and procedures that underscore the organization's operations and services provision. Prototypical statements employed during data analysis to represent suggestions and recommendations relating to role ambiguity are:

- review and evaluation procedures
- job descriptions
- job procedures
- defined criteria of success
- supervision
- establish guidelines (i.e.: define appropriate action steps for commonly encountered situations)

Lack of training and education:

Lack of training/education refers to the organizational difficulties which arise as a result of either inadequate initial training or inadequate on-going education. Prototypical statements employed during data analysis to represent suggestions and recommendations relating to lack of training or education are:

- professional skills (i.e.: grant writing, administrative and computer skills)
- interpersonal issues (i.e.: conflict resolution)

- organizational issues (i.e.: racism and diversity)
- intrapersonal issues (i.e.: grief, burnout and stress)
- monthly recap of training for volunteers
- monthly recap of organizational policy changes

Value-action incongruities:

Value/action incongruence refers to the extent to which the theoretical implementation of the collective is compatible with how it is actually put into practice. Prototypical statements employed during data analysis to represent suggestions and recommendations relating to value/action incongruence are:

- support alternative organizational ideals other than the dominant feminist empowerment doctrine
- increase visibility (i.e.: participation) and organizational awareness of board members
- increase staff consistency (i.e.: enforcing rules, and sign up for staff-volunteer pairing shifts)
- equalization of staff and resident rights (i.e.: staff must abide by the same rules as which are required of residents)
- ensure that residents know CADA is a collective and what their rights or obligations are in the collective

Fundraising:

Fundraising refers to the actions employed by the organization to increase the monies flowing into CADA. Prototypical statements employed during data analysis to represent suggestions and recommendations relating to fundraising are:

- personnel (i.e.: establish a coordinator or fundraising position whose sole responsibility is to focus on raising additional monies for CADA)
- sources
- establish specific goals
- establish files of financial donators

Personnel:

Personnel refers to the organizational members who are recruited and/or hired to work at CADA. Specifically, it is concerned with the ethnic employee composition, the addition of new staff positions, and the recruitment and retention of organizational members. Prototypical statements employed during data analysis to represent suggestions and recommendations relating to personnel are:

- improve recruitment and retention of volunteers
- women of color
- additional staff

Functional changes:

Functional changes refers to the organizational dispersion of tasks, from the point of view of use, which will contribute to the development and/or maintenance of the larger whole by freeing up member's time and energy.

Prototypical statements employed during data analysis to represent suggestions and recommendations relating to functional changes are:

- increase support group contact at CADA (i.e.: parenting, substance abuse, women of color support groups)
- increase networking with outside agencies (i.e.: farm out tasks to other agencies who specialize in these domains)
- develop ties with landlords and apartment managers who would be willing to aid residents when they require housing
- encourage residents to solve problems on own

Structural Changes:

Structural changes refers to suggestions and recommendations which would modify either the types of services which are offered by CADA, or how the collective structure of CADA is manifest. Prototypical statements employed during data analysis to represent suggestions and recommendations relating to structural changes are:

- make staff facilitator a bi-yearly position instead of a yearly one

- create a personnel manager that everybody is accountable to, but who is different from the staff facilitator (not part of the hierarchy)
- eradicate the supervisory net
- change long-term supervision to hierarchical style of supervision net with person at top being responsible and accountable to the board
- need a full time office manager who could supervise and organize
- need to centralize certain decisions with regard to key facets of decisionmaking
- split resident and non-resident shelter services (i.e.: administrative staff, community education, administrative coordinator, fundraising coordinator and certain programs, should be off-site)
- cut out legal, housing, drug and alcohol counseling and co-op it out to the state
- need alternative to committees because they don't work
- need to move off-site the crisis lines and some offices (i.e.: restraining orders)

Resources:

Resources refers to money, supplies, and benefits which are organizational members feel that are lacking at CADA. Prototypical statements employed during data analysis relating to resources are:

- need to be paid more

- need more money
- need more time
- need more supplies
- need more benefits

Other Suggestions:

The following recommendations did not fall neatly into any of the preceding six categories. However, the author believed that they should nonetheless be included as they represent important suggestions to the effective functioning and quality of service at CADA.

- Increase the children's play area
- Create a separate room for crisis calls (i.e.: exchange the crisis call room with the mail room).
- Give volunteers and staff, who are uncomfortable performing direct service, alternative job functions which they can perform (i.e. child care).
- Schedule "quiet time" so that work can be accomplished uninterrupted.
- ensure shifts are covered
- stop hiding shelter location

APPENDIX G

Appendix G

Organizational Assessment Suggestions and Recommendations

The following recommendations were primarily derived from several hundred suggestions put forth by the board, staff, volunteers and residents of CADA during their interviews, a resident focus group, and a staff brainstorming session. Many of the following recommendations are suggestions that CADA members may be aware of, or have already begun to address. Nevertheless, respondents cited inconsistency and lack of enforcement in many of these areas. Consequently, the author feels that it is worthwhile to highlight them again.

The recommendations fall into twelve broad themes: communication ambiguity (formal, informal, technical), role ambiguity, personnel, value-action incongruence, lack of training/education, fundraising, functional changes, structural changes, resources and other suggestions. All of the major themes are accompanied by definitions, recommendations, and specific actions explicating how to implement the recommendation.

It should be noted that not all of these suggestions are immediately possible to implement as some are contingent upon the extra resources which will be derived through fundraising attempts. However, many of the recommendations have either a nominal, or no, cost associated with them and are thus candidates for immediate adoption.

