

UNIVERSITY OF CALGARY

Employee Power:

The Bases of Power Used by Front-Line Employees to Effect Organizational Change

by

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF BUSINESS ADMINISTRATION

HASKAYNE SCHOOL OF BUSINESS

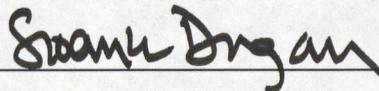
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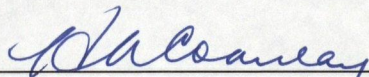
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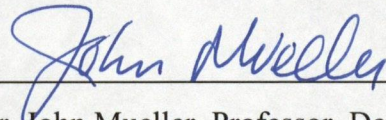
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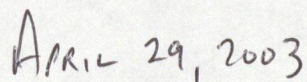
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Abstract

This research study suggests four bases of power available to front-line employees outside an organization's formal hierarchy. The study argues that employees use these bases of power to effect organizational change. Data collected demonstrates that referent power and extrarole behaviour represent power bases used by front-line employees. The research contends organizations should understand and harness the power of front-line employees in change initiatives. The findings suggest practical implications for organizations and presents recommendations for future research in this field of study.

Acknowledgements

My journey to complete this research has been a long and satisfying road. I would like to take this opportunity to acknowledge a few individuals who have been instrumental in completing this research. First, I would like to thank my parents. Mom and Dad, your support and guidance in many ways throughout have given me the strength and belief in myself that I would eventually get to this point. Thank you so much for your love and support. You are wonderful parents and great friends. Everyone should be so lucky to have such wonderful parents.

Second, to my friend Mark, a great listener. Thank you for the numerous coffee breaks over the years spent discussing this topic (and the many others). Your powers of listening and feedback allowed me to put structure and consistency around my sometimes incoherent thoughts.

Finally, I would like to acknowledge my partner in life, Caeri. Honey, you have made this entire process worthwhile. Your unconditional love and support means the world to me and I now look forward to our life together. I love you.

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Chapter 1: Introduction

Most organizations have a small population of front-line employees who have an inherent desire to effect change within their organization. “Most organizations have pockets of people somewhere who are already adjusting to the new environment. The challenge is to gain acceptance of continuous change throughout the organization so that these isolated innovations will travel and be seen as relevant to a wider range of purposes at hand” (Weick & Quinn, 1999: 381). The issue facing organizations is – how do front-line employees use the power bases at their disposal to effect organizational change?

This research study argues front-line employees are a significant source of power in organizations. Certain definable qualities that front-line employees possess create a level of power within an organization outside the formal hierarchy and prescribed role definitions. Organizations can derive significant benefits from understanding and fostering these sources of organizational power. Organizations will benefit with a significant increase in likelihood of organizational change success through encouraging and assisting front-line employees in understanding and using these power bases. Research argues change programs initiated by front-line employees have the potential to be more successful than top-down initiated change programs.

The first step in change mastery is understanding how individuals can exert leverage in an organization – the skills, strategies, power tools, and power tactics successful corporate entrepreneurs use to turn ideas into innovations. Getting a promising new idea through the system – or pushing others to do it – is the way in

which corporate citizens with an entrepreneurial spirit make a difference for their organizations. (Kanter, 1983: 209)

Kanter suggests that understanding individual power is essential for organizations to be successful in organizational change.

This research defines power as “the ability of one person or group of the persons to influence the behaviour of others, that is, to change the probabilities that others will respond in certain ways to specified stimuli” (Kaplan, 1964: 12). The definition of power in organizations is the ability to influence the actions of others. Front-line employees in an organization possess a variety of sources of power bases in an organization that enable them to influence the actions of others.

This research focuses on the sources of power that front-line employees possess outside the organization’s formal role definitions. The research measures the relationship between front-line employee power and the perceived ability to effect change within an organization. Importantly, possessing the ability to effect change is separate from the implementation of organizational change. This study focuses on the specific characteristics of front-line employees that influence their perceived ability to effect change, rather than implement change.

The study of employee-driven change is significant to management because such change creates an organizational setting where change is embedded in the culture of the organization. Senior executives looking to promote successful change programs within their organization should view employee-driven change as a significant opportunity to “build commitment through participation and action” (Senge et al., 1999: 41).

Conversely, “change driven by authority is more efficient to organize, often more effective in the short run, and more immediately comfortable for people in many organizations” (Senge et al., 1999: 41). Organizations that can easily implement and measure top-down change will choose this path of least resistance. However, this research study explores the idea that organizations wanting to establish lasting results from its change initiatives, involving front-line employees in the change process will result in a greater probability of long-term success and will create more significant results.

Structure of Thesis

This research project organizes its five chapters in the following manner. Chapter 1 discusses the importance of this research to organizations. It defines the key terms used throughout the paper, and presents the objectives, research question, and hypotheses.

Chapter 2 presents previous literature relevant to this study. It presents past research that argues that organizations can gain significant benefits by effectively managing organizational change. This chapter offers evidence of why organizational change initiatives fail to meet their objectives. The literature presents arguments that front-line employees have a significant impact on the success or failure of organizational change initiatives. This chapter also presents a review of the literature on organizational power that focuses on structure and behaviour as sources of power available to the individual in the organization. Research presents arguments that organizations must consider front-line employee power as an important influencer in the success of

organizational change. This research defines four power bases available to front-line employees that organizations should foster to increase the success of organizational change.

Chapter 3 presents the details of this study's research methodology. It describes the dependent and independent constructs, presents the predicted relationships, and the measures used. This chapter discusses the procedures followed and a description of the participants included in the research. It also presents the instruments used for data collection.

Chapter 4 presents and discusses the results of the research. It reviews the reliability of the instruments and discusses the relevance of these findings.

Chapter 5 presents the research results as they relate to each of the hypotheses. This chapter also reviews the implications of the findings, with a focus on how organizations can use this research. It concludes by discussing the limitations and generalizability of the research and makes recommendations for further research.

Objectives, Research Question and Hypotheses

The objectives of this study are to:

1. Understand the power bases that front-line employees possess in organizations.
2. Demonstrate that power resides within both the organizational structure and, also, the individual's behaviour.
3. Prove that employees possess power, regardless of their formal position within the organizational hierarchy.

4. Prove that front-line employees employ power to effect organizational change.

This research study will answer the following question:

What sources of power do front-line employees possess that allows them to perceive themselves as able to effect organizational change?

The following hypotheses flow from this research question:

H₁: A front-line employee's perceived ability to effect organizational change is directly related to the employee's level of expertise.

H₂: A front-line employee's perceived ability to effect organizational change is directly related to the employee's level of referent power.

H₃: A front-line employee's perceived ability to effect organizational change is directly related to the employee's increased demonstration of extrarole behaviour.

H₄: A front-line employee's perceived ability to effect organizational change is directly related to the feelings of self-efficacy.

This research study will test these hypotheses.

Assumptions and Delimitations

This research assumes that many organizations are structured in a highly rigid hierarchical fashion. These organizations have a highly specialized workforce with a well-defined division of labour. Formal role definitions or job descriptions strongly influence the responsibilities of front-line employees. Also, front-line employees do not possess legitimate power within these limits of organizations. Accordingly, this research focuses on relatively large organizations that have strongly-defined hierarchies.

The researcher understands that numerous behaviours grant power to a front-line employee. This research measures only extrarole behaviour and self-efficacy. This research study chose these two behavioural sources of power for their ease of measurement in a self-report instrument. This researcher believes that other behaviours exist that grant power to a front-line employee; however, the study focuses on these two constructs to keep the research to a manageable scope.

Importance to Organizations

This research argues that organizations must embrace flexibility and learning for innovation and organizational change to flourish. Constraints on employees take the form of rigid role definitions and limited span of responsibility in performing job duties. Organizations must “develop processes and procedures that support the intellectual efforts and contributions of individuals” (Frohman, 1997:52). Organizations must review the inherent constraints of their systems and processes on individual behaviour and attempt to eliminate or mitigate them wherever possible. Through eliminating roadblocks to employee innovation, organizations will create a climate where individuals can incorporate innovative thinking and present constructive change suggestions to other influencers in the organization.

The likelihood that organizational change programs will succeed increases if the organization identifies those individuals who are more willing to take an active role in planning and promoting the change. Additionally, executives and managers must mitigate or eliminate the impact of organizational systems that hinder individuals from becoming

involved in or initiating a change program. “Leaders can provide support (or remove roadblocks) through political influence and needed resources and can use their public statements to maintain momentum” (Nadler, 1987: 363). Front-line employees who wish to effect change can learn to use the power sources available to influence the behaviours of other employees. Individuals will be provided with the power necessary for effective change only through the legitimate authority of the organization.

Definition of Key Terms

This study uses the following terms throughout:

1. Front-line employee: any employee who has a supervisor but no subordinates.
2. Role definition: refers to the formal job responsibilities of a front-line employee.
3. Power: defined as “the ability of one person or group of the persons to influence the behaviour of others, that is, to change the probabilities that others will respond in certain ways to specified stimuli” (Kaplan, 1964: 12).

Chapter 2: Theoretical Framework and Literature Review

Introduction

The literature has three major sections.

Section one has three areas. First, the concept of change as being an ongoing, continuous phenomenon frames the discussion about organizational change. The second subsection discusses the problems with organizational change. Previous research outlines a number of issues with successful implementation of organizational change. Third, the literature discusses the importance of front-line employees in organizational change. The literature argues that success rates of organizational change are higher when the organization involves front-line employees in all aspects of organizational change.

Section two discusses the role of power in organizations. This section has four distinct areas of research. The first subsection examines the sources of power available to individuals within an organization. The next subsection reviews the relationship of power and organizational change. The third subsection discusses power in terms of organizational structure and presents two of the four hypotheses. The fourth subsection discusses power in terms of individual behaviour and presents the remaining two hypotheses.

Organizational Change

Introduction

As the global economy accelerates due to automation, technological advances, and increased globalization of markets, organizations must more effectively manage innovation and change. Organizations that develop and implement effective change management processes will have a distinct advantage over competitors. Research suggests the importance of organizational change to the continued success of an organization. The study defines organizational change as “a set of behavioural science-based theories, values, strategies, and techniques aimed at the planned change of the organizational work setting for the purpose of enhancing individual development and improving organizational performance, through the alteration of organizational members’ on-the-job behaviours” (Porras & Robertson, 1992: 723). The literature on organizational change argues that organizations must continuously adapt to changing internal and external trends. Organizations that can quickly adapt will more readily take advantage of new opportunities and respond quickly to threats from environmental and competitive pressures. This research suggests that continuous change is essential to the long-term viability and continued success of an organization. “If organizational change generally occurs in the context of failures to adapt, then the ideal organization is one that continuously adapts” (Weick & Quinn, 1999: 371).

Researchers have noted that the successful implementation of change demands that organizations involve employees at all levels. This involvement enables an

organization to evolve to a point where change becomes engrained in its corporate culture and supported by all organizational levels. “The distinctive quality of continuous change is the idea that small continuous adjustments, created simultaneously across units, can cumulate and create substantial change” (Weick & Quinn, 1999: 375). Organizations must recognize the importance of managing change at all organizational levels. Doing so will enhance the ability to continuously adapt to a changing environment. “Organizations need to constantly adapt to changes in their environment. Their success – even survival – depends on it” (Frohman, 1997:39). Nadler substantiates this view by stating “the management of change in organizations has become a more critical concern” (Nadler, 1987: 358).

The effective management of change must be a high priority for organizations to continue to be successful. Gallivan offers additional evidence regarding the importance of effectively managing change.

Managers have increasingly recognized that changes in technology and business processes also require changes in organizational culture and employee skills.

Managers have also realized that preparing employees for culture change is a long-term undertaking. Change must be carefully designed and planned, but it should be then implemented in a flexible or improvisational manner. (Gallivan, 2001: 244)

Senior executives must embrace new models for implementing organizational change. The long-term benefits of embracing continuous change will enhance the competitiveness and performance of an organization.

Problems with Organizational Change

This section discusses a two key issues facing organizational change. First, a significant body of literature focuses on earlier research and demonstrates that most organizational changes do not realize the intended results. Second, research argues that most organizational changes neglect the role of the front-line employee in the change process.

Despite the substantial volume of literature regarding the importance of effective and successful organizational change, organizations come under significant criticism due to the failure of corporate change programs. Statistics show that the majority of change initiatives fail to achieve the goals set by the organization. In one study, “leading practitioners of radical corporate reengineering report that success rates in Fortune 1000 companies are well below 50%; some say they are as low as 20 percent” (Strebel, 1996: 86). Another study by Ashkenas & Francis (as cited in Barrett, 2002) on large-scale change demonstrated that “companies were reported as spending \$3.3 trillion in 1999 on mergers and acquisitions, yet less than half ever reached their strategic and financial goals” (Barrett, 2002: 219).

A study of the obstacles to effective organizational change shows that “management and organizational culture, which accounted for nearly 89 percent of the variance, emerged as the two most significant obstacles to organizational change” (Hoag, Ritschard & Cooper, 2002: 9). The authors specify that “the organization’s internal systems were reported to prevent change initiatives from succeeding...the internal

organizational systems were often left intact, creating a context within which lasting change was untenable.” (Hoag, Ritschard & Cooper, 2002: 10).

Evidence offers a variety of issues exist that create an environment within an organization where successful organizational change is difficult to achieve. This research study argues that organizations must modify internal processes and structures to create an environment where change can achieve the intended objectives. For firms to increase the likelihood of success “organizational transformation initiatives must be understood by the members of the firm if they are to achieve their objectives” (Gallivan, 2001: 243).

One argument stipulates that organizational change efforts fail to realize their intended results because organizations do not recognize the importance of including front-line employees in the change process. Cooper & Markus state “organizations are bound to continue having trouble implementing change until they learn that people resist not change per se, but the way they are treated in the change process and the roles they play in the effort” (Cooper & Markus, 1995: 39). According to the researchers, organizations would realize significant benefits by taking a more comprehensive look at the impact of change on their workforce. Often, front-line employees are left out of the change planning and managing processes.

