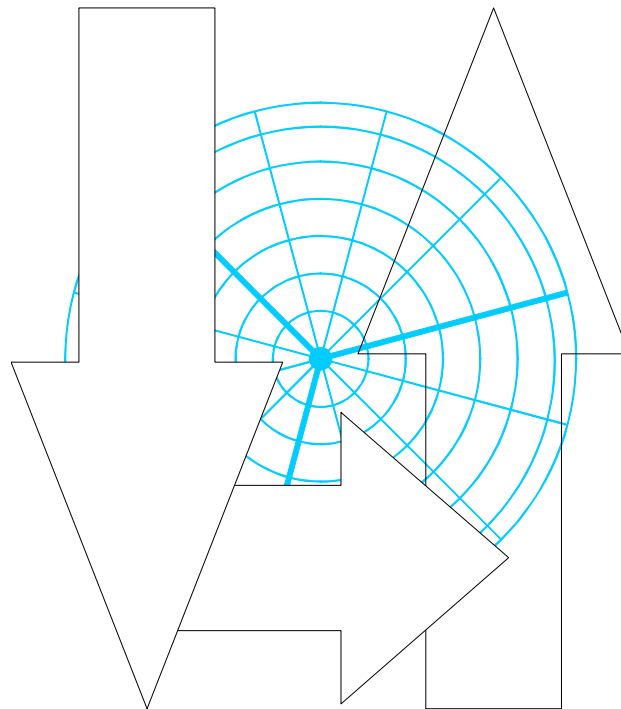


# Readership Institute - Impact Study

*July 2000*

Culture Report: A Profile of the Impact  
Newspapers and Their Departments



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center for applied research, inc.

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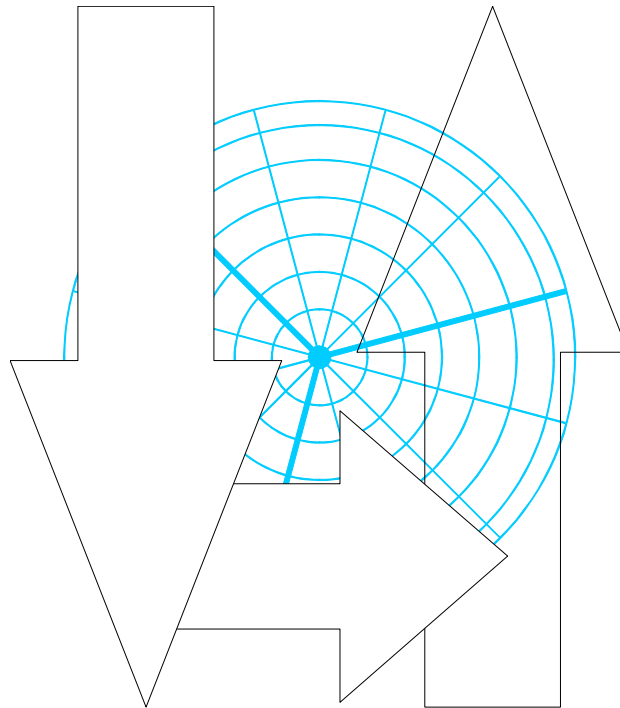
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# Readership Institute - Impact Study

*July 2000*

## ***Section 1***

### *Introduction*



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# Introduction to the Culture Report

The cultural analysis that your newspaper has participated in is descriptive rather than judgmental or prescriptive. Each organization has to decide whether the current operating culture aligns with where it wants to be and if it provides what the company needs to accomplish its goals.

Culture surveys like this one are fruitful because they enable an organization to:

- ◆ describe its culture in terms of the behaviors that are *currently* expected of employees, the behaviors that *ideally* should be expected, and which of those gaps need to be addressed;
- ◆ discern the impact of organizational culture on individual members, groups or teams, and the organization;
- ◆ identify the elements that can be used to change the culture, if that is desired;
- ◆ determine whether differing performance among departments results from subcultures within the organization; and
- ◆ identify factors that promote subcultures within an organization.

It has been proven in studies across a broad swath of organizations that strength of culture is not enough to ensure continued success. Further, cultures that serve organizations well at one stage of their life may be counter-productive in a later stage.

Sometimes, those responsible for the successes of their newspapers misattribute their accomplishments to the newspaper's culture that evolved – and may have been useful – in another era. Yet, it is equally likely that the paper's success was *in spite of* the culture. It was due to other powerful factors such as market conditions, timing, location, and availability of resources or technological expertise

There is a strong body of research that shows organizations that sustain excellent performance in changing environments are those that have behaviors and values that support adaptiveness.

When all factors are considered, in today's environment and going forward, what this report terms "constructive cultures" are the most desirable because they allow for greater adaptability, and given the fundamental need for change, being able to be constructive and adapt is a paramount organizational asset.

## ***The Organizational Culture Inventory***

The Organizational Culture Inventory (OCI) measures “what is expected” of members of an organization, their shared values and beliefs – or, more technically, the *behavioral norms and expectations*.

The inventory presents a list of statements that describe some of the behaviors and “personal styles” that might be expected or implicitly required of employees. Some of the cultural norms measured by the OCI support constructive interpersonal relationships, effective problem solving, and personal growth; others can lead to unnecessary conflict, dissatisfaction, and symptoms of strain on the part of employees.