Formal Communication

Formal communication refers to the procedures utilized to transmit and receive information relating to organizational decisions. Examples of suggestions relating to formal communication are:

A. Operations information

1. Increase Information availability

- a. Write as much information as possible on the computer (i.e. call/log sheets) so that material cannot be lost or misplaced.
- b. Telephone call forms should be standardized and completed so that the time, date, message and message taker are all clearly identifiable in case problems should rise.
- c. Call and log sheets should have clear identification of who took the call or wrote the response, the time and the day. More detailed comments and recommendations should accompany the call and log sheet reviews.
- d. Set a clearly defined place where staff and volunteers must go to find new/changed information immediately upon arriving for shift. Staff facilitator should

be responsible for checking initials of everyone on shift to ensure adequate exchange of information is occurring.

e. If someone misses a staff meeting she should initial the staff meeting minutes upon the commencement of her shift. The staff facilitator should be responsible for checking initials.

f. Policy manuals should be updated, dated, and placed in a location which is made available to all staff, volunteers and residents.

2. Improve documentation

a. All volunteers and residents leaving CADA should complete exit interviews concerning why they are leaving (volunteers) and any concerns, complaints or suggestions they have for improving CADA. Board members could conduct these interviews.

c. Monthly reports submitted to the Board should be copied in duplicate and made available for all personnel's use.

d. A formalized routing system should be adopted to ensure that all personnel receive the information required of them.

B. Resident information

1. Improve information flow, from and for, residents
 - a. Input should be solicited from residents at the exit interview to determine what, if anything, made them feel uncomfortable or offended during their stay at CADA.
 - b. During first or second day processing residents should be told that CADA is a collective and what this means and how it will affect them. They should be appraised of their rights and obligations at CADA. They should also be appraised of the difficulties of communal living and that extra sensitivities are going to be required of the residents. Finally, residents should be told at this time that they should feel free to voice their concerns to staff and volunteers.
 - c. When discussing CADA house rules all staff and volunteers should explain why rules (i.e. no spanking) were established, especially if they are culturally-biased rules.

Informal Communication

Informal communication refers to informal interactions between staff, board members, volunteers and residents. Planned informal communication involves supplementing formal communication in order to increase both the exchange of

information and the social integration among various organizational units.

Examples of suggestions relating to informal communication are:

- A. Build a communication network
 - 1. Increase informal communication to verify changes and provide opportunity for spontaneous feedback.
 - 2. Plan social occasions for organizational members to connect and touch base with one another.
 - a. Plan opportunities to vent, share and discuss how things are going by institutionalizing pizza parties or coffee houses on a weekly or monthly basis at a set time and place.
 - 3. Reward with praise and acknowledgment things which have been done well, or projects on which observable/ measurable progress has been made.
 - 4. Plan staff retreats.
 - 5. Have Fun!

Communication Technology

Communication technology refers to any mechanical tools or mechanisms through the use of which communication can be facilitated. Many of the proposed technological changes are inexpensive but highly effective tools to increase both the ease and the efficiency of communication between CADA personnel. The more costly items like computers, copiers and faxes can be placed on a prioritized

list of 'things to do' with incoming fundraising monies. Alternatively, companies may be approached to donate these items to CADA (see Fundraising suggestions for details). Suggestions concerning communication technology are as follows:

A. Technical communication deficiencies

1. Separate crisis telephone lines from business telephone lines.
2. Intercom
3. Voicemail
4. E-Mail
5. More computers and training to use them (see Lack of Training/
Education recommendations).
6. Copier
7. Fax
8. Phone tree

Role ambiguity

Role ambiguity refers to the extent to which job roles are defined and understood by members of the organization. Two levels of role ambiguity emerged: intrapersonal and organizational. The former refers to uncertainty regarding one's own job roles, and the latter refers to uncertainty regarding either another's job roles or the general policies and procedures that underscore the organization's operations and services provision. Examples of suggestions relating to role ambiguity are:

A. Organizational operations

1. Job descriptions and procedures

- a. Review and rewrite job descriptions on a yearly basis and submit with yearly evaluation. These should include clear definitions of responsibilities and should be made available to all organizational employees.**
- b. Have all program coordinators, staff facilitator and staff liaison maintain ongoing documentation regarding what they are doing in their jobs, how they are doing it, major issues that their replacements will be facing and recommendations for dealing with these issues (see current staff facilitator notebook for possible example).**

B. Intrapersonal

1. Job review and evaluation

- a. All supervisors should maintain administrative, personnel and volunteer folders. These should specify in detail job roles and responsibilities, and measurable or observable criterion for success. This should facilitate an increased ability to review and evaluate personnel through the charting of their progress and the monitoring of their weaknesses and improvements, both required and**

attained. Specific actions and comments should accompany these reports.

- b. Supervisors should meet with supervisees on a monthly basis for staff and more frequently with volunteers, to discuss progress, individual goals and problems (see above).
- c. The program coordinators should receive more feedback on a continual basis from staff and volunteers regarding problems and successes with program implementation.

Personnel

Personnel refers to the organizational members who are recruited and/or hired to work at CADA. Specifically, it is concerned with the ethnic employee composition, the addition of new staff positions, and the recruitment and retention of organizational members. Suggestions concerning personnel are as follows:

- A. Increase Number of Additional Personnel
 - 1. Direct service
 - a. Maintain more contractual people so that there are always sufficient direct service personnel available for each shift.

- b. Extra weekend and night people are needed (see Volunteer section for recruitment ideas).
- c. A personnel or direct service manager should be hired.