Strebel confirms a more distinct problem with the implementation of change in organizations. He states “senior managers consistently misjudge the effects of the gap on their relationships with subordinates and on the effort required to win acceptance of change” (Strebel, 1996: 86). If organizations want to implement change effectively, they must include individuals from all levels of the organization in all phases of organizational

change. By creating effective communication systems in the initial phase of organizational change, change leaders will minimize the communication gaps between expected results and front-line employee expectations regarding the rationale for the required organizational change. Accordingly, organizations minimize gaps in expectations between the implementers and employees in the planning phase rather than reactively during the post-implementation phase of organizational change programs. To increase the likelihood that organizational change will succeed, senior executives must include front-line employee groups in all phases of organizational change.

Change and the Front-Line Employee

Generally in large organizations, front-line employees comprise the largest single group of potential internal influencers. To increase the likelihood of successful organizational change, managers and executives must understand how front-line employees can positively influence the organizational change process. Previous research demonstrates that certain front-line employees possess the desire to effect organizational change.

Contemporary organizations must learn to identify those individuals willing to initiate significant change. Frohman found that such individuals in organizations were easily identifiable.

They were differentiated both by their very active, energetic, focused behaviour, and by their attitudes. Their attitudes were independent yet loyal to the organization, respectful yet questioning of the status quo and authority,

determined to make a constructive impact yet not driven by personal ambition.

(Frohman, 1997: 43)

Frohman's study identifies the characteristics of those individuals who were more likely to initiate change from within the organization. "Initiators did not simply do their jobs; they went far beyond their job requirements" (Frohman, 1997: 44). The success of organizational change depends on discovering front-line employees who willingly go beyond their formal role definitions. These front-line employees question the status quo and become involved in change programs.

Frohman also argues that senior executives must recognize that the people who work for the organization are the most valuable resource in the organizational change process. An organization that taps the expertise, values, and distinct characteristics of its employees, will create a flexible and competitive company. "What makes companies competitive today are the talents and energy of people" (Frohman, 1997: 52). Rather than viewing front-line employees strictly within their formal role definitions, organizations would be better served to actively include them in change initiatives.

Organizations would realize additional benefits by building front-line employee support for the change from the ground-up during the initial phases of change planning. Instead of imposing change on front-line employees, organizations will increase the probability of success through an open and participative change culture. "To manage change is to tell people what to do, but to lead change is to show people how to be" (Weick & Quinn, 1999: 380). Strebler states that change is successful because "each organization drove successful corporate change by redefining employees' commitment to

new goals in terms that everyone could understand and act on” (Strebel, 1996: 92).

Strebel suggests that all stakeholder groups should be represented early on in the change process to increase the likelihood of success.

The research presented previously supports the notion that organizational change efforts should involve front-line employees to increase the likelihood of success. “It is important to get the support of key power groups within the organization to build a critical mass in favour of the change” (Nadler, 1987: 362). Although Nadler recognizes the importance of power considerations in change initiatives, he fails to specify where the sources of individual power come from. Since front-line employees generally comprise the largest group of stakeholders, it is imperative that management of all organizations understand the power bases of front-line employees.

Organizations continually discuss the importance of their employees to the organization’s success. However, in practice, many organizations fail to involve all levels of employees in key change decisions.

Front-line employees who execute the plans often did not understand the need to do things differently. They were ignorant of the competitive forces, technological changes, and marketplace demands that were combining to make their organization’s environment so unpredictable and threatening. (Rowden, 2001: 13)

By involving front-line employees in change programs, an organization can benefit from increased acceptance of the change and enhance the likelihood of success. “As individuals or groups become involved in the change, they tend to see it as their own rather than something imposed upon them” (Nadler, 1987: 362).

The discussion of front-line employee power and change argues that it is imperative to the success of corporate change initiatives that organizations include input from all levels of the organization in planning a change. By understanding where power resides in the organization and ensuring that change initiatives include individuals from all levels, organizations will increase the probability of success of organizational change.

Research points to the importance of employee reaction to change. Change leaders within an organization must understand that the reactions of employees to change will significantly impact the success or failure of change programs. Crucial to change success is a thorough understanding of individual behaviour. Aktouf (as cited in Wanous, et al.) has criticized some of the writers on organizational change because they “fail to account for the reactions of individual employees to change attempts” (Wanous, Reichers & Austin, 2000: 134). The majority of change efforts “fail to consider the employees of the organization on whom the new leadership or new culture is supposed to work” (Wanous et al., 2000: 134). By imposing change on their employees, organizations are attempting to control and anticipate the impact of the change on front-line employees. “If there is widespread cynicism about change in a particular organization, it seems likely that even the most sincere and skilful attempts at organizational change will be impeded by the prevailing criticism” (Wanous et al., 2000: 134). Organizations must recognize that front-line employees greet change with scepticism, especially when past change efforts have failed to realize their goals and have resulted in a negative impact on the organization’s culture and operations.

Summary

Successful change requires that front-line employees be involved as key participants in the process. Through utilizing the skills and expertise of front-line employees, future change programs can become more successful than previous initiatives. Despite arguing the importance of involving front-line employees in organizational change, the literature fails to uncover how front-line employees can effect change within the organization. The focus is on management time and effort rather than demonstrating that the front-line employees of an organization can effect change. Accordingly management and executives must understand the reactions of front-line employees to change and incorporate representatives from all levels of the organization in the phases of a change program.

The inherent nature of business in the twenty-first century has contributed to the problems with successful organizational change. Competitive pressures on organizations have increased with globalization, technology advances, and a weakened economy. Less management time is focused on ensuring that change is being fully accepted by the employees. “Pressures for low cost, high-speed change often force organizations to overlook the human and behavioural aspects of change, typically leading to disastrous results” (Malone, 2001: 27).

Power in Organizations

This section outlines the concept of individual power in organizations. A review of literature presents a definition of power. This definition provides the basis for the remaining discussion of the concept of power.

Literature offers a significant number of different definitions of the term “power.” Dahl provides the following definition: “the base of an actor’s power consists of all the resources – opportunities, acts, objects, etc. – that he can exploit in order to effect the behaviour of others” (Dahl, 1957: 203). This researcher argues that organizations must understand that front-line employees possess other sources of power than those prescribed within the role definitions of an organization.

French and Raven (as cited in Hickson & McCullough) define five bases of an individual’s power:

1. Coercive: the individual conforms because he believes he will otherwise suffer negative consequences or punishment;
 2. Reward: the individual believes he will benefit if he conforms;
 3. Referent: the individual is attracted to and identifies with another, and so conforms to his desires;
 4. Expert: the individual believes that another has superior knowledge or expertise to which he defers;
 5. Legitimate: the individual accepts the right of another to exercise power over him.
- (Hickson & McCullough, 1980: 47)

The definitions presented by French and Raven provide the basis for the discussion of power in this research. This research argues that organizations must realize that power resides with the employees of an organization company and not solely within the formal hierarchy. Legitimate, coercive, and reward power are significant bases of power; however, they are irrelevant in the context of this particular study. An employee through the formal organizational structure and role definitions in most organizations possesses legitimate power. In the hierarchical system, individuals gain legitimate power through directing the actions of subordinates. Individuals who have direct authority over other individuals possess legitimate power through their role in an organization. This source of power is not available to all individuals. The possession of coercive and reward power results from controlling resources not available to front-line employees. Additionally, individuals who possess the resources to formally reward or coerce individuals will possess power based on organizational role. Thus, coercive and reward power are the result from a person's formal position. Front-line employees do not possess these forms of power; therefore, this study will not further discuss them.

Expert and referent power are particularly important to this study. Any individual within an organization may have these sources of power. According to Raven, expertise is the "basis of power [that] stems from the attribution of superior knowledge or ability to the influencing agent" (Raven, 1974: 174). Regardless of role definition, front-line employees can potentially possess expert power. Referent power is also available to anyone in an organization. Strong relationships with immediate managers provide referent power to front-line employees. There are few constraints on individuals

possessing referent power. This research study argues that front-line employees can possess both expert and referent power within an organization that can be employed to effect organizational change.

Blau broadly defines power as “all kinds of influence between person or groups, including those exercised in exchange transactions, where one induces other to accede to his wishes by rewarding (or not rewarding) them for doing so” (Blau, 1964: 115). Blau uses the term “influence” to define the term “power.” This critical link is significant for individuals to understand. The ability to influence is, by definition, power.

Kaplan offers another definition of power where “the most general sense which can be attached to the notion of power is that it marks the ability of one person or group of the persons to influence the behaviour of others, that is, to change the probabilities that others will respond in certain ways to specified stimuli” (Kaplan, 1964: 12). Although numerous definitions of power exist, they all demonstrate an underlying similarity. If individuals or a group wants to influence the actions or decisions of others, they must possess power, regardless of its source.

The distinction between authority and power is important to this study. According to Bacharach & Aiken “authority is a zero-sum game; whereas, influence is not” (Bacharach & Aiken, 1976:629). Significantly more employees may possess the capacity to influence others than have authority in an organization. By definition, authority equals legitimate power in terms of French & Raven’s bases of power. Organizations grant authority to an individual through the formal position in the organization hierarchy.

Front-line employees, while not possessing formal authority, can influence decisions based on alternative sources of power. “It is not unusual for lower participants in complex organizations to assume and wield considerable power not associated with their formally defined positions within organizations...they have considerable power, but no authority” (Mechanic, 1962: 349).

Given the relative size of the front-line employee base, a complete understanding of the influence capabilities of front-line employees, organizations will benefit by recognizing and utilizing these individuals in a constructive manner. “Lower-level participants do not usually achieve control by using the role structure of the organization, but rather by circumventing, sabotaging, and manipulating it” (Mechanic, 1962: 356). Mechanic presents a negative view of the use of power by front-line employees that organizations should recognize. Mechanic assumes that front-line employees will employ power in a manner that is contrary to the goals of the organization. However, we can hypothesize the opposite of Mechanic’s assumption: individuals can use power derived from sources other than the formal role definitions to benefit the organization.

Power and Organizational Change

This section presents arguments supporting the view that organizations must review the organization’s power bases in change initiatives. The literature suggests that organizations must consider the various bases of power that influence the success of change initiatives.

Previous research has examined the role of power in organizational change efforts (Buchanan & Badham, 1999; Dutton & Ashford, 1993; Enz, 1988, 1989; Frohman, 1997;

Hardy & Redivo, 1994). However, these researchers focused on the role of legitimate power in implementing change. Research demonstrates the majority of change initiatives emphasize top-down directives from senior-level management, using legitimate power as the primary vehicle for implementation. The two researchers argue that ignoring the impact of all sources of organizational power leads to change initiatives facing significant hurdles.

One common explanation for such failure is the inability of managers and consultants to factor power into their change programs. Successful organizational change involves more than the will and determination of a particular individual or group – change is a political act, which needs power to make it happen (Hardy & Redivo, 1994: 29).

They further suggest that executives and managers who understand how multiple bases of power work continuously in organizations will increase the probability of successful organizational change. “Change agents who rely on only humanistic ideals and rational-analytical models, and ignore the political implications of change, are unlikely to be successful” (Hardy & Redivo, 1994: 30). Executives and managers must understand individual power bases and how this power is employed to impact the success of change. Although Hardy & Redivo stress the existence of power at all levels, they fail to specify where this power comes from. This research study will begin to fill this gap.

Kipnis, Schmidt & Wilkinson found that “the goal of initiating change was sought both from bosses and from subordinates in almost equal proportion” (Kipnis, Schmidt & Wilkinson, 1980: 441). An important distinction between the power sources of the two

groups of individuals is important to this research study. While superiors by definition hold legitimate power in their relationships with their subordinates, subordinates must employ other sources of power to effect organizational change.

Employees exercise power daily in organizations. However, most front-line employees do not recognize their own bases of power. Research by Kipnis et al. found that “subordinates use a variety of techniques to influence their superior to initiate organizational change” (Kipnis et al., 1980: 450). Employees must recognize that they can influence others regardless of their formal organizational position. When exercised properly, certain actions of employees can help create bases of power for them.

Structural Power

This section discusses the sources of structural power available in an organization. Evidence suggests front-line employees have multiple sources of power available to them. Two subsections present literature on expert and referent power as bases of power available to front-line employees.

Structural contingency theory asserts that power in organizations is constantly fluctuating as the pressures, both internal and external, change. In this view, the balance of power is continuously moving throughout the organization.

To the extent that power is determined by the critical uncertainties and problems facing the organization, in turn, influences the decisions in the organization, the organization is aligned with the reality it faces. In short, power facilitates the organizations adaptation to its environment – or its problems (Salanick & Pfeffer, 1977: 5).

Hickson, Hinings, Lee, Schneck & Pennings (1971) found “organizations, being systems of interdependent subunits, have a power distribution with its sources in the division of labour” (Hickson, Hinings, Lee, Schneck & Pennings, 1971: 216). Research suggests that the strategic contingencies theory relates the power of a subunit to “coping with uncertainty, substitutability, and centrality through the control of critical resources to the organization (Hickson et al., 1971: 216). Although the focus of the research by Hickson and colleagues is on the subunit as the basis for measure, a front-line employee may also possess the same characteristics.

Regardless of structural position within an organization, employees can possess a power base by developing a superior coping skill and to eliminate uncertainty. Through coping, “the activities of a subunit [or individual] become contingencies of other subunits [or individuals], upon which they are critically dependent” (Hinings, Hickson, Pennings & Schneck, 1974: 40). Becoming more dependent on a particular resource, bestows power on that resource to the extent that others need it. Front-line employees with skills and knowledge that others within the organization depend on possess a form of power in the organization different from legitimate power.