More specifically, the OCI measures 12 different cultural norms that are organized into three general types of cultures:

- ◆ **Constructive cultures:** The behaviors in this group help people meet satisfaction needs – the kind of satisfaction derived, for instance, from reaching one’s potential. People balance expectations for thinking independently and taking initiative with expectations to work consensually and share power. They regularly voice unique perspectives and concerns while working toward agreement.
- ◆ **Passive/Defensive cultures:** The behaviors in this group play to a need for security and low risk. People do what it takes to please others and avoid interpersonal conflict. Rules, procedures and orders are followed without question. In this highly directed environment, jobs are narrowly defined and supervision is intense. Managers rarely catch employees doing things right but never miss when they do things wrong.
- ◆ **Aggressive/Defensive cultures:** The need for security is also a strong driver of behavior in this type of culture. But whereas the dynamic in a passive-aggressive culture is more person-oriented (for instance, avoiding interpersonal conflict) the focus here is more task-oriented. People approach tasks forcefully, not to further the overall goals of the organization as much as to protect their status, security and “turf.”

The types of culture measured by the OCI have a direct bearing on the activities of employees and the functioning of the company – and are related to staff satisfaction, motivation, teamwork, the quality of products/services, and other criteria of organizational effectiveness (for example, sales performance). Cultural norms result from, and are reinforced by, managerial philosophies and styles, organizational structural variables, reward systems, and other factors that can be changed – at least to some extent – by those in leadership positions.

## ***The Organizational Effectiveness Inventory***

The Organizational Effectiveness Inventory (OEI) measures the *impact* of culture on employees, groups and teams, and the organization as a whole, as well as the *factors and conditions that are driving or shaping* that culture. The scales and items included in the standard version of the survey are organized into sections that focus on the respondent's organization, department, supervisor/manager, and job.

The OEI assesses the impact of culture on four general areas of concern to most organizations:

- ◆ Quality of Service
- ◆ Coordination and Adaptability
- ◆ Employee Outcomes - Positive Indices
- ◆ Employee Outcomes - Negative Indices

Factors and conditions measured by the OEI that can be instrumental in shaping (as well as changing) an organization's culture include:

- ◆ Philosophy and Values
- ◆ Quality of Communication
- ◆ Human Resource Management
- ◆ Appraisal and Reinforcement
- ◆ Distribution of Influence
- ◆ Supervisory/Managerial Leadership
- ◆ Supervisory/Managerial Sources of Power
- ◆ Job Design
- ◆ Goals

Research conducted over the past decade has established the importance of these factors to organizational culture. As a result of this research, historical averages based on more than 700 organizational units are available and are included in the Feedback Report. In turn, organizations have used the information provided by the OEI to identify levers for cultural change, to uncover those factors interfering with change efforts, to provide a basis for organization development planning, and to educate managers about the importance of culture.

## ***The Theoretical Model***

The diagram presented on the next page describes how the factors measured by the OEI are related to the norms and expectations measured by the OCI. Keep in mind that there are *many* factors that potentially lead to and result from cultural norms. Some of those factors are included in the model; others have yet to be studied.

# Theoretical Model

Levers for Change

Actual vs. Ideal Culture

Behaviors and Outcomes

**Philosophy and Values**

(Organizational Mission, employee involvement, customer service orientation)

**Quality of Communication**

(Upward, downward, communication for learning)

**Human Resource Management**

(Selection/placement, training and development, respect for members, empowerment)

**Appraisal and Reinforcement**

(Performance appraisal, use of rewards and punishment)

**Distribution of Influence**

**Supervisory/Managerial Leadership**

(Interaction facilitation, task facilitation, goal emphasis, consideration)

**Supervisory/Managerial Sources of Power**

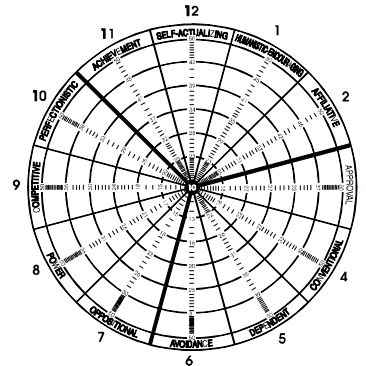
(Personal bases of power, organizational bases of power)

**Job Design**

(Autonomy, variety, feedback, identity, significance, interdependence)

**Individual Goals**

(Clarity, challenge, participation, acceptance)



**Coordination and Adaptability**

(Intra-unit teamwork and cooperation, inter-unit coordination, external adaptability)

**Quality of Service**

(Organizational level quality, departmental quality)

**Employee Outcomes (Negative)**

(Role conflict, job insecurity, stress)

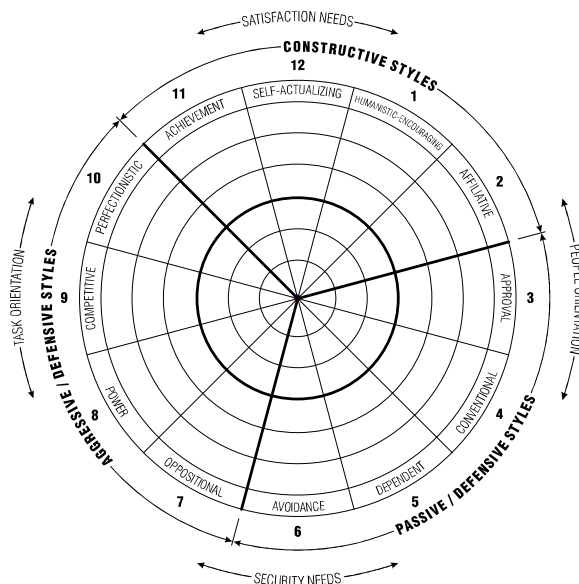
**Employee Outcomes (Positive)**

(Role clarity, motivation, satisfaction, intention to stay)

## Organizational Culture of the Impact Newspapers

The Organizational Culture Inventory (OCI) was completed by nearly 5,500 employees at 90 of the 100 Impact Newspapers. Impact