2. Volunteers

- a. Improve recruitment techniques
 - i. Need to access more work study, internship and vista volunteers by contacting internship offices at MSU and LCC in as many departments as possible.
 - ii. Need to establish regular contact professorial staff at MSU and LCC to acquaint them with the possibility that their students can conduct work studies or get credits for volunteerism at CADA or conduct studies at CADA.
 - iii. Need to contact hospitals and other agencies of concerned individuals who might consent to volunteer (i.e. junior and seniors high school students, retirees, religious groups).
- b. Improve retention techniques
 - i. Let volunteers know they're appreciated by increasing the social aspect of volunteerism at CADA.

Building on the bonding of volunteers who trained together can be accomplished by having volunteers describe why they are working at CADA and what they are getting out of it (diminishes dissonance and builds communication).

2. Women of color
 - a. Should recruit more women of color for staff and volunteers.
3. Other possible staff additions
 - a. Permanent fund-raiser person
 - b. Permanent child-care provider

Value-Action Incongruities

Value-action incongruence refers to the extent to which the theoretical implementation of the collective is compatible with how it is actually put into practice. There are a number of inconsistencies mentioned within and among the staff, volunteers and board at CADA. Recommendations for ameliorating this situation are as follows:

- A. Board
 1. Increase the visibility and organizational awareness of board members

- a. Board should volunteer and participate at CADA a minimum number of hours a month; the exact number of which should be jointly determined by board and staff.
- b. Board should take crisis intervention training.
- c. Board members who are not willing commit to, and to perform, the above should be reconsidered.

B. Staff

- 1. Increasing staff consistency
 - a. Staff should sign up for pairing shifts with volunteers.
 - b. Staff should support and back decisions of other staff and volunteers with regard to residents, unless they are a glaring mistake.
 - c. If staff rescind a decision made by a fellow staff member or volunteer, the rationale for the change must be discussed with the person who made the original decision.
 - d. Staff must abide by the same rules which are required of residents (i.e.: Staff must not smoke or eat in areas where residents are forbidden to do so).
 - e. Staff must pair down enforceable rules and consistently enforce them.

Lack of Training and Education

Lack of in-services and on-going training and education refers to the organizational difficulties which arise as a result of either inadequate initial training or inadequate on-going education. Examples of suggestions to ameliorate this problem are:

A. On-going training

1. Volunteers and staff should be offered two opportunities (one of which they should attend) each month to participate in a session that will:

- a. Recap training for volunteers
- b. Recap changes that have occurred in the last month
- c. Ensure that new staff and volunteers are not missing key information with regard to new, or changed, rules and regulations.
- d. Ensure that new staff and volunteers are aware of key issues for residents.
- e. Share a 'this is what we all do at CADA' evening for new volunteers

B. Professional skills seminars

1. Various agencies (see yellow pages), and university departments, can be contacted to inquire whether there is someone who is both willing and able to give pro bono workshops in any of the following areas:

- a. How to conduct administrative paper work
- b. How to write a report
- c. How to write a grant
- d. Computer skills

C. In-services

- 1. The following are organizational and interpersonal issues which would benefit from in-services:

- a. How to deal with issues relating to racism and diversity. (Preferably, these classes should be taught by women of color).
- b. How to deal with stress.
- c. How to deal with burnout.
- d. How to set limits as an organization and as an individual.
- e. How to mediate to solve conflict.

D. Resident in-services and education

- 1. Hold regular housing workshops to help educate residents with regard to where and how they may find a new home.
 - a. Develop ties with landlords and apartment managers who would be willing to aid residents when they require help.

- b. Contact Realtors who may be able to highlight alternative sources of housing at not-for-profit prices.

Fundraising

Fundraising refers to the actions employed by the organization to increase the monies flowing into CADA. It is directly related to CADA's ability to implement some of the more costly recommendations offered above. The following are examples of suggestions relating to fundraising at CADA:

A. Personnel

1. Establish a coordinator of fundraising position whose sole responsibility is to focus on raising additional monies for CADA.

B. Some areas of possible resources for funding

1. Grants
2. Business community
 - a. Ask businesses to donate space to CADA.
 - b. Ask businesses to donate skills and/or services.
 - c. Increase ties to local businesses to sponsor fundraising events.
 - d. Since CADA is a not-for-profit organization, businesses can use the donation as a tax write-off.
3. Fundraising events.

4. Telephone solicitation conducted by volunteers. (Speak to MSU and LCC and try to access students from persuasion classes in communication and fundraising classes).

C. Meeting and establishing goals

1. Establish clear fundraising goals for a specific time period so that there are clear targets to work towards and to rally around.
2. Establish files of people who financially support CADA and attempt to access them on a yearly basis.

Functional changes

Functional changes refers to the organizational dispersion of tasks, from the point of view of use, which will contribute to the development and /or maintenance of the larger whole by freeing up member's time and energy.

Examples of suggestions pertaining to functional changes are as follows:

A. Boundary Spanning

1. Increase networking with outside agencies (i.e.: farm out tasks to other agencies who specialize in these domains).
2. Develop ties with landlords and apartment managers who would be willing to aid residents when they require housing.
3. Increase support group contact at CADA (i.e.: parenting, substance abuse, women of color support groups).