Research by Bacharach & Aiken (1976) on structural sources of power includes the impact of organizational size as a determining factor in the distribution of power. “The dispersion of influence permits actors from all levels in the organization to make their expertise felt in specific decision areas” (Bacharach & Aiken, 1976: 629). The larger the organization, the more widely dispersed the decision-making control through the organizations division of labour. Managers and executives “must involve actors from

all levels in the organization in the decision-making process” (Bacharach & Aiken, 1976: 629). The power bases of front-line employees must not be ignored in the change process. Since front-line employees generally comprise the largest group of stakeholders, managers must take into consideration the relative power of this group. “As individuals or groups become involved in the change, they tend to see it as their own rather than something imposed upon them (Nadler, 1987: 362). The potential for acceptance from the organizational community at large will be higher when representatives from front-line employees initiate change.

The power of an organization must not be treated as a zero-sum concept. Parker & Price state, “it is possible that the level of worker influence could increase (or decrease) without affecting the level of manager influence” (Parker & Price, 1994: 3*). Managers at all levels of an organization need to understand that power in an organization is not a finite sum. The greater the sum of power within an organization, the greater the distribution of power is within the organization. Organizations must realize that power exists in the organization outside the boundaries of the formal hierarchy. The ability to harness this power and direct it towards improving the operations of the organization will reap significant long-term benefits.

This section demonstrates that structural sources of front-line employee power are abundant to the extent that the employee can provide the organization with critical resources. Organizations must view power as a comprehensive concept that has roots not only in the formal role definitions but also in the front-line employees of the

organization. This view allows organizations to better understanding the range of possible power bases and how they can use all the bases of power in their change efforts.

Expert Power

This subsection demonstrates that expertise exists as a source of power to front-line employees. The amount of power that expertise provides a front-line employee depends on the level of expert knowledge possessed by a front-line employee relative to other front-line employees. The section concludes by presenting the first of four hypotheses.

An employee possesses expert power to the extent that expertise is critical to the effective functioning of the organization. The literature argues that front-line employees can use expertise as a base of power.

Raven defines expertise as the “basis of power that stems from the attribution of superior knowledge or ability to the influencing agent”(Raven, 1974: 174) Using Raven’s definition, this research study argues front-line employees can possess an expert power base.

Mintzberg discusses MIS analysts in a study, “the analyst must rely on the system of expertise as his prime means of influence, yet gains power to the extent that he does so to build up the system of bureaucratic controls” (Mintzberg, 1983: 135). The researcher elaborates “a professional is someone in whom the capacity to carry out some complex, specialized work has been internalized through extensive training...all of his tasks are guided by internalized procedures, or programs, accompanied by a body of specialized

knowledge” (Mintzberg, 1983: 164). This research study argues that organizations with defined role definitions legitimize the expert power base.

Front-line employees who possess expertise will increase their importance to an organization than those individuals who possess only general knowledge. “The essence of expertise is the differentiation of power – power distributed according to specialized capability” (Mintzberg, 1983: 165). As organizations continue to define rigid role definitions based on the continued specialization of roles, they create new experts. The less formal authority an individual possess, the greater this specialized knowledge is inherent in the employee’s role definition. “The expert maintains power because high-ranking persons in the organization are dependent upon him for his special skills and access to certain kinds of information” (Mechanic, 1962: 357). Organizations that divide work processes among multiple levels will rely heavily on specialized knowledge to perform critical functions.

Hickson & McCullough expand on the notion of expert knowledge. They confirm that expertise “is a power based on a division of labour which generates the expertise” (Hickson & McCullough, 1980: 48). The authors state “ there is an expertise power base which subunits and others can take advantage irrespective of hierarchical position” (Hickson & McCullough, 1980: 48). Every individual within an organization has the potential to influence through expert knowledge regardless of the employee’s role definition.

Katz (1988) performed a study on the effects of expert knowledge as a source of individual power and found that:

[I]f an individual – even an individual who lacks power based on his or her position within the organizational space – is an expert rhetor in an organization where rhetorical expertise is valued and needed (but is not the norm), that expertise may be the source of significant power.” (Katz 1998: 437)

Katz used rhetoric as a source of expert power. This research study argues that any skill can be a source of expert power.

Expertise is a source of power only if it is in short supply. This proposition coincides with the non-substitutability characteristic of power in the strategic contingencies theory. A front-line employee that possesses expertise that is not easily replaceable by an organization will possess an expert power base. As Hickson et al. state “other factors being remaining constant, a person difficult to replace will have greater power than a person easily replaceable.” (Hickson et al., 1971: 220). This research study argues it is critical that an individual possesses expertise that is in short supply to possess an expert power base.

The discussion of expert power argues that a front-line employee possesses power to the extent that he or she has expertise that is critical to the organization. The following hypothesis is presented for testing:

H₁: A front-line employee’s perceived ability to effect organizational change is directly related to a front-line employee’s level of expertise.

Referent Power

This section presents arguments that referent power, exists as a source of power available to front-line employees. A detailed discussion of Leader-Member Exchange

(LMX) theory offers arguments that front-line employee referent power is a function of a strong supervisor-subordinate relationship. The section concludes with the presentation of the second of four hypotheses.

In a study of LMX theory on decision influence by subordinates, Scandura, Graen & Novak found “from the subordinates point of view, the quality of Leader-Member Exchange (LMX) and the supervisor’s perception of subordinates’ performance appear to be critical conditions for decision influence” (Scandura, Graen & Novak, 1986, 583). This research study argues for front-line employees to effect change they must have a legitimate power base in the organization. This legitimacy takes the form of a strong supervisor-subordinate relationship. A front-line employee who perceives a strong relationship will possess referent power in the organization.

According to Graen, Novak & Sommerkamp (1982), “in exchange for positional resources, the member of an organization commits himself/herself to higher degrees of involvement in the unit’s functioning, including greater time and energy expenditures than required by the formal contract, acceptance of greater responsibility, and vested interest in the success of unit functioning” (Graen, Novak & Sommerkamp, 1982: 111). This research argues that the measure of referent power is positively related to a front-line employees perceived ability to effect change.

Further research demonstrates that “innovative behaviour is related to the quality of the supervisor-subordinate relationship” (Scott & Bruce, 1994: 580). Front-line employees will demonstrate increased change-related behaviour when a strong supervisor-subordinate relationship exists.

Leader-Member Exchange theory “posit that supervisors and subordinates engage in a role development process during which understandings are arrived at regarding the amount of decision latitude, influence and autonomy the subordinates will be allowed” (Scott & Bruce, 1994: 584). These researchers argue front-line employees will perform a greater scope of activities when they perceive the relationship with their supervisor to be stronger. Using French & Raven’s definition of referent power, a front-line employee can gain a greater degree of power through a strong relationship with their supervisor.

Further research substantiates the view that front-line employees can further legitimize their power in an organization with a strong referent power base. “To the extent that members, through sponsorship, obtain greater centrality in informal networks, they should be perceived as being more influential” (Sparrowe & Liden, 1997: 540). This research argues that the power of an employee is directly related to the LMX measure. The strength of the supervisor-subordinate relationship provides the front-line employee with a referent power base.

Dunegan, Tierney & Duchon “indicate that as the dyadic exchange improves in quality, subordinates are significantly more like to perceive climate conditions which simulates and encourages innovation” (Dunegan, Tierney & Duchon, 1992: 233). This research study argues that the front-line employee’s referent power base is directly related to the front-line employees perceived ability to effect organizational change.

To solidify the discussion of supervisor-subordinate relationship, Konovsky & Pugh found the “relational exchange between supervisors and subordinates leads employees to expend much time and energy on tasks, to be innovative in completing

tasks, and to accept responsibilities in addition to those specified in their employment contract” (Konovsky & Pugh, 1994: 659).

The literature argues that front-line employees possess referent power in an organization based on the strength of the supervisor-subordinate relationship.

Accordingly, the following hypothesis is presented for testing:

H₂: A front-line employee’s perceived ability to effect organizational change is directly related to a front-line employee’s level of referent power.

The discussion of structural power argues that front-line employees possess expert and referent power in an organization. This research study that front-line employees will perceive an ability to effect organizational change to the extent that they possess higher measures of these two power bases.

Behavioural Power

The following two subsections on individual behaviour discuss the importance of certain front-line employee behaviours that provide sources of power outside of organizations formal role definitions. This research presents arguments that extrarole behaviour and self-efficacy are directly related to a front-line employee’s perception of the ability to effect change.

A study of power within organizations developed by Brass & Burkhardt viewed potential power as resulting from both structural and behavioural sources. They viewed the distribution of power in an organization as “jointly and simultaneously determined by the interaction of structure and behaviour” (Brass & Burkhardt, 1993: 462). These researchers state that certain individual behaviours impart power to an employee. Astley

& Sachdeva (as cited in Brass & Burkhardt) found “an individual’s position in an organizational hierarchy appears to be a source of power that is largely independent of the use of behavioural tactics (Brass & Burkhardt, 1993: 462).

Research demonstrates that certain behaviours enable a person to influence the actions of others. This research study argues that front-line employees must be provided with evidence power bases exist regardless of formal role definitions. Based on Bacharach & Aiken’s argument that power is not zero-sum, a company that recognizes this potential and develops the ability to employ this power increases the total power of the organization.

The following two subsections provide evidence that two individual characteristics, extrarole behaviour and self-efficacy, are related to a front-line employee’s perceived ability to effect change.

Extrarole Behaviour

This subsection discusses the importance of extrarole behaviour to organizations. The literature argues that front-line employees who demonstrate extrarole behaviour possess power in an organization.

According to Brief & Motowidlo,

[P]rosocial behaviour represents behaviours that go beyond specified role requirements, behaviours such as cooperating with coworkers, taking action to protect the organizations from unexpected dangers, suggesting ways to improve the organization...this is especially interesting because it is clearly vital for

organizational survival, yet difficult or impossible to prescribe as part of an individual's formal job and role requirements" (Brief & Motowidlo, 1986: 710). The authors define prosocial behaviours as activities that are not formally specified role requirements. Katz indicated that prosocial behaviour is essential to the effective operations of an organization. Katz states, "there must be innovative and spontaneous activity in achieving organizational objectives which go beyond the role specifications" (Katz, 1964: 132). The literature demonstrates that front-line employees who exhibit a higher degree of extrarole behaviour possess power.

"It is commonly accepted in the management literature that organizations need employees who are willing to exceed their formal job requirements" (Morrison, 1994: 1543). This research study argues that the demonstration of extrarole behaviour by a front-line employee creates a power imbalance in the employee-organization relationship. A front-line employee who demonstrates a higher level of extrarole behaviour will possess power in the organization. Managers and executives must recognize that front-line employees who exhibit this behaviour increase the overall effectiveness of the organization. "The organization is simply more likely to be effective when its members act with deliberate intention of helping it" (Brief & Motowidlo, 1986: 721).

Power is derived from extrarole behaviour due to its scarcity. Strategic contingency theory asserts that individuals "will try to exert influence when the resources of the organization are scarce. If there is an abundance of resources, then a particular subunit or particular individual has little need to attempt influence" (Salanick & Pfeffer, 1977: 13). This research study argues that employees who exhibit greater incidence of

extrarole behaviour will possess power in an organization. Other research supports the argument for promoting extrarole behaviour.

Bateman & Organ state “supervisors presumably value such behaviours, in part because they make their own jobs easier and free their own time and energy for more substantive tasks” (Bateman & Organ, 1983: 588). Organizations should promote and recognize such behaviour. This research study assumes that front-line employees who ‘take charge’ at work outside of formally prescribed role definitions will be more inclined to have a stronger relationship with their immediate supervisor. “An organization which depends solely upon its blueprints of prescribed behaviour is a very fragile social system” (Katz, 1964: 132).

The preceding discussion provides additional evidence that extrarole behaviour provides a power base to employees. This research contends that organizations embrace those front-line employees who go above and beyond the formal role definitions of their job. “The resources of people in innovation, in spontaneous cooperation, in protective and creative behaviour are thus vital to organizational survival and effectiveness” (Katz, 1964: 132).

This research demonstrates that extrarole behaviour can play an important role in organizational change. “Individuals who take charge are not formally expected to initiate change and may undertake change initiatives without the benefit of formal authority” (Morrison & Phelps, 1999: 415). The researchers also state “individuals who are effective at taking charge are those who can exercise influence without relying on mere position, a form of leadership that is becoming increasingly important as organizations become less

hierarchical and more reliant on horizontal networks” (Morrison & Phelps, 1999: 415). Front-line employees who exhibit behaviours outside of the formal role definitions of the organization will perceive an increased of ability to effect change. Front-line employees who exhibit higher levels of extrarole behaviour must understand that they possess a base of power outside an organization’s formal role definitions. The following hypothesis is presented for testing:

H₃: A front-line employee’s perceived ability to effect organizational change is directly related to a front-line employee’s increased demonstration of extrarole behaviour.

Self-Efficacy

This subsection reviews literature on self-efficacy and how it relates to the power base of front-line employees. Literature argues that self-efficacy is a power base available to front-line employees. This research study argues that a higher measure of self-efficacy relates to a front-line employee’s perceived ability to effect organizational change. The section concludes with the presentation of the last of the four hypotheses that will be tested.

Albert Bandura wrote, “expectations of personal efficacy determine whether coping behaviour will be initiated, how much effort will be expended, and how long it will be sustained in the face of obstacles and adverse experiences” (Bandura, 1977: 191). Self-efficacy is defined as “the conviction that one can successfully execute the behaviour required to produce the outcomes” (Bandura, 1977: 193). This research study argues that an employee must possess the belief in oneself to have the skills and ability to

produce a positive result. Bandura (as cited in Sherer et al.) argues, “expectations of self-efficacy are the most powerful determinants of behavioural change because self-efficacy expectancies determine the initial decision to perform a behaviour, the effort expended, and persistence in the face of adversity” (Sherer et al., 1982: 663). This research study argues that higher feelings of self-efficacy relates directly to the employee’s perceived ability to effect organizational change.