B. Self-reliance

1. Encourage residents to solve problems on their own.

Structural Changes

Structural changes refers to suggestions and recommendations which would modify either the types of services which are offered by CADA, or how the collective structure of CADA is manifest. Examples of suggestions relating to structural changes are:

A. Servicemodifications

1. Move the crisis lines to an off-site location.
2. Move administrative offices to an off-site location.
3. Move off-site specific resident and non-resident shelter services (i.e.: community education, and legal counseling).
4. Co-op to the state the legal, housing, drug and alcohol counseling

B. Collective structure modifications

1. Change the staff facilitator bi-yearly instead of a annually.
2. Centralize certain decisions with regard to key facets of decision making.
3. Create a full time office manager who could supervise and organize personnel .
4. Create a personnel manager that everybody is accountable to, but who is different from the staff facilitator (not part of the hierarchy).

5. Change the structure of long-term supervision from a net to a hierarchical structure with the person at the top being responsible and accountable to the board.

Resources

Resources refers to money, supplies, and benefits which are organizational members feel that are lacking at CADA. Examples of suggestions relating to resources are:

A. Deficient resources

1. Staff wages need to increase.
2. Staff need more money for operations.
3. Staff need more time to accomplish work.
4. Staff need more supplies.
5. Staff need more benefits.

Other Suggestions

The following recommendations did not fall neatly into any of the preceding suggestion categories. However, the author believed that they were nonetheless valuable suggestions which could significantly impact CADA's future.

A. Environmental alterations

1. Increase the children's play area.
2. Separate the room for crisis calls (i.e.: switch the crisis call room with the mail room).

3. Change the smoking room to one with more windows and ventilation.

B. Odds and sods

1. Stop hiding the location of the shelter.
2. Give volunteers and staff, who are uncomfortable performing direct service, alternative job functions which they can perform (i.e. childcare).
3. Schedule "quiet time" so that work can be accomplished uninterrupted.

LIST OF TABLES

TABLE 1 - Independent Variables, and Dependent Process and Outcome Variables

Independent variables	Dependent (Process) variables	Dependent (Structural) variables	Dependent (Service) variables
-job role	-communication ambiguity	-work overload	-quality of service
-tenure	-role ambiguity	-physical environment	
	-lack of training & education	-value-action incongruence	
		-staff burnout	
		-intrinsic value	
		-collaboration	
		-task diversity	
		-creativity	
		-not know	

TABLE 2 - Distribution of Organizational Members by Tenure and Job Role

Tenure	N	Job Role	N
0 - 1 year*	9	Full Time	6
1 - 2 years	7	Part Time	5
2 + years	8	Board	7
Unknown (Staff Creative		Volunteer	5
Problem Solving Group	1	Resident Focus Group	1
		Staff Creative Problem	
		Solving Group)	1

*When the resident focus group was included in an analysis incorporating the tenure variable it was subsumed under the tenure category of 0 - 1 year, as the average stay of most residents in one month.

TABLE 3 - Frequencies and Percentages of Questionnaire Responses

Variables cited	# of times cited	% times
process		
role ambiguity	181	100
communication ambiguity	163	100
ongoing training & education	38	75
structural outcome - positively valanced perceptions		
collaboration	279	100
intrinsic values	24	83
task diversity	21	62
creativity	4	14
structural outcome - negatively valanced perceptions		
value-action incongruence	140	92
not know	119	75
work overload	52	79
staff burnout	35	67
physical environment	20	54
service outcome		
quality of service	33	71

**TABLE 4 - Most Frequent responses to Research Question 1:
How does the collective structure affect communication among
board, full/part time staff, volunteers and residents**

Interview Questions	Cat	Fre	Cat	Fre	Cat	Fre	Cat	Fre
Q5 How does the rotation of facilitators affect your job?	Com Amb	10	Role Amb	10	Q-Sevice	7	Not Know	5
Q6 Was there a smooth transition between the current and previous facilitator?	Role Amb	10	Com Amb	9	Collab	9	Not Know	9
Q14 What do you like most about the collective	Collab	21	Task Diversity	4	Incong	3	Intrinsic Values	2
Q15 What do you like least about the collective structure?	Role Amb	11	Incong	8	Work Overload	5	Collab	5
Q16 In general, how well does the collective structure work at CADA?	Collab	17	Incong	7	Role Amb	5	Com Amb	3
Q18 Do you feel that information is shared on a timely manner?	Com Amb	17	Role Amb	7	Collab	6	Incong	3

Table 4 - (cont'd)

Q19 Do you feel that you have a voice?	Collab	19	Incong	9	Com Amb	3	Role Amb	2
Q24 Do residents have an opportunity to influence decisionmaking?	Collab	11	Incong	8	Com Amb	5	Not Know	5
Q31 Do you believe that all staff members know CADA policies?	Role Amb	15	Collab	9	Com Amb	8	Not Know	3

NOTE. N = 24. Cat = Category; Fre = frequency; Com Amb = communication ambiguity; Role Amb = Role ambiguity; Incong = value-action incongruence; Collab = collaboration; Q-Service = Quality of service.

TABLE 5 - Frequencies of Categories for Research Question 1

Category	Frequency
Collaboration	97
Role Ambiguity	60
Communication Ambiguity	55
Not Know	22
Value-ActionIncongruence	38
Quality of Service	7
Task Diversity	4
Intrinsic Values	2

TABLE 6 - Most Frequent responses to Research Question 2: How does the collective structure affect the structural and service outcomes at CADA?

Interview Questions	Cat	Fre	Cat	Fre	Cat	Fre	Cat	Fre
Q13 Would you add or delete anything from the description of the functional operation of CADA?	Collab	12	Incong	12	Com Amb	2	Role Amb	2
Q26 Are the concerns of the residents being addressed effectively? If no, why not?	Collab	11	Physical Envirmnt	6	Incong	3	Role Amb	3

NOTE. N = 24. Cat = Category; Fre = frequency; Com Amb = communication ambiguity; Rol Amb = Role ambiguity; Incong = value-action incongruence; Collab = collaboration.