Speier & Frese linked self-efficacy and extrarole behaviours and stated that “the smooth functioning of the organization is supported by contextual performance and this concept should include initiative” (Speier & Frese, 1997: 172). This research argues that front-line employee’s role definitions do not normally include effecting organizational change. “Self-efficacy helps to increase the probability of performing a difficult action and increases the effort and persistence to pursue this action” (Speier & Frese, 1997: 174). In simple terms, individuals high on the self-efficacy scale will exhibit a greater perceived ability to effect change. This research study argues that a strong feeling of self-efficacy is related to the perceived ability to effect organizational change.

Front-line employees who demonstrate extrarole behaviour are providing value to the organization. Bandura (1977) argues that individuals will “get involved in activities and behave assuredly when they judge themselves capable of handling situations that would otherwise be intimidating...the stronger the perceived self-efficacy, the more active the efforts” (Bandura, 1977: 194). Self-efficacy asserts that certain front-line employees will still possess higher levels of self-efficacy based on personal experiences, regardless of the reward structures in place. Behavioural approaches to enhancing self-

efficacy are under the control of the individual, giving rise to personal power. Literature argues, “people who are socially persuaded that they possess the capabilities to master difficult situations and are provided with provisional aids for effective action are likely to mobilize greater effort than those who receive only the performance aids” (Bandura, 1977: 198).

This discussion of self-efficacy argues that individuals with a higher belief in their own abilities possess a base of power. The following hypothesis is offered for testing:

H₄: A front-line employee’s perceived ability to effect organizational change is directly related to a front-line employee’s level of self-efficacy.

Summary

The literature discusses the importance of change to organizations. The evidence demonstrates that the majority of organizational change programs fail to realize their objectives. Arguments presented show that one reason for these failures is the lack of involvement of front-line employees. The research offers four bases of power available to front-line employees. This study argues that each power base relates directly to the employee’s perceived ability to effect organizational change.

The next chapter will present, in detail, the research methodology used to measure each hypothesis.

Chapter 3: Research Methodology

Introduction

This chapter discusses the study's research methodology. The chapter has six sections. First, it presents the predicted relationships developed for testing. Second, it details the measures used in the research study and reviews previous literature on each construct to demonstrate the reliability. The third section describes the research's participants and discusses the randomization procedure. Fourth, the chapter discusses the details of the procedures employed for data collection. The fifth section presents the formal instrument used for data collection. The final section presents the protocol used for the follow-up interviews.

Predicted Relationships

Figure 1 presents the predicted relationships among the dimensions identified and discussed in the literature review. The model suggests that four independent variables influence the front-line employee's perceived ability to effect organizational change. The figure depicts the relationship of these dependent variables to the independent variable.

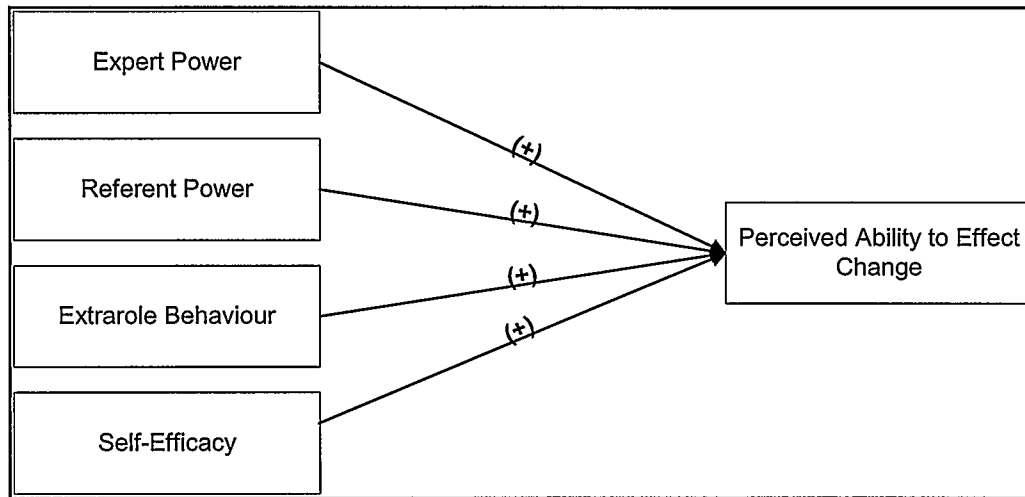


Figure 1: Predicted Relationships

The research methodology measures the dependent and independent constructs using instruments developed both from previous literature and from items developed for this research study.

Survey

Measures

The theoretical model presents four hypotheses about the perceptions of an employee's ability to effect change within a given organization. The hypotheses being tested are:

H₁: A front-line employee's perceived ability to effect organizational change is directly related to a front-line employee's level of expertise.

H₂: A front-line employee's perceived ability to effect organizational change is directly related to a front-line employee's level of referent power.

H₃: A front-line employee's perceived ability to effect organizational change is directly related to a front-line employee's increased demonstration of extrarole behaviour.

H₄: A front-line employee's perceived ability to effect organizational change is directly related to a front-line employee's level of self-efficacy.

Arguments developed through the literature review postulate that the four independent variables positively relate to an employee's perception of increased ability to effect organizational change, the dependent variable.

Expert Power

Despite uncovering significant literature discussing the existence and relative importance of expert power, the current research developed a new instrument to measure the construct of expert power. This study used the following six (6) items to measure the individual self-report of expertise.

1. I possess unique skills that increase my value to the organization.
2. My knowledge in a certain area of expertise is greater than that of my peers.
3. I feel that I possess skills that are easily replaceable by the organization.
4. The skills that I possess allow me to perform my job functions with greater efficiency than my peers.
5. Over the course of my experience in my current role, I have been able to develop expertise that is easily transferable to other individuals.
6. The skills that I possess allow me to perform my job functions with greater effectiveness than my peers.

A study by Morrison & Phelps (1999) provided the first item. This research study developed the remaining five items to measure expert power in the organizational setting. A full statistical analysis of the construct can be found in Chapter 4.

Referent Power

This research measured the strength of the subordinate-supervisor relationship using the LMX-7 scale developed by Graen and Uhl-Bien (1995). This research study altered the original scale to fit with the Likert scale used in this study. The table below shows the original scale items in the left hand column and the corresponding items adjusted for this study in the right hand column.

LMX-7 Items – Graen & Uhl-Bien (1995)	Adjusted Items
1. Do you know where you stand with your leader...do you usually know how satisfied your leader is with what you do?	1. My leader communicates with me on a regular basis about my job performance.
2. How well does your leader understand your job problems and needs?	2. My supervisor understands my job problems and needs.
3. How well does your leader recognize your potential?	3. I believe that my supervisor recognizes my potential as an employee.
4. Regardless of how much formal authority your supervisor has built in to his/her position, what are the chances that s/he would be personally inclined to use his/her power to help you solve problems in your work?	4. I believe that my immediate supervisor would use his/her formal authority to assist me in solving problems in my own work.
5. Regardless of the amount of formal authority your supervisor has, what are the chances that s/he would “bail you out” at his/her expense?	5. I believe that my immediate supervisor would use his/her formal authority to “bail me out” of a problem at his/her expense.

6. I have enough confidence in my leader that I would defend and justify his/her decision if s/he were not present to do so.	6. I have enough confidence in my leader that I would defend and justify his/her decision if s/he were not present to do so.
7. How would you characterize your working relationship with your supervisor?	7. I believe that I have a strong and supportive relationship with my immediate supervisor

The original instrument did not use the same scale for every question; therefore, the researcher adjusted the scale items for the sake of consistency. To remove potential confusion from the respondents and to ease the data collection process, the researcher modified the scale items accordingly to fit with the Likert scale used in the other representations. Gerstner and Day (1997) found that the internal consistency of the original LMX-7 instrument was $\alpha = 0.89$. Since the scale items were modified for this research, the results include the measure of internal reliability. The next chapter discusses the results of the reliability analysis.

Extrarole Behaviour

This research study measures extrarole behaviour using a scale developed by Morrison and Phelps (1999). A dimension of extrarole behaviour, felt responsibility measures an individual's motivation to perform tasks outside formal role definitions. Effecting organizational change would fall outside the formal role definitions of a front-line employee; therefore, this research study argues that individuals with a higher measure of extrarole behaviour will perceive themselves as having a higher perceived ability to effect organizational change. The following five statements comprise the felt responsibility scale:

1. I feel a personal sense of responsibility to bring about change at work.

2. It is up to me to bring about improvement in my workplace.
3. I feel obligated to try to introduce new procedures where appropriate.
4. Correcting problems is not really my responsibility.
5. I feel little obligation to challenge or change the status quo.

Morrison & Phelps measured the internal reliability of the construct to be $\alpha = 0.80$.

Additional information on the internal reliability of the construct in the context of this research can be found in Chapter 4.

Self-efficacy

This research study measures self-efficacy using a scale developed by Speier and Frese (1997). This six-item scale measures an individual's self report of the belief in one's own abilities.

The following six statements comprise the self-efficacy scale:

1. When I am confronted with a new task, I am often afraid of not being able to handle it.
2. I judge my abilities to be high.
3. If I want to achieve something, I can overcome setbacks without giving up my goal.
4. When I want to reach a goal, I am usually able to succeed.
5. In case of becoming unemployed, I am convinced that, because of my abilities, I will soon find a new job.
6. If I had to change my job, I am sure I would be up to the demands.

The researchers found the internal reliability of the construct was $\alpha = 0.67$. A discussion on the internal reliability of the construct is available in Chapter 4.

Effecting Change

This research study developed the items measuring self-reports of an individual's perceived ability to effect organizational change. There did not appear to be any significant research on individual self-reports in this area. This research study presents the following items to measure this construct.

1. I believe that I can make suggestions to improve the way in which the company performs certain functions.
2. I perceive the climate in my workgroup as open to changing the way in which we perform our job function.
3. I believe in my own ability to effect change within my workgroup or organization.
4. I feel that if I develop a strong idea for a more effective and/or efficient way to perform certain job functions, I have the ability to effect the change.

The researcher conducted a statistical analysis of the reliability of the construct. The results of this analysis are included in chapter 4.

The instrument included the following four demographic questions.

1. Tenure at current organization
2. Gender
3. Are you a transitioned employee?
4. Do you have any direct reports?

The first three items have no direct relevance to this research. The fourth item confirms that the respondent is part of the population being studied. Recall that our definition of front-line employee includes only employees who have no direct reports. Those participants who responded 'yes' to this item were excluded from the data analysis since they are not considered front-line employees.

Description of Participants

The survey population for this study was front-line employees within the Canadian operations of a large global information technology services organization. The researcher selected this organization for its relevance to the researcher and the ease of data collection. The participating organization employs the researcher, which not only made the study relevant but also simplified and reduced the cost of the data collection process.

This research study uses a random selection of participants from the organizations enterprise resource planning (ERP) system based on the individual's organizational job code. Using the organizational job code to select participants simplified the selection process. The study selected participants based on the job code field in the ERP system, using the criteria that individuals did not have supervisory responsibility in the organization. The configuration of the job coding system allowed for the selection of only front-line employees from the ERP system.

The ERP system randomly generated five hundred names based on the criteria explained above. The administrator of the ERP system provided the list of participants to the researcher. The researcher compiled mailing information from the electronic mail

system of the participating organization. The researcher obtained mailing information for 467 of the 500 individuals. Other than job code, the research provided no other selection criteria for participants to maximize the randomization of participants.

Procedures

The following section provides details of the instrument distribution and data collection procedures for this research.

The researcher distributed the instrument via the organization's interoffice mail system. Each of the 467 participants received an envelope marked "Private and Confidential" which contained an introductory letter explaining the purpose of the investigation along with a copy of the instrument. See Appendix A for a copy of the introduction letter and Appendix B for a copy of the distributed instrument.

The research provided the following instructions to each participant:

1. Please read each question carefully and respond by circling the response that most closely represents your feelings towards the statement. For each question the following scale will be used:

1 – strongly agree, 2 – agree, 3 – neutral, 4 – disagree, 5 – strongly disagree.
2. After completing the survey, please follow the instructions below to return the survey.
 - a. Seal the completed survey in an interoffice envelope.
 - b. Use interoffice mail to return the survey to the researcher using the following address:

Chris Enstrom
240 4th Avenue SW, Calgary, AB - Floor 16

3. Please respond to each question in terms of your current work environment.

To promote confidentiality of participants, the instrument did not contain any questions or markings that would allow identifying a respondent. The researcher coded the completed surveys with an ID number in the top right hand corner of the first page. The ID number provides the researcher a means to ensure data entry accuracy.

Instrument

The researcher developed a 32-question survey partially based on prior valid studies and partially on questions developed by the researcher to collect data on the variables within this theoretical model. The survey instrument used a five-point Likert scale on which one (1) indicated that the respondent strongly agreed with the statement and five (5) indicated that the respondent strongly disagreed with the given statement. Appendix B contains a copy of the instrument.

Interviews

The following section presents the procedures used for follow-up interviews. The research conducted interviews with eight subjects from the list of employees provided by the organization.

The researcher performed a random selection of interview participants and made initial contact with participants by telephone. The researcher introduced the purpose of the telephone call and requested each subject's participation.

The researcher and subject mutually agreed on a date and time for the interview. An email to the participant confirmed the meeting time and place. The email included the

date and time of the interview, an explanation of the subject's right to withdraw from the research, and the free-form questionnaire. Appendix C includes a copy of the telephone protocol for the interviews.

The telephone interview begins with an introduction to the rationale for the follow-up interviews. The researcher informs the subjects of their option to withdraw from the process at any time and the confidential nature of their responses. The data collection portion of the interview begins by asking subjects to define the role within the organization as technical, administrative, or business function. This criterion determines if there are any differences in perceptions between these three broad job categories.