TABLE 7 - Frequencies of Categories for Research Question 2

Category	Frequency
Collaboration	23
Value Action Incongruence	15
Physical Environment	6
Role Ambiguity	5
Communication Ambiguity	2

TABLE 8 - Cross Tabulation of Job Role with Process and Outcome Variables

VARIABLE	FULL TIME N = 6 Fre	PART TIME N = 5 Fre	BOARD N = 7 Fre	VOLUNTEER N = 5 Fre	RESIDENT N = 1 Fre
Com Amb Lo	2	3	3	3	1
Com Amb Hi	4	2	4	2	0
Role Amb Lo	1	3	6	2	1
Role Amb Hi	5	2	1	3	0
Training Lo	0	3	2	1	0
Training Med	0	2	3	4	1
Training Hi	6	0	2	0	0
Overload Lo	0	0	1	3	1
Overload Med	2	2	4	1	0
Overload Hi	4	3	2	1	0
Environment Lo	1	1	6	3	0
Environment Hi	5	4	1	2	1
Incong Lo	0	1	0	1	0
Incong Med	3	1	4	2	1
Incong Hi	3	3	3	2	0
Burnout Lo	0	2	3	3	0
Burnout Med	3	2	1	2	1
Burnout Hi	3	1	3	0	0
Not Know Lo	2	1	1	0	1
Not Know Med	4	2	2	2	0
Not Know Hi	0	2	4	3	0
Intrinsic Lo	0	3	0	1	0
Intrinsic Hi	6	2	7	4	1
Collab Lo	1	1	2	3	1
Collab Med	3	2	2	1	0
Collab Hi	2	2	3	1	0

Table 8 - (cont'd)

Task Lo	0	1	3	4	1
Task Hi	6	4	4	1	0
Creativity Lo	5	3	7	4	1
Creativity Hi	1	2	0	1	0
Q-ServiceLo	2	2	2	1	0
Q-ServiceHi	4	3	5	4	1

NOTE. Fre = frequency; Com amb = Communication ambiguity; Role amb = role ambiguity; Training = lack of training & education; Environment = physical environment; Incong = value-action incongruence; Burnout = staff burnout; Intrinsic = intrinsic values; Collab = collaboration; Task = task diversity; Q-Service = quality of service.

TABLE 9 - Cross Tabulation of Tenure with Process and Outcome Variables

VARIABLE NAME	0-1 YEARS N=9 Frequency	1-2 YEARS N = 7 Frequency	2+ YEARS N = 8 Frequency
Com Amb Lo	7	2	3
Com Amb Hi	2	5	5
Role Amb Lo	6	5	2
Role Amb Hi	3	2	6
Training Lo	4	2	0
Training Med	5	2	3
Training Hi	0	3	5
Overload Lo	4	1	0
Overload Med	4	3	2
Overload Hi	1	3	6
Environment Lo	5	5	1
Environment Hi	4	2	7
Incong Lo	2	0	0
Incong Med	5	2	4
Incong Hi	2	5	4
Burnout Lo	6	1	1
Burnout Med	3	2	4
Burnout Hi	0	4	3
Not Now Lo	1	2	2
Not Know Med	2	2	6
Not Know Hi	6	3	0
Intrinsic Lo	3	1	0
Intrinsic Hi	6	6	8
Collab Lo	5	1	2
Collab Med	1	3	4
Collab Hi	3	3	2

Table 9 - (cont'd)

Task Diversity Lo	5	2	1
Task Diversity Hi	4		7
Creativity Lo	7	6	7
Creativty Hi	2	1	1

NOTE. Com amb = Communication ambiguity; Role amb = role ambiguity;
 Training = lack of training & education; Environment = physical environment;
 Incong = value-action incongruence; Burnout = staff burnout; Intrinsic = intrinsic
 values; Collab = collaboration; Q-Service = quality of service.

**TABLE 10 - Most Frequent responses to Research Question 3:
What can be done to improve the structural and service outcomes at CADA?**

Interview Questions	Cat	Fre	Cat	Fre	Cat	Fre	Cat	Fre
Q4 What could be done differently to help you deal with Job stressors?	Work Over load	13	Com Amb	11	Role Amb	11	Staff Burnout	8
Q12 Can you think of a way to increase the accountability or motivation so that people will be more likely to make sure that the job gets done?	Com Amb	11	Role Amb	6	Training & Ed	3	Collab	3
Q22 What could be done to improve the conflict resolution process at CADA?	Not Know	9	Com Amb	6	Role Amb	6	Incong	4
Q29 What, in your opinion, could be done to increase the frequency and quality of board/staff interactions?	Collab	8	Not Know	8	Com Amb	6	Role Amb	3
Q30 Do you have any other suggestions for how to improve the collective structure?	Not Know	10	Role Amb	5	Incong	5	Com Amb	4

Table - 10 (cont'd)

Q33	What are some ways to ensure that staff are more consistent in the ways they enforce rules?	Role Amb	9	Com Amb	7	Training & Ed	4	Work Over-load	4
-----	---	----------	---	---------	---	---------------	---	----------------	---

NOTE. N = 24. Cat = Category; Fre = frequency; Com Amb = communication ambiguity; Rol Amb = Role ambiguity; Training & Ed = lack of training and education; Incong = value-action incongruence; Collab = collaboration.

TABLE 11- Frequencies of Categories for Research Question 3

Category	Frequency
Communication Ambiguity	45
Role Ambiguity	40
Not Know	19
Work Overload	17
Collaboration	11
Value-ActionIncongruence	9
Staff Burnout	8
Lack of Training & Education	7

**TABLE 12 - Frequencies and Percentages of Questionnaire Suggestion for
Research Question 4: What are the suggestions and recommendations
organizational members have for improving CADA?**

Variables	# of times cited	% times
formalcommunication	19	79
lack oftraining/education	18	75
personnel	17	71
communication technology	16	67
role ambiguity	11	46
informalcommunication	9	36
structural changes	8	33
inadequate resources	6	25
other	6	25
value-action incongruity	5	21
fundraising	3	13
functionalchanges	3	13

TABLE 13 - Cross Tabulation of Job Role Variable with Questionnaire
SuggestionVariables

VARIABLE NAME	FULL TIME N = 6 Fre	PART TIME N = 5 Fre	BOARD N = 7 Fre	VOLUNTEER N = 5 Fre	RESIDENT N = 1 Fre
Formal Lo	0	3	1	2	0
Formal Hi	6	2	6	3	1
Informal Lo	4	4	4	3	0
Informal Hi	2	1	3	2	1
Technical Lo	1	4	1	3	0
Technical Hi	5	1	6	2	1
Role Amb Lo	3	4	3	3	0
Role Amb Hi	3	1	4	2	1
Training Lo	1	2	1	2	0
Training Hi	5	3	6	3	1
Incong Lo	0	2	2	2	0
Incong Hi	6	5	5	3	1
Fundraise Lo	6	5	5	5	0
Fundraise Hi	0	0	2	0	1
Personnel Lo	2	1	2	0	0
Personnel Hi	4	4	5	5	1
Function Lo	5	5	5	5	0
Function Hi	1	0	2	0	1
Other Lo	4	5	5	4	0
Other Hi	2	0	2	1	1
Resource Lo	1	5	6	4	0
Resource Hi	5	0	1	1	1

Table 13 - (cont't)

Structure Lo	3	5	5	4	0
Structure Hi	3	0	2	1	1

Note. N = 24; Fre = frequency; Formal = formal communication; Informal = informal communication; Role amb = role ambiguity; Training = lack of training/education; Incong = value-action incongruence; Fundraise = fundraising; Personnel = personnel; Other = other; Resource = inadequate resource; Structure = structural changes.

TABLE 14 - Cross Tabulation of Tenure with Questionnaire Suggestion Variables

VARIABLE NAME	0-1 YEARS N = 9 Frequency	1-2 YEARS N = 7 Frequency	2+ YEARS N = 8 Frequency	UNKNOWN N = 1 Frequency
Formal Lo	3	2	0	0
Formal Hi	5	5	8	1
Informal Lo	7	3	5	0
Informal Hi	1	4	3	1
Technical Lo	5	1	2	0
Technical Hi	3	6	6	1
Role Amb Lo	7	3	3	0
Role Amb Hi	1	4	5	1
Training Lo	4	0	2	0
Training Hi	4	7	6	1
Incong Lo	5	1	1	0
Incong Hi	3	6	7	1
Fundraise Lo	8	6	7	0
Fundraise Hi	0	1	1	1
Personnel Lo	3	2	2	0
Personnel Hi	5	5	6	1
Function Lo	8	5	7	1
Function Hi	0	2	1	0
Other Lo	8	4	6	0
Other Hi	0	3	2	1
Resource Lo	8	5	3	1
Resource Hi	0	2	5	0

Table 14 - (cont'd)

Structure Lo	8	5	3	0
Structure Hi	0	2	5	1

Note. Formal = formal communication; Informal = informal communication;
 Role amb = role ambiguity; Training = lack of training/education; Incong = value-
 action incongruence; Fundraise = fundraising; Personnel = personnel; Other =
 other; Resource = inadequate resource; Structure = structural changes.

TABLE - 15 - Most frequent responses cited for the eight research themes comprising the CADA Questionnaire

Burnout

Q4 What could be done differently to help you deal with job stressors?

	Work Overload	Com Ambiguity	Role Ambiguity
Frequency	13	11	11

Continuity Between Facilitators

Q5 How does this rotation affect your job?

	Com Ambiguity	Role Ambiguity
Frequency	10	10

Q6 Was there a smooth transition between the current and the previous staff facilitator? If no, what might have made the transition more smooth?

	Role Ambiguity	Com Ambiguity	Collaboration	Not Know
Frequency	10	9	9	9

Accountability

Q12 Can you think of a way to increase accountability or motivation so that people are more likely to make sure that the job gets done?

	Com Ambiguity	Role Ambiguity
Frequency	11	6

Shared responsibilities

Q13 Would you add or delete anything from the description of the functional operation of CADA?

	Incongruence	Collaboration
Frequency	12	12

Q14 What do you like most about the collective structure?

	Collaboration	Task Diversity
Frequency	21	4

Q15 What so you like least about the collective structure?

	Role Ambiguity	Incongruence
Frequency	11	6

Q16 In general, how well does the collective structure work at CADA?

	Collaboration	Incongruence	Role Ambiguity
Frequency	17	7	5

Q18 Do you feel that information is shared in a timely manner?

	Com Ambiguity	Role Ambiguity
Frequency	15	7

Q19 Do you feel that you have a voice?

	Collaboration	Incongruence
Frequency	19	9

Conflict Resolution

Q22 What could be done to improve the conflict resolution process?