The interview continues to solicit responses to the following situational questions:

1. Describe a situation where you felt empowered to effect and/or implement an organizational change. It does not matter how large or small.
2. What personal factors made you feel empowered?
3. What aspects of the organization contributed to your feeling of empowerment?
(e.g. support from your supervisor, access to critical resources)
4. Explain whether or not you felt the change was successful. Why?
5. Describe a situation where you felt unable to effect change.
6. What personal factors made you feel this way?
7. What aspects of the organization contributed to your feeling of disempowerment?
(e.g. no support from your supervisor, no access to critical resources)
8. Explain whether or not you felt a change was necessary.

9. What are your experiences with peers or other individuals you've known that have effected change? Why do you think they were successful/unsuccessful?
10. What aspects of the organization do you feel promote employee innovation and change? What aspects hinder these activities?

Appendix D contains the interview questionnaire.

The researcher concludes the interview by restating to the subject the option to withdraw from the research at any time.

Summary

This chapter details the methodology employed in collecting data for the research. The next chapter discusses, in detail, the results obtained from the survey and interview processes.

Chapter 4: Results

Introduction

This chapter presents the findings of the research. It has seven sections. The first section presents a general overview of the survey results including response rate and usability statistics. Second, it briefly discusses the frequency of response by item. Third, it reviews the predicted relationship model presented previously in Figure 1. This section restates each hypothesis and presents statistical evidence to either support or disprove the hypothesis. The correlations between independent and dependent variables result in a discussion of the relative strength of each hypothesis. The fourth section discusses the internal reliability of each construct.

The fifth section presents the linear regression model and the results obtained from the statistical analysis. This section discusses the model employed and the results obtained as they relate to the predicted values of the dependent variable. The sixth section offers the results of the analysis performed on the demographic variables gender and tenure. The section discusses the relationship of two demographic variables, gender and tenure, to the independent variable. Section seven presents the interview results. The section presents a discussion of the general themes offered by the participants. Three general themes offer support for two hypotheses.

Survey Response

The instrument section of Chapter 3 indicated that the researcher distributed 467 surveys within the participating organization. Of the surveys distributed, respondents returned 112 surveys, producing a response rate of 24 percent. Two returned surveys were incomplete and ten participants responded ‘yes’ to item 32: “Do you have any direct reports?” This research study uses 100 completed surveys for data analysis.

Frequencies

The frequency of responses provides a detailed summary of the data collected. The researcher included this data only for reference purposes. Appendix F contains the results of the frequency analysis.

Predicted Relationships

Chapter 3 presented a graphical representation of the predicted relationships. Figure 2 below summarizes each construct’s correlations and internal reliability.

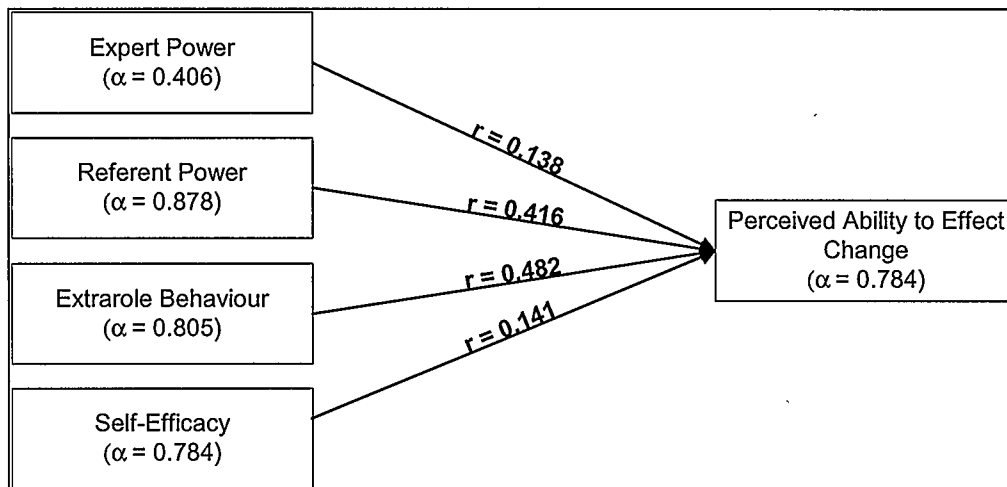


Figure 2: Summary of Results from Predicted Relationships

Appendix E presents the complete data analysis of this research study. The following sections present, in detail, the results from reliability testing.

Reliability

An analysis of reliability calculates the relationship between individual items within a construct. The table below presents the Cronbach's alpha for each of the five constructs studied and the survey items that comprised each construct. Appendix E, Table 10, contains the results of the reliability analysis. The results demonstrate that all of the constructs, with the exception of expert power, provide a significant level of internal reliability.

Perceived Ability to Effect Change [$\alpha = 0.784$]

1. I believe that I can make suggestions to improve the way in which the company performs certain functions.
2. I perceive the climate in my workgroup as open to changing the way in which we perform our job function.
3. I believe in my own ability to effect change within my workgroup or organization.
4. I feel that if I develop a strong idea for a more effective and/or efficient way to perform certain job functions, I have the ability to effect the change.

Expert Power [$\alpha = 0.406$]

1. I possess unique skills that increase my value to the organization.
2. My knowledge in a certain area of expertise is greater than that of my peers.
3. I feel that I possess skills that are easily replaceable by the organization.
4. The skills that I possess allow me to perform my job functions with greater efficiency than my peers.
5. Over the course of my experience in my current role, I have been able to develop expertise that is easily transferable to other individuals.
6. The skills that I possess allow me to perform my job functions with greater effectiveness than my peers.

Referent Power [$\alpha = 0.878$]

1. My leader communicates with me on a regular basis about my job performance.
2. My supervisor understands my job problems and needs.
3. I believe that my supervisor recognizes my potential as an employee.
4. I believe that my immediate supervisor would use his/her formal authority to assist me in solving problems in my own work.
5. I believe that my immediate supervisor would use his/her formal authority to "bail me out" of a problem at his/her expense.
6. I have enough confidence in my leader that I would defend and justify his/her decision if s/he were not present to do so.
7. I believe that I have a strong and supportive relationship with my immediate supervisor

Extrarole Behaviour [$\alpha = 0.805$]

1. I feel a personal sense of responsibility to bring about change at work.
2. It is up to me to bring about improvement in my workplace.
3. I feel obligated to try to introduce new procedures where appropriate.
4. Correcting problems is not really my responsibility.
5. I feel little obligation to challenge or change the status quo.

Self- Efficacy [$\alpha = 0.784$]

1. When I am confronted with a new task, I am often afraid of not being able to handle it.
2. I judge my abilities to be high.
3. If I want to achieve something, I can overcome setbacks without giving up my goal.
4. When I want to reach a goal, I am usually able to succeed.
5. In case of becoming unemployed, I am convinced that, because of my abilities, I will soon find a new job.
6. If I had to change my job, I am sure I would be up to the demands.

Correlations

This section has four subsections, one subsection for each independent variable. Each subsection explains the results of the relationship between each independent variable and the dependent variable. Additionally, each subsection discusses the results of the internal reliability analysis.

Expert Power

The following hypothesis presents the relationship of expert power to a front-line employee's perceived ability to effect organizational change.

H₁: A front-line employee's perceived ability to effect organizational change is directly related to a front-line employee's level of expertise.

The analysis of the data demonstrates that the Pearson correlation of the relationship is $r = 0.138$ ($p = 0.175$). The results do not support the hypothesis.

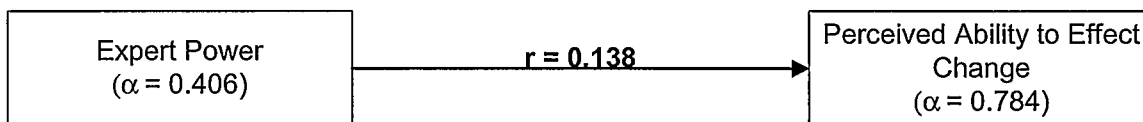


Figure 3: Results of Hypothesis 1

Referent Power

The following hypothesis presents the relationship of referent power to a front-line employee's perceived ability to effect organizational change.

H₂: A front-line employee's perceived ability to effect organizational change is directly related to a front-line employee's level of referent power.

The analysis of the data demonstrates that the Pearson correlation of the relationship is $r = 0.416$ ($p < 0.01$). The results demonstrate a significant relationship between referent power and a front-line employee's perceived ability to effect change, supporting hypothesis two.

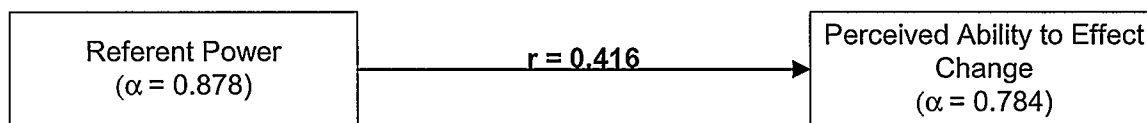


Figure 4: Results of Hypothesis 2

Extrarole Behaviour

The following hypothesis presents the relationship of extrarole behaviour to a front-line employee's perceived ability to effect organizational change.

H₃: A front-line employee's perceived ability to effect organizational change is directly related to a front-line employee's increased demonstration of extrarole behaviour.

The analysis of the data demonstrates that the Pearson correlation of the relationship is $r = 0.482$ ($p < 0.01$). The results demonstrate a significant relationship between extrarole behaviour and a front-line employee's perceived ability to effect organizational change, supporting hypothesis three.

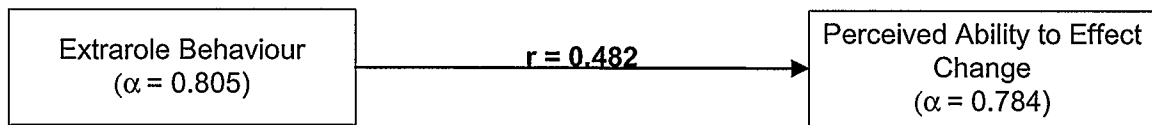


Figure 5: Results of Hypothesis 3

Self-Efficacy

The following hypothesis presents the relationship of self-efficacy to a front-line employee's perceived ability to effect organizational change.

H₄: A front-line employee's perceived ability to effect organizational change is directly related to a front-line employee's level of self-efficacy.

The analysis of the data demonstrates that the Pearson correlation of the relationship is $r = 0.141$ ($p = 0.162$). The results do not support hypothesis four.

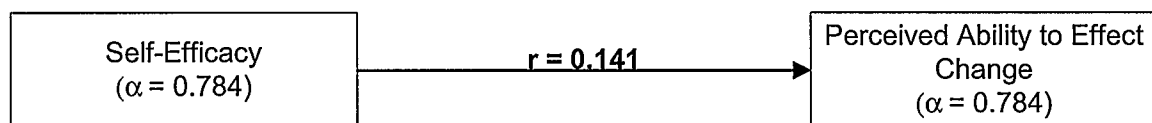


Figure 6: Results of Hypothesis 4

Linear Regression

Linear regression testing demonstrates the level of variance that each construct has on front-line employees perceived ability to effect change. This initial regression test did not include expert power and self-efficacy since both variables were not significantly related to the dependent variable.

The ANOVA test included two steps. The first step included felt responsibility as the only independent variable. The second step added referent power to felt responsibility

to determine their effects on the dependent variable. Appendix E, Tables 4 through 9 contain a detailed report of the ANOVA test.

The results for the first step of the regression testing found a significant prediction of felt responsibility on a perceived ability to effect organizational change. The analysis found that $F(98) = 29.611$ for $p < 0.01$. The second step regression test added referent power to the model. The results of the two-step regression testing found a significant prediction of felt responsibility and referent power on a perceived ability to effect organizational change. The analysis found that $F(2,97) = 20.718$ for $p < 0.01$. Again, the regression testing did not include the independent variables of expert power and self-efficacy since not significant relationship existed in the correlation analysis.

The results demonstrate that both felt responsibility and referent power are significant predictors of the dependent variable. The adjusted R-squared score for felt responsibility was $R^2 = 0.224$, providing evidence that felt responsibility predicts only a small portion of the variance in the independent variable. When the regression analysis included referent power, the adjusted R-squared score increased to $R^2 = 0.285$. Results demonstrate that the two independent variables predict less than a third of the variance in the dependent variable.

T-Tests

The researcher tested two demographic variables, gender and tenure with the participating organization. The results show that neither gender nor tenure had any

significant relationship to any of the constructs. Appendix E, Tables 11 through 13 present the results of the testing.

Interviews

This subsection presents the results of the interview research. The first section presents a detailed report of two of the interviews. Each narrative describes the type of change, presents the rationale for the change, describes the tactics employed to implement the change, and offers insight regarding the success of the initiative. To ensure confidentiality, the names of the interview participants have been changed. The second section discusses general themes found in the interview research. Results demonstrate that front-line employees use three power bases to effect change.

Interview #1

Doug recognized the need to streamline one component of the sales pursuit process. In developing solutions for potential clients, a large amount of information is shared among multiple groups within his organization. Often, this information is stored in many different areas in the organization. Doug felt the change necessary to consolidate and centralize the development of a standard bill of materials for new business pursuits. Doug recognized the need for change to streamline process and centralize critical information.

Doug accepted that the change was required to make his own job easier. The initiative required that Doug possess specific skills, knowledge and expertise about his particular role in the organization. Additionally, the change required that he be familiar

with how other individuals involved in the pursuit process would collect and use the bill of materials.

Through the process of initiating the change, Doug received support from his immediate leader. This support allowed Doug to devote the time and effort required to make the change happen. Doug also gained support for the initiative from peers and other individuals involved in the pursuit process. To gain acceptance for the change from his peers, Doug employed an iterative process to ensure that the bill of materials tool and accompanying process met the requirements of his peers and other users of the process.

Doug indicated that the change has been successful. The users of the new bill of materials process have accepted the change as the standard process. The new process is employed as part of a regional standard and leadership in the organization has mandated that the new process be used in all new business pursuits.

Interview #2

Susan is responsible for the regional facilities billing process. The previous process was labour-intensive and time consuming. Susan felt that the process needed to be centralized and automated to become more efficient.