	Not Know	Com Ambiguity	Role Ambiguity
Frequency	9	6	6

Client empowerment

Q24 Do residents have an opportunity to influence decision making?

If no, why not?

	Collaboration	Incongruence
Frequency	11	8

Q26 Are the concerns of the residents being addressed effectively?

If no, why not?

	Collaboration	Physical Environment
Frequency	11	6

Communication with staff and board

Q29 What, in your opinion, could be done to increase the frequency and quality of board/ staff interaction?

	Collaboration	Not Know	Com Ambiguity
Frequency	8	8	6

Q30 Do you have any other suggestions for how to improve the collective structure?

	Not Know	Role Ambiguity	Incongruence
Frequency	10	5	5

Consistency between shifts

Q31 Do you believe that all staff members know CADA policies? If no, why not?

	Role Ambiguity	Collaboration	Com Ambiguity
Frequency	15	9	8

Q33 What are some ways to ensure that staff are more consistent in the way they enforce rules?

	Role Ambiguity	Com Ambiguity
Frequency	9	7

LIST OF REFERENCES

LIST OF REFERENCES

- Aherns, L. (1980). Battered women's refuges: Feminist cooperatives vs. social service institutions. *Radical America*, 14, 41-47.
- Albanese, R., & Van Fleet, D. D. (1985). Rational behavior in groups: The free-riding tendency. *Academy of management review* 10: 244-255.
- Bass, B. M. (1965). *Organizational psychology*. Boston: Allyn and Bacon.
- Beavers, W. R., & Voeller, X. (1983). Family models: Comparing and contrasting the Olson Circumplex Model with the Beavers System Model. *Family Process*, 22, 85-95.
- Bettenhausen, K. L. (1991). Five years of groups research: What we have learned and what needs to be addressed. *Journal of Management*, 17, 345-381.
- Burke, K. (1969). *A rhetoric of motives*. Berkeley: University of California Press. (Original work published 1950).
- CADA (1994-1995). *Budget*. Lansing MI.
- CADA. (1991). *Historical changes of CADA's structure*. Lansing, MI.
- CADA. (1991). *Mission statement*. Lansing, MI.
- CADA. (1991). *Organizational herstory*. Lansing, MI.
- CADA. (1991). *Statement of purpose*. Lansing, MI.
- Cafferata, G. L. (1982). The building of democratic organizations: An embryological metaphor. *Administrative Science Quarterly* 27:280-303.
- Calas, M. B. & Smircich, L. (1989). Using the F word: Feminist theories and the social consequences of organizational research. *Best Paper Proceedings: Academy of Management*, 355-359.
- Constantine, L. L. (1983). Dysfunction and failure in open family systems, I: Application of a unified theory. *Journal of Marriage and the Family*, Nov. 45(4), 725-738.

- Daft, R. L. (1982). Bureaucratic Versus Nonbureaucratic Structure and the Process of Innovation and Change. *Sociology of Organizations*, Vol. 1. 129-166.
- DeFleur, M. L., Kearney, P., & Plax, T. G. (1993). *Fundamentals of human communication*. Mountain View, CA: Mayfield Publishing Company.
- Duncan, B. L. (1987). Buckley's scheme of schemes as a foundation for teaching family systems theory. *Journal of Marital & Family Therapy*, Jul. 13 (3), 299- 308.
- Gordon, J. R. (1991). *A diagnostic approach to organizational behavior*, 3rd ed. Boston: Allyn and Bacon.
- Eastland, L. (1991). *Communication, organization, and change within a feminist context: A participant observation of a feminist collective*. Lewiston, NY: The Edwin Mellen Press.
- Farace, R. V., Monge, P. R., & Russell, H. M. (1977). Communicating and organizing. *Organization*. New York: Random House.
- Ferree, M. (1987). Equality and autonomy. In M. Katzenstein & C. Mudler (Eds.), *The women's movements of the United States and Western Europe* (pp. 39 - 52). Philadelphia: Temple University Press.
- Fisher, D. (1981). *Communication in Organizations*. New York: West Publishing Company.
- Freeman, E. (1979). Separatism as strategy: Female institution building and American feminism, 1870-1930. *Feminist Studies* 5:512-529.
- Freeman, J. (1972-73). The tyranny of structurelessness. *Berkeley Journal of Sociology*, 17, 151-164.
- French, J. R. P., Jr., & Raven, B. H. (1959). The bases of social power. In D. Cartwright (Ed.), *Studies in social power*: 150-167. Ann Arbor, MI: Institute for Social Research.
- Gottfried, H., & Weiss, P. (1994). Unsettling boundaries: A compound feminist organization: Purdue University's Council on the Status of Women. *Women and Politics*, 14, 2.
- Gould, M. (1979). When women create an organization: The ideological imperatives of feminism. In D. Dunkerlay & G. Solomon (Eds.), *The*

international yearbook of women's studies. London: Routledge & Kegan Paul.

- Gruber, J., & Trickett, E. J. (1987). Can we empower others? The paradox of empowerment in the governing of an alternative public school. *American Journal of Community Psychology*, 15:3, 353-371.
- Harkins, S. G. & Szymanski, K. (1987). Social loafing and social facilitation: New wine in old bottles. In C. Hendrick (Ed.), *Review of personality and social psychology*, 9. Newbury Park, CA: Sage.
- Kahn, R. L., Wolfe, D. M., Quinn, R. P., & Snoek, J. D. (1964). *Organizational stress: Studies in role conflict and ambiguity*. New York: John Wiley & Sons, Inc.
- Kanter, T. M. & Zurcher, L. (1973). Concluding statement evaluating alternatives and alternative valuing. *Journal of Applied Behavioral Science*, 9, 381-397.
- Katz, D., & Kahn, R. L. (1978). Defining characteristics of social organization. *The Social Psychology of Organizations*. New York: John Wiley & Sons.
- Kelly, H. H. & Thibaut, J. W. (1969). Group problem solving. In G. Lindzey, (ed.), *The handbook of social psychology*, vol. 4. Reading, MA: Addison-Wesley.
- Knoke, D. (1989). The mobilization of members in women's associations. In P. Gurin and L. A. Tilly (Eds.), *Women in twentieth century politics*. New York: Russell Sage.
- Leitko, T. A. & Szczerbacki, D. (1984). Why traditional OD strategies fail in professional bureaucracies. *Organizational Dynamics*, 52-65.
- Lyles, M. A. & Schwenk, C. R. (1992). Top management, strategy and organizational knowledge structures. *Journal of Management Studies*, 29:2, 155-174.
- March, J., & Simon, H. (1958). *Organizations*. Cambridge, Massachusetts: Wiley.
- Martin, P. Y., & O'Connor, G. G. (1989). *The social environment*. New York: Longman.

- Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Occupational Behavior*, 2, 99-113.
- Michels, R. (1962). *Political parties: A sociological study of the oligarchical tendencies of modern democracy*. New York: Collier Books.
- Michigan State Police (1983). Victimization report: Domestic assault cases. Unpublished raw data.
- Mintzberg, H. (1979) *The structuring of organizations; A synthesis of research*, Englewood Cliffs, NJ: Prentice-Hall, 49-52.
- Monge, R. R. (1982). System theory and research in the study of organizational communications: The correspondence problem. *Human Communication Research*, 8, 245-261.
- Monge, P. R. & Eisenberg, E. M. (1987). Emergent communication networks. In F. M. Jablin, L. L. Putnam, K. Roberts, & L. Porter (Eds.), *Handbook of organizational communication: An interpretive approach*, pp. 304-342. Newbury Park, CA: Sage.
- Moreland, R. L., & Levine, J. M. (1992). The composition of groups. *Advances in Group Processes*, 9, 237-280). Morgen, S. (1994). Personalizing personnel decisions in feminist organizational theory and practice. *Human Relations*, 47:6, 165-183.
- Mumby, D., & Putnam, L. (1992). The politics of emotion: A feminist reading of bounded rationality. *Academy of Management Review*, 17(3), 465-486.
- Newman, K. (1980). Incipient bureaucracy: The development of hierarchies in egalitarian organizations. In G. Britain & A. Cohen (Eds.), *Hierarchy and society: Anthropological perspectives*. Philadelphia: Institute for the Study of Human Issues.
- Nilson, T. R. (1954). Some assumptions that impede communication. *General Semantics Bulletin* 14 and 15, 41-44.
- Orasanu, J., & Salas, E. (1993). Team decision making in complex environments. In G. A. Klein, Orasanu, J., Calderwood, R., & Zsombok, E. E. (Eds.), *Decision making in action: Models and methods*: 327-345. Norwood, NJ: Ablex Publishing Corp.

- Osborne, L. (1953). Democracy begins at home (Public Affairs Pamphlet No. 192). Cited in L. Constantine, Dysfunction and failure in open family systems, I: Application of a unified theory.
- Pfeffer, J. (1981). Management as symbolic action: The creation and maintenance of organizational paradigms. In L. L. Cummings & B. M. Staw (Eds.), *Research in organizational behavior*: 1-52. Greenwood, CT: JAI Press.
- Quinn, R. E., & Cameron, K. (1983). Organizational life cycles and shifting criteria of effectiveness: Some preliminary evidence. *Management Science*, 29, 33-51.
- Riger, S. (1984). Vehicles for empowerment: The case of feminist movement organizations. *Studies in Empowerment*. The Haworth Press.
- Rodriguez, N. M. (1988). Transcending bureaucracy: Feminist politics at a shelter for battered women. *Gender & Society* 2:214-227.
- Rogers, E. M. (1983). *Diffusion of innovations*, (3rd ed.). London: Collier Macmillan Publishers.
- Shlomo, A. (1987). An information processing theory of family dysfunction. *Psychotherapy*, Fall, 24(38), 477-495.
- Staggenborg, S. (1988). The consequences of professionalization and formalization in the pro-choice movement. *American Sociological Review* 53: 75-92.
- Steers, R. M. (1975). Problems in the measurement of organizational effectiveness. *Administrative Science Quarterly*, 20, 546-548.
- Stohl, C. (1995). *Organizational communication: Connectedness in action*. California: Sage Publications.
- Thelen, H. A. (1960). Personal communication to Katz, D., & Kahn, R. L. In D. Katz & R. L. Kahn (1978), *The Social Psychology of Organizations* (pp. 41-42). New York: John Wiley & Sons.
- Thurston, M. A. (1987). *Feminist women's health centers: Dilemmas and contradictions of structure, strategy, and survival*. Ph.D. diss., Florida State University, Tallahassee.
- Weber, M. (1946). Politics as a vocation. In H. Gerth & G. W. Mills, (Eds.), *From Max Weber*. New York: Oxford University Press.

Weisstein, N., & Booth, H. (1975). Will the women's movement survive? *Sister*, 4, 1-6.

Zand, D. E. (1974). Collateral organization: A new change strategy. *The Journal of Applied Behavioral Science*. Vol. 10, 1, 63-89.