Susan required critical knowledge regarding the billing process to initiate the change. Expertise, critical to her job responsibilities, was an essential part of ensuring the new billing process would meet the same requirements as the previous billing system.

Susan had the support of her immediate supervisor. She sold her boss on the idea that a new, automated billing process would speed up the monthly facilities billing and reduce the number of errors in the invoices. Her leader agreed that the changes would be

beneficial and allowed her the time during normal working hours to develop the new system.

Susan also gained support for the new system from her peers. Other billing administrators recognized the benefits of the change. Requests were made for changes and enhancements to the system based on other regional requirements. Through this communication with peers, Susan gained acceptance for the new system from other regions within the organization.

Susan believes that the change to the new billing system was a success. The time to produce the monthly invoices has been significantly reduced and the number of errors has dropped significantly.

General Themes

This section presents the results of the interview process. Eight employees participated in the interview process. Three categories, administrative, technical, and business, are used to classify the participants by job category. The researcher categorized the participants to determine differences in each category's use of power bases. The research failed to find significant differences between job categories.

The interview results provide evidence of three power bases front-line employees use to effect organizational change. First, data collected suggests that participants felt responsible to effect the change. The results demonstrate that participants wanted to make their own job functions easier. Each respondent indicated that role definitions do not include initiating change. Based on Brief and Motowidlo's (1986) definition of prosocial behaviour, the results provide some support for hypotheses three.

Second, participants reported using relationships with immediate leaders to gain support for a change initiative. Six of eight respondents indicated they used their superior-subordinate relationship to gain support for a proposed change initiative. These results provide partial support for hypotheses two.

Third, participants reported using peer support and various loosely defined networks to gain support in a change initiative. Five of eight subjects indicate that support from peers or an informal network of employees is important in effecting an organizational change. This result does not support any hypotheses tested in this research study. However, the next chapter discusses the implications for future research.

Summary

Statistical testing supports the following two hypotheses:

H₂: A front-line employee's perceived ability to effect organizational change is directly related to a front-line employee's level of referent power.

H₃: A front-line employee's perceived ability to effect organizational change is directly related to a front-line employee's increased demonstration of extrarole behaviour.

The research does not support the other two hypotheses. The results demonstrate that neither expert power nor self-efficacy relates to an individual's perceived ability to effect organizational change.

Chapter 5: Discussion

Introduction

This chapter has three main sections. The first section interprets the results presented in chapter four. The section discusses each hypothesis and presents a rationale for the findings based on an analysis of the current and previous research. Finally, this section discusses the findings in terms of their importance to organizations.

The second section reviews the research's limitations. The section presents the research's generalizability and outlines the critical limitations of this research study.

The third section discusses the implications for future research. It recommends directions for exploring how organizations can increase front-line employees' full participation in organizational change processes.

Interpretation of Results

This section presents a detailed interpretation of the results described in chapter four. The discussion includes rationale for the support for the four hypotheses. In each case the discussion focuses on the reasons why the study found each hypothesis either true or not supported by the data. An analysis of the overall results answers the primary research question. Finally, this section discusses the relevance of the findings to organizations.

The evidence offered in the case studies, demonstrates that front-line employees initiate organizational change activities. The scope of activities limited to the job

responsibilities of the employee. Regardless of intent, front-line employees display innovative behaviour that is in the best interests of the organization. Senior leaders must foster these behaviours. Employees who demonstrate innovative activity are a significant resource that organizations should utilize.

Expert Power

The first hypothesis examined the relationship of expert power to an individual's perceived ability to effect change. The results presented in the previous chapter offer no support for this hypothesis. The following sections offer possible explanations for the failure of the data to support this hypothesis

One major issue with the expert power construct is the measure of internal reliability. Given the low results obtained in the analysis of the construct, it is difficult to determine the effect of expert power on a front-line employee's perceived ability to effect organizational change.

Reviewing the literature on structural contingencies theory, expert power may not be a significant source of power for two reasons. First, the expertise required for front-line employees to perform their job responsibilities may be easily replaceable by the organization. This refers to the substitutability of the expert power. Second, expertise possessed by front-line employees may not be central to the critical operations of the organization. Relating back to the discussion on structural contingencies theory, a power base must have centrality.

Case studies demonstrate that job-specific knowledge is required to effect organizational change. This knowledge is necessary to initiate the scope of change

described in the case studies. Front-line employees possess expertise in the form of intimate knowledge about their own job responsibilities, expertise important to initiating and implementing change.

Referent Power

The second hypothesis examined the relationship of referent power to a front-line employee's perceived ability to effect organizational change. The results presented in the previous chapter support this hypothesis. The following sections offer explanations for this support and present a discussion of the implications of this finding to organizations.

The correlation analysis provides evidence of a significant, but not strong, relationship between referent power and a front-line employee's perceived ability to effect change. The strength of the relationship demonstrates that the supervisor-subordinate relationship significantly predicts a perceived ability to effect organizational change. The results indicate that front-line employees who have a strong relationship with their supervisor are more likely to have an increased perceived ability to effect organizational change. This finding coincides with the argument suggested by other researchers. Scott and Bruce demonstrated that "innovative behaviour is related to the quality of the supervisor-subordinate relationship" (Scott & Bruce, 1994: 580). Given the low value r , this research concludes that a number of other factors impact an employee's perceived ability to effect organizational change.

The previous discussion of the strategic contingencies theory of organizational power argues that front-line employees obtain power by centralizing themselves in their supervisor's networks of influence. The results demonstrate that those employees who

perceive the supervisor-subordinate relationship to be stronger have a higher perceived ability to effect organizational change. This finding supports the research presented by Dunegan, Tierney & Duchon. These authors state, “as the dyadic exchange improves in quality, subordinates are significantly more like to perceive climate conditions which simulate and encourage innovation” (Dunegan, Tierney & Duchon, 1992: 233).

Interview results support this hypothesis. Six of eight participants employed the subordinate-supervisor relationship to gain support for an organizational change initiative. Participants reported gaining support from their immediate leader for a change initiative. Additional support is provided in the case studies. Doug and Susan both gained support from their immediate supervisors. In both cases, the supervisor provided resources to the front-line employee to initiate and implement the change.

Organizations should review their management training plans to ensure that supervisors and managers focus on developing strong relationships with their subordinates. Training must help managers develop stronger relationship-building skills, enabling supervisors to strengthen their one-on-one relationships with subordinates. Managers must promote innovative behaviour through providing resources and support to front-line employees. Through these strengthened relationships, front-line employees will benefit from an increased ability to effect organizational change.

Extrarole Behaviour

The third hypothesis examined the relationship between extrarole behaviour and a front-line employee’s perceived ability to effect organizational change. The results

presented in the previous chapter support this hypothesis. The following sections discuss these findings and present the implications of these findings to organizations.

The correlation results indicate that extrarole behaviour is a significant, but not strong, predictor of a front-line employee's perceived ability to effect organizational change. The results support previous research in this area. This follows the nonsubstitutability characteristic of organizational power defined in structural contingencies theory. Extrarole behaviour is difficult to replace because it falls outside the organization's formal role definitions.

The results from the interviews support this hypothesis. Respondents indicate that a desire existed to effect organizational change. The employees actions focused on initiating change and fall outside the organization's formal role definitions. Research argues "individuals who are effective at taking charge are those who can exercise influence without relying on mere position, a form of leadership that is becoming increasingly important as organizations become less hierarchical and more reliant on horizontal networks" (Morrison & Phelps, 1999: 415).

Organizations can use this knowledge to modify their recruiting and hiring practices. Managers who hire new staff must review their recruiting practices and include interviewing techniques that allow organizations to uncover and hire individuals who are more likely to exhibit high levels of extrarole behaviour. Morrison & Phelps state, "it is commonly accepted in the management literature that organizations need employees who are willing to exceed their formal job requirements" (1994: 1543). This research study supports this view. Organizations must develop the ability to discover and promote

extrarole behaviour if innovative activity and continuous organizational change are underlying goals of an organization.

Self-Efficacy

The fourth hypothesis examines the relationship between self-efficacy and a front-line employee's perceived ability to effect organizational change. The results presented in the previous chapter provide no support for this hypothesis. The following section offers a possible explanation for the failure of the data to support the hypothesis.

One explanation for the failure of the data to support the hypothesis lies in the definition of self-efficacy. Self-efficacy is defined as "the conviction that one can successfully execute the behaviour required to produce the outcomes" (Bandura, 1977: 193). This definition implies that successful action is a necessary condition for self-efficacy. The instrument did not include items that measured implementing organizational change, but measured only the front-line employee's perceived ability to effect change.

The results provide little evidence that self-efficacy was a contributing factor in effecting organizational change. However, the results show a significant relationship between self-efficacy and felt responsibility. This result offers a theoretical argument that a high measure of self-efficacy is a necessary condition to initiate organizational change. Future research should examine the impact of self-efficacy on performing extrarole behaviours.

Limitations of Research

This section presents three limitations of the research study. First, the data gathering included only a single organization. The scope of the data collection limits the generalizability of the results. The results obtained can only be generalized across other information technology service firms of similar size.

Second, the survey research did not collect data about each respondent's job functions. If the study had collected data by job function for each respondent, the results would have been more significant. The study could have uncovered insight on functional differences. More specifically, the expert power construct may have been proven significant for certain job functions.

Third, the study collected no data regarding the organization in the study. Since the sample only included front-line employees, the research provides general results about employee perception. It is difficult to determine from the results of the data analysis what constraints the organizational structures and systems may have on front-line employees' reports.

Implications for Future Research

The limitations and findings of this research study suggest five implications for future research. This section presents these implications.

First, a follow-up study must collect data from multiple organizations. Research that includes a broad, cross-industry sample of organizations would increase the generalizability and significance results to most organizations.

Second, future research would benefit by including all organizational levels in the data collection process. Including data on organizational structure and processes would provide insight on the constraints that employees face in initiating change. Stronger arguments offered through understanding how front-line employees actually implement organizational change. Research that provides evidence of relationships between front-line employee power and successful implementation of organizational change would enhance its relevance to organizations.

Previously, one limitation referred to the importance of collecting data about front-line employee's job responsibilities. Research may uncover significant differences between employees with different role definitions. Research that provides results by job function would assist organizations improve the delivery of job-specific training and employee development. Additionally, the results may demonstrate that certain job functions would be more disposed to effecting organizational change.

Fourth, future research should examine more comprehensively the power bases available to front-line employees. This research focused on a small subset of the potential power bases available to front-line employees. The results indicate that both extrarole behaviour and referent power together are significantly related to a front-line employee's perceived ability to effect organizational change. These power bases account for only a small portion of the variance in the dependent variable. This result indicates potential additional power bases may be factors in front-line employee's perceived ability to effect organizational change.

Finally, the interview results demonstrate employees exercise peer support as a power base in effecting organizational change. Five of eight respondents indicate developing peer support when initiating change.

Previous research suggests “peers may have greater influence in the role-making process than does the supervisor” (Seers, 1989, 132). Future research in this area should include measures of peer relationships as a base of power. This research study found partial support indicating that front-line employees use peer support to enhance the success of a change initiative. Research in this area supports this notion. Team-Member Exchange (TMX) theory argues, “the quality of the team-member exchange relationship indicates the effectiveness of the member’s working relationship to the peer group” (Seers, 1989: 119). This research study suggests that future research should measure TMX as a base of organizational power.

Conclusion

This research study demonstrates that extrarole behaviour and referent power are significant bases of power available to front-line employees. Managers and executives in organizations must acknowledge power exists in organizations outside the formal structure. Organizations that can harness this resource will have a distinct advantage over its competitors.

Appendix A: Letter of Introduction

Dear Colleague:

I am a graduate student at the University of Calgary conducting research on how individuals in organizations influence organizational change. You have been randomly selected to participate in this study. Potential study participants were selected at random from all employees in Canada who do not have any direct reports. Thus, I would like to ask you to participate in this study on organization change by completing that attached survey which should take approximately 20 minutes to complete.

By way of personal introduction, I have been a student at the Haskayne School of Business at the University of Calgary for 5 years pursuing a graduate degree in Business. During this same time, I have been employed with [redacted] since being involved in the transition from [redacted]. I have held a variety of positions within [redacted] and previously with [redacted]. My current role is that of Solution Architect based at the Calgary SDC. In order to underline the fact that this is my personal work and not work being done within the parameters of my role as a Solution Architect, I ask that you, in no way, identify yourself or your position in the attached survey.

The research study in question is looking at the sources of power that front-line employees possess that provide them the ability to affect organizational change. The intent of my research is to determine to what extent sources of power, other than supervisory, impact an individual's ability to affect organizational change. I believe that my findings will provide organizations like [redacted] with a model that will facilitate better inclusion of employees at all levels of the organization in future change initiatives.

The individual results of each individual's survey will be kept strictly confidential. However, the organization, as well as anyone else in the public domain, has access to the final document. Each individual has been randomly selected to participate in this study and the names of those electing to participate will not be shared with anyone nor will anyone but the researcher know the identity of the respondents. In order to promote confidentiality, no identifying marks or questions are contained in the questionnaire.

Thank you in advance for your participation and cooperation in this important study. **Please complete and return the survey no later than Friday, February 7th.** Should you have any question or concerns regarding this study you may contact either of the following individuals:

Patricia Evans
Research Services, University of Calgary
plevans@ucalgary.ca

Dr. Sloane Dugan
Associate Professor, Haskayne School of
Business
University of Calgary
Sloane.dugan@haskayne.ucalgary.ca

Sincerely,

Chris Enstrom
University of Calgary MBA Student

Appendix B: Instrument

Power and Organizational Change – Employee Perceptions of Their Ability to Effect Change

INSTRUCTIONS:

PLEASE READ EACH QUESTION CAREFULLY AND RESPOND BY **CIRCLING** THE RESPONSE THAT MOST CLOSELY REPRESENTS YOUR FEELINGS TOWARDS THE STATEMENT. FOR EACH QUESTION THE FOLLOWING SCALE WILL BE USED:

1 – STRONGLY AGREE, 2 – AGREE, 3 – NEUTRAL, 4 – DISAGREE, 5 – STRONGLY DISAGREE.

AFTER COMPLETING THE SURVEY, PLEASE FOLLOW THE INSTRUCTIONS BELOW TO RETURN THE SURVEY.

1. SEAL THE COMPLETED SURVEY IN AN INTEROFFICE ENVELOPE
2. USE INTEROFFICE MAIL TO RETURN THE SURVEY TO THE RESEARCHER USING THE FOLLOWING ADDRESS:

**CHRIS ENSTROM
240 4TH AVENUE SW, CALGARY, AB
FLOOR 16**

PLEASE COMPLETE AND RETURN THE SURVEY BY FRIDAY, FEBRUARY 7TH.

SHOULD YOU HAVE ANY QUESTIONS OR CONCERNS REGARDING THIS STUDY, PLEASE EMAIL CGYMBA@HOTMAIL.COM AS SOON AS POSSIBLE.

I WOULD LIKE TO THANK YOU FOR PARTICIPATING IN THE STUDY AND STRESS THAT **INDIVIDUAL RESPONSES WILL BE KEPT CONFIDENTIAL AND ANONYMITY IS OF THE UTMOST IMPORTANCE TO THIS RESEARCH.**

COMPLETION AND SUBMISSION OF THIS SURVEY CONSITUTES YOUR CONSENT TO PARTICIPATE. IF YOU DO NOT WISH TO PARTICIPATE, PLEASE DESTROY THE SURVEY AND DO NOT FORWARD TO ANY OTHER INDIVIDUAL.

PLEASE RESPOND TO EACH QUESTION IN TERMS OF YOUR CURRENT WORK ENVIRONMENT.

Item Number	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	When I am confronted with a new task, I am often afraid of not being able to successfully complete it.	1	2	3	4	5

Item Number	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2	I judge my abilities to be high.	1	2	3	4	5
3	If I want to achieve something, I can overcome setbacks without giving up my goal.	1	2	3	4	5
4	When I want to reach a goal, I am usually able to succeed.	1	2	3	4	5
5	In case of becoming unemployed, I am convinced that, because of my abilities, I will soon find a new job.	1	2	3	4	5
6	If I had to change my job, I am sure I would be up to the demands.	1	2	3	4	5
7	I feel a personal sense of responsibility to bring about change at work.	1	2	3	4	5
8	It is up to me to bring about improvement in my workplace.	1	2	3	4	5
9	I feel obligated to try to introduce new procedures where appropriate.	1	2	3	4	5
10	Correcting problems is not really my responsibility.	1	2	3	4	5
11	I feel little obligation to challenge or change the status quo.	1	2	3	4	5
12	I possess unique skills that increase my value to the organization.	1	2	3	4	5
13	My knowledge in a certain area of expertise is greater than that of my peers.	1	2	3	4	5
14	I feel that I possess skills that are easily replaceable by the organization.	1	2	3	4	5
15	The skills that I possess allow me to perform my job functions with greater efficiency than my peers.	1	2	3	4	5

Item Number	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
16	Over the course of my experience in my current role, I have been able to develop expertise that is easily transferable to other individuals.	1	2	3	4	5
17	The skills that I possess allow me to perform my job functions with greater effectiveness than my peers.	1	2	3	4	5
18	My supervisor communicates with me on a regular basis about my job performance.	1	2	3	4	5
19	My supervisor understands my job problems and needs.	1	2	3	4	5
20	I believe that my supervisor recognizes my potential as an employee.	1	2	3	4	5
21	I believe that my immediate supervisor would use his/her formal authority to assist me in solving problems in my own work.	1	2	3	4	5
22	I believe that my immediate supervisor would use his/her formal authority to "bail me out" of a problem at his/her expense.	1	2	3	4	5
23	I have enough confidence in my supervisor that I would defend and justify his/her decision if s/he were not present to do so.	1	2	3	4	5
24	I believe that I have a strong and supportive relationship with my immediate supervisor.	1	2	3	4	5
25	I believe that I can make suggestions to improve the way in which the company (or my workgroup) performs certain functions.	1	2	3	4	5
26	I perceive the climate in my workgroup as open to changing the way in which we perform our job function.	1	2	3	4	5
27	I believe that I possess the ability to effect change within my workgroup or organization.	1	2	3	4	5
28	I feel that if I develop a strong idea for a more effective and/or efficient way to perform certain job functions, I have the	1	2	3	4	5

Item Number	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	ability to effect an organizational change.					
General Information						
29	How long have you worked for ? (Please indicate in number of years and months.)	Years		Months		
30	Gender	Male		Female		
31	Are you a transitioned employee?	Yes		No		
32	Do you currently have any direct reports?	Yes		No		

PLEASE ENSURE THAT ALL QUESTIONS HAVE BEEN ANSWERED. INCOMPLETE SURVEYS CANNOT BE USED IN THE STUDY.

IF YOU WISH TO RECEIVE A COPY OF THE RESULTS OF THE SURVEY, PLEASE SEND AN EMAIL TO CGYMBA@HOTMAIL.COM.

Appendix C: Telephone Protocol

The telephone protocol used in soliciting volunteers for the “Power and Organizational Change – Employee Perceptions of Their Ability to Effect Organizational Change” study will be as follows:

1. The first step in the initial contact phone call with the prospective subject will be to introduce myself and indicate to the subject that I am performing follow-up research on the survey that was previously distributed.

Hello, this is Chris Enstrom calling. I believe that you received a survey approximately a month ago regarding the research study that I am currently undertaking. I am doing some follow-up work and was wondering if I may have a few minutes of your time?

If the subject declines the following response will be provided:

I am sorry to hear that but I understand. Thank you for your time.

Have a good day.

If the subject agrees the following response will be provided:

Thank you. Let me explain a bit further what the purpose of my call is.

2. At this point I will explain to the subject the purpose of the follow-up interviews:

I am hoping to determine the situations in which you felt empowered to effect organizational change. Specifically, what personal conditions made you feel you could effect and/or implement a change? For example, did you think you had a great idea that others also felt strongly about? How did you go about making it happen?

3. I will indicate that the subject was randomly selected from the list of individuals who were originally sent a survey. At this point I will ask the subject if they would like to participate in the follow-up research.

Would you be willing to spend 15 to 30 minutes to participate in this study?

If the subject indicates that he/she did not complete the survey, the following response will be provided:

I am attempting to gain a greater insight in to the conditions where individuals feel empowered to effect change. I am looking for individuals who fit the same characteristics as those individuals contacted to participate in the survey.

If the subject declines the invitation the following response will be provided:

I am sorry to hear that but I understand. Thank you for your time.

Have a good day.

If the subject accepts the invitation to participate the following response will be provided:

Thank you. I am glad you are willing to participate in this study. I should mention that if at any time you choose to stop your participation in this study or if you choose to have your data removed from the study you are free to do so. I must also stress that our conversation will be confidential and in no way will your responses be able to be linked to yourself.

Are there any questions you have at this point?

4. At this point I will ask the subject when is a good time to schedule the meeting.

I would like to confirm our meeting arrangements via email and at this time I will send you a copy of the questions that I would like to cover during our conversation.

Thank you again for agreeing to participate in this study and for your time during this call.

Have a good day.

5. At this point I will send the email confirmation along with the free form questions that I will be covering during the interview.
6. At the time of the interview, I will call the subject and introduce myself again. I will at this time restate the fact that the subject can withdraw from the study at any point.

Hello, this is Chris Enstrom. I am calling regarding our scheduled meeting. Before we begin I would like to restate that should you wish to stop your participation in this study or if you choose to have your data removed from the study you are free to do so at any time. Again, I must also stress that our

conversation will be confidential and in no way will your responses be able to be linked to yourself.

May we begin?

7. At this point I will begin the interview process using the free form interview questionnaire that I provided to the subject previously.

Appendix D: Free Form Interview Questionnaire

Would you describe your job function as technical, administrative or business (e.g. sales, business development)
Describe a situation where you felt empowered to effect and/or implement an organizational change. It does not matter how large or small.
What personal factors made you feel empowered?
What aspects of the organization contributed to your feeling of empowerment? (e.g. support from your supervisor, access to critical resources)
Explain whether or not you felt the change was successful. Why?
Describe a situation where you felt unable to effect change.
What personal factors made you feel this way?
What aspects of the organization contributed to your feeling of disempowerment? (e.g. no support from your supervisor, no access to critical resources)
Explain whether or not you felt a change was necessary.
What are your experiences with peers or other individuals you've known that have effected change? Why do you think they were successful/unsuccessful?
What aspects of the organization do you feel promote employee innovation and change? What aspects hinder these activities?

Appendix E: Results from Statistical Analysis

Correlations

Correlations						
		SE	FR	EXPERT	LMX	CHANGE
SE	Pearson Correlation	1.000	.288	.364	.150	.141
	Sig. (2-tailed)	.	.004	.000	.137	.162
	N	100	100	100	100	100
FR	Pearson Correlation	.288	1.000	.289	.361	.482
	Sig. (2-tailed)	.004	.	.004	.000	.000
	N	100	100	100	100	100
EXPERT	Pearson Correlation	.364	.289	1.000	.245	.137
	Sig. (2-tailed)	.000	.004	.	.014	.175
	N	100	100	100	100	100
LMX	Pearson Correlation	.150	.361	.245	1.000	.416
	Sig. (2-tailed)	.137	.000	.014	.	.000
	N	100	100	100	100	100
CHANGE	Pearson Correlation	.141	.482	.137	.416	1.000
	Sig. (2-tailed)	.162	.000	.175	.000	.
	N	100	100	100	100	100

Table 1: Table of Correlations

Linear Regression Testing

Model	Variables Entered	Variables Removed	Method
1	FR		Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
2	LMX		Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

a. Dependent Variable: CHANGE

Table 2: Regression Model Input

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.482 ^a	.232	.224	2.429
2	.547 ^b	.299	.285	2.332

a. Predictors: (Constant), FR
b. Predictors: (Constant), FR, LMX

Table 3: Regression Model Summary

ANOVA ^c						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	174.727	1	174.727	29.611	.000 ^a
	Residual	578.273	98	5.901		
	Total	753.000	99			
2	Regression	225.385	2	112.692	20.718	.000 ^b
	Residual	527.615	97	5.439		
	Total	753.000	99			

a. Predictors: (Constant), FR
b. Predictors: (Constant), FR, LMX
c. Dependent Variable: CHANGE

Table 4: ANOVA Model - Variance

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.122	.876		5.850	.000
	FR	.407	.075	.482	5.442	.000
2	(Constant)	3.419	1.009		3.387	.001
	FR	.322	.077	.381	4.186	.000
	LMX	.147	.048	.278	3.052	.003

a. Dependent Variable: CHANGE

Table 5: ANOVA Coefficients

Excluded Variables ^c						
Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	SE	.002 ^a	.024	.981	.002	.917
	EXPERT	-.003 ^a	-.030	.976	-.003	.917
	LMX	.278 ^a	3.052	.003	.296	.870
2	SE	-.012 ^b	-.131	.896	-.013	.914
	EXPERT	-.047 ^b	-.517	.606	-.053	.894

a. Predictors in the Model: (Constant), FR
b. Predictors in the Model: (Constant), FR, LMX
c. Dependent Variable: CHANGE

Table 6: ANOVA Model - Excluded Variables

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.549 ^a	.301	.272	2.353

a. Predictors: (Constant), LMX, SE, EXPERT, FR

Table 7: ANOVA Model Output - All Variables Included

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	226.856	4	56.714	10.240	.000 ^a
	Residual	526.144	95	5.538		
	Total	753.000	99			

a. Predictors: (Constant), LMX, SE, EXPERT, FR
b. Dependent Variable: CHANGE

Table 8: ANOVA Model - Variance

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.974	1.543		2.575	.012
	SE	2.215E-03	.084	.002	.026	.979
	FR	.331	.081	.392	4.074	.000
	EXPERT	-5.04E-02	.101	-.047	-.499	.619
	LMX	.151	.049	.286	3.068	.003

a. Dependent Variable: CHANGE

Table 9: ANOVA Model - Coefficients

Reliability

Construct	Reliability Results
Self-Efficacy	N of Cases = 100 N of Items = 6 Alpha = 0.7842
Felt Responsibility	N of Cases = 100.0 N of Items = 5 Alpha = 0.8049
Expert Power	N of Cases = 100.0 N of Items = 6 Alpha = 0.4062
Referent Power	N of Cases = 100.0 N of Items = 7 Alpha = 0.8778
Ability to Effect Change	N of Cases = 100.0 N of Items = 4 Alpha = 0.7843

Table 10: Reliability Analysis

T-Test

Group Statistics					
	Q30 Gender	N	Mean	Std. Deviation	Std. Error Mean
SE	1 Male	54	12.20	3.333	.454
	2 Female	46	11.85	2.820	.416
FR	1 Male	54	11.28	3.171	.431
	2 Female	46	11.24	3.414	.503
EXPERT	1 Male	54	14.93	2.641	.359
	2 Female	46	14.93	2.577	.380
LMX	1 Male	54	18.57	5.807	.790
	2 Female	46	17.61	4.475	.660
CHANGE	1 Male	54	9.46	2.752	.375
	2 Female	46	9.98	2.769	.408

Table 11: Gender Differences in Responses

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SE	Equal variances assumed	2.050	.155	.571	98	.570	.36	.624	-.882	1.593
	Equal variances not assumed			.578	97.998	.564	.36	.615	-.865	1.577
FR	Equal variances assumed	.036	.850	.059	98	.953	.04	.659	-1.269	1.346
	Equal variances not assumed			.058	92.863	.954	.04	.663	-1.278	1.355
EXPERT	Equal variances assumed	.035	.853	-.017	98	.987	-.01	.524	-1.049	1.031
	Equal variances not assumed			-.017	96.180	.987	-.01	.523	-1.047	1.029
LMX	Equal variances assumed	4.578	.035	.919	98	.361	.97	1.051	-1.120	3.051
	Equal variances not assumed			.938	97.082	.351	.97	1.029	-1.078	3.008
CHANGE	Equal variances assumed	.056	.813	-.931	98	.354	-.52	.554	-1.614	.584
	Equal variances not assumed			-.930	95.304	.355	-.52	.554	-1.615	.584

Table 12: Independent Samples Test - Gender

Correlations		
		Q29 How long have you worked for EDS?
SE	Pearson Correlation	.260
	Sig. (2-tailed)	.009
	N	99
FR	Pearson Correlation	-.087
	Sig. (2-tailed)	.393
	N	99
EXPERT	Pearson Correlation	.112
	Sig. (2-tailed)	.269
	N	99
LMX	Pearson Correlation	-.018
	Sig. (2-tailed)	.859
	N	99
CHANGE	Pearson Correlation	-.027
	Sig. (2-tailed)	.792
	N	99

Table 13: Relationship Between Tenure and Responses

Appendix F: Frequency of Responses by Question

Q1 When I am confronted with a new task, I am often afraid of not being able to successfully complete it.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Disagree	29	25.9	25.9	25.9
	2 Disagree	64	57.1	57.1	83.0
	3 Neutral	12	10.7	10.7	93.8
	4 Agree	6	5.4	5.4	99.1
	5 Strongly Agree	1	.9	.9	100.0
	Total	112	100.0	100.0	

Table 14: Frequency of Responses - Question 1

Q2 I judge my abilities to be high.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	24	21.4	21.4	21.4
	2 Agree	66	58.9	58.9	80.4
	3 Neutral	15	13.4	13.4	93.8
	4 Disagree	5	4.5	4.5	98.2
	5 Strongly Disagree	2	1.8	1.8	100.0
	Total	112	100.0	100.0	

Table 15: Frequency of Responses - Question 2

Q3 If I want to achieve something, I can overcome setbacks without giving up my goal.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	22	19.6	19.6	19.6
	2 Agree	75	67.0	67.0	86.6
	3 Neutral	15	13.4	13.4	100.0
	Total	112	100.0	100.0	

Table 16: Frequency of Responses - Question 3

Q4 When I want to reach a goal, I am usually able to succeed.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	28	25.0	25.0	25.0
	2 Agree	73	65.2	65.2	90.2
	3 Neutral	10	8.9	8.9	99.1
	4 Disagree	1	.9	.9	100.0
	Total	112	100.0	100.0	

Table 17: Frequency of Responses - Question 4

Q5 In case of becoming unemployed, I am convinced that, because of my abilities I will soon find a new job.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	26	23.2	23.2	23.2
	2 Agree	52	46.4	46.4	69.6
	3 Neutral	22	19.6	19.6	89.3
	4 Disagree	12	10.7	10.7	100.0
	Total	112	100.0	100.0	

Table 18: Frequency of Responses - Question 5

Q6 If I had to change my job, I am sure I would be up to the demands.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	30	26.8	26.8	26.8
	2 Agree	67	59.8	59.8	86.6
	3 Neutral	13	11.6	11.6	98.2
	4 Disagree	1	.9	.9	99.1
	5 Strongly Disagree	1	.9	.9	100.0
	Total	112	100.0	100.0	

Table 19: Frequency of Responses - Question 6

Q7 I feel a personal sense of responsibility to bring about change at work.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	14	12.5	12.5	12.5
	2 Agree	52	46.4	46.4	58.9
	3 Neutral	34	30.4	30.4	89.3
	4 Disagree	11	9.8	9.8	99.1
	5 Strongly Disagree	1	.9	.9	100.0
	Total	112	100.0	100.0	

Table 20: Frequency of Responses - Question 7

Q8 It is up to me to bring about improvement in my workplace.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	13	11.6	11.6	11.6
	2 Agree	51	45.5	45.5	57.1
	3 Neutral	29	25.9	25.9	83.0
	4 Disagree	18	16.1	16.1	99.1
	5 Strongly Disagree	1	.9	.9	100.0
	Total	112	100.0	100.0	

Table 21: Frequency of Responses - Question 8

Q9 I feel obligated to try to introduce new procedures where appropriate.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	17	15.2	15.2	15.2
	2 Agree	67	59.8	59.8	75.0
	3 Neutral	17	15.2	15.2	90.2
	4 Disagree	10	8.9	8.9	99.1
	5 Strongly Disagree	1	.9	.9	100.0
	Total	112	100.0	100.0	

Table 22: Frequency of Responses - Question 9

Q10 Correcting problems is not really my responsibility.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Disagree	39	34.8	34.8	34.8
	2 Disagree	56	50.0	50.0	84.8
	3 Neutral	11	9.8	9.8	94.6
	4 Agree	6	5.4	5.4	100.0
	Total	112	100.0	100.0	

Table 23: Frequency of Responses - Question 10

Q11 I feel little obligation to challenge or change the status quo.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Disagree	19	17.0	17.0	17.0
	2 Disagree	54	48.2	48.2	65.2
	3 Neutral	18	16.1	16.1	81.3
	4 Agree	20	17.9	17.9	99.1
	5 Strongly Agree	1	.9	.9	100.0
	Total	112	100.0	100.0	

Table 24: Frequency of Responses - Question 11

Q12 I possess unique skills that increase my value to the organization.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	17	15.2	15.2	15.2
	2 Agree	67	59.8	59.8	75.0
	3 Neutral	21	18.8	18.8	93.8
	4 Disagree	6	5.4	5.4	99.1
	5 Strongly Disagree	1	.9	.9	100.0
	Total	112	100.0	100.0	

Table 25: Frequency of Responses - Question 12

Q13 My knowledge in a certain area of expertise is greater than that of my peers.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	28	25.0	25.0	25.0
	2 Agree	57	50.9	50.9	75.9
	3 Neutral	22	19.6	19.6	95.5
	4 Disagree	4	3.6	3.6	99.1
	5 Strongly Disagree	1	.9	.9	100.0
	Total	112	100.0	100.0	

Table 26: Frequency of Responses - Question 13

Q14 I feel that I possess skills that are easily replaceable by the organization.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	5	4.5	4.5	4.5
	2 Agree	24	21.4	21.4	25.9
	3 Neutral	32	28.6	28.6	54.5
	4 Disagree	45	40.2	40.2	94.6
	5 Strongly Disagree	6	5.4	5.4	100.0
	Total	112	100.0	100.0	

Table 27: Frequency of Responses - Question 14

Q15 The skills that I possess allow me to perform my job functions with greater efficiency than my peers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	12	10.7	10.8	10.8
	2 Agree	56	50.0	50.5	61.3
	3 Neutral	32	28.6	28.8	90.1
	4 Disagree	10	8.9	9.0	99.1
	5 Strongly Disagree	1	.9	.9	100.0
	Total	111	99.1	100.0	
Missing	System	1	.9		
Total		112	100.0		

Table 28: Frequency of Responses - Question 15

Q16 Over the course of my experience, I have been able to develop expertise that is easily transferable to other individuals.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	4	3.6	3.6	3.6
	2 Agree	56	50.0	50.5	54.1
	3 Neutral	26	23.2	23.4	77.5
	4 Disagree	24	21.4	21.6	99.1
	5 Strongly Disagree	1	.9	.9	100.0
	Total	111	99.1	100.0	
Missing	System	1	.9		
Total		112	100.0		

Table 29: Frequency of Responses - Question 16

Q17 The skills that I possess allow me to perform my job functions with greater effectiveness than my peers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	10	8.9	9.0	9.0
	2 Agree	59	52.7	53.2	62.2
	3 Neutral	30	26.8	27.0	89.2
	4 Disagree	11	9.8	9.9	99.1
	5 Strongly Disagree	1	.9	.9	100.0
	Total	111	99.1	100.0	
Missing	System	1	.9		
Total		112	100.0		

Table 30: Frequency of Responses - Question 17

Q18 My supervisor communicates with me on a regular basis about my job performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	6	5.4	5.4	5.4
	2 Agree	40	35.7	36.0	41.4
	3 Neutral	21	18.8	18.9	60.4
	4 Disagree	31	27.7	27.9	88.3
	5 Strongly Disagree	13	11.6	11.7	100.0
	Total	111	99.1	100.0	
Missing	System	1	.9		
Total		112	100.0		

Table 31: Frequency of Responses - Question 18

Q19 My supervisor understands my job problems and needs.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	7	6.3	6.3	6.3
	2 Agree	51	45.5	45.9	52.3
	3 Neutral	28	25.0	25.2	77.5
	4 Disagree	15	13.4	13.5	91.0
	5 Strongly Disagree	10	8.9	9.0	100.0
	Total	111	99.1	100.0	
Missing	System	1	.9		
	Total	112	100.0		

Table 32: Frequency of Responses - Question 19

Q20 I believe that my supervisor recognizes my potential as an employee.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	17	15.2	15.3	15.3
	2 Agree	57	50.9	51.4	66.7
	3 Neutral	18	16.1	16.2	82.9
	4 Disagree	13	11.6	11.7	94.6
	5 Strongly Disagree	6	5.4	5.4	100.0
	Total	111	99.1	100.0	
Missing	System	1	.9		
	Total	112	100.0		

Table 33: Frequency of Responses - Question 20

Q21 I believe that my immediate supervisor would use his/her formal authority to assist me in solving problems in my own work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	16	14.3	14.4	14.4
	2 Agree	74	66.1	66.7	81.1
	3 Neutral	11	9.8	9.9	91.0
	4 Disagree	8	7.1	7.2	98.2
	5 Strongly Disagree	2	1.8	1.8	100.0
	Total	111	99.1	100.0	
Missing	System	1	.9		
Total		112	100.0		

Table 34: Frequency of Responses - Question 21

Q22 I believe that my immediate supervisor would use his/her formal authority to "bail me out" of a problem at his/her expense.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	3	2.7	2.7	2.7
	2 Agree	37	33.0	33.3	36.0
	3 Neutral	34	30.4	30.6	66.7
	4 Disagree	31	27.7	27.9	94.6
	5 Strongly Disagree	6	5.4	5.4	100.0
	Total	111	99.1	100.0	
Missing	System	1	.9		
Total		112	100.0		

Table 35: Frequency of Responses - Question 22

Q23 I have enough confidence in my supervisor that I would defend and justify his/her decision if s/he were not present to do so.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	11	9.8	9.9	9.9
	2 Agree	60	53.6	54.1	64.0
	3 Neutral	29	25.9	26.1	90.1
	4 Disagree	8	7.1	7.2	97.3
	5 Strongly Disagree	3	2.7	2.7	100.0
	Total	111	99.1	100.0	
Missing	System	1	.9		
Total		112	100.0		

Table 36: Frequency of Responses - Question 23

Q24 I believe that I have a strong and supportive relationship with my immediate supervisor.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	19	17.0	17.1	17.1
	2 Agree	53	47.3	47.7	64.9
	3 Neutral	27	24.1	24.3	89.2
	4 Disagree	10	8.9	9.0	98.2
	5 Strongly Disagree	2	1.8	1.8	100.0
	Total	111	99.1	100.0	
Missing	System	1	.9		
Total		112	100.0		

Table 37: Frequency of Responses - Question 24

Q25 I believe that I can make suggestions to improve the way in which the company (or my workgroup) performs certain functions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	22	19.6	19.8	19.8
	2 Agree	61	54.5	55.0	74.8
	3 Neutral	21	18.8	18.9	93.7
	4 Disagree	6	5.4	5.4	99.1
	5 Strongly Disagree	1	.9	.9	100.0
	Total	111	99.1	100.0	
Missing	System	1	.9		
Total		112	100.0		

Table 38: Frequency of Responses - Question 25

Q26 I perceive the climate in my workgroup as open to changing the way in which we perform our job function.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	7	6.3	6.3	6.3
	2 Agree	62	55.4	55.9	62.2
	3 Neutral	23	20.5	20.7	82.9
	4 Disagree	16	14.3	14.4	97.3
	5 Strongly Disagree	3	2.7	2.7	100.0
	Total	111	99.1	100.0	
Missing	System	1	.9		
Total		112	100.0		

Table 39: Frequency of Responses - Question 26

Q27 I believe that I possess the ability to affect change within my workgroup or organization.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	9	8.0	8.2	8.2
	2 Agree	59	52.7	53.6	61.8
	3 Neutral	24	21.4	21.8	83.6
	4 Disagree	17	15.2	15.5	99.1
	5 Strongly Disagree	1	.9	.9	100.0
	Total	110	98.2	100.0	
Missing	System	2	1.8		
Total		112	100.0		

Table 40: Frequency of Responses - Question 27

Q28 I feel that if I develop a strong idea for a more effective and/or efficient way to perform certain job functions, I have the ability to affect an organizational change.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	12	10.7	10.9	10.9
	2 Agree	38	33.9	34.5	45.5
	3 Neutral	39	34.8	35.5	80.9
	4 Disagree	19	17.0	17.3	98.2
	5 Strongly Disagree	2	1.8	1.8	100.0
	Total	110	98.2	100.0	
Missing	System	2	1.8		
Total		112	100.0		

Table 41: Frequency of Responses - Question 28

Q30 Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Male	61	54.5	55.5	55.5
	2 Female	49	43.8	44.5	100.0
	Total	110	98.2	100.0	
Missing	System	2	1.8		
Total		112	100.0		

Table 42: Frequency of Responses - Question 30

Q31 Are you a transitioned employee?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	56	50.0	50.9	50.9
	2 No	54	48.2	49.1	100.0
	Total	110	98.2	100.0	
Missing	System	2	1.8		
Total		112	100.0		

Table 43: Frequency of Responses - Question 31

Q32 Do you currently have any direct reports?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	10	8.9	9.1	9.1
	2 No	100	89.3	90.9	100.0
	Total	110	98.2	100.0	
Missing	System	2	1.8		
Total		112	100.0		

Table 44: Frequency of Responses - Question 32

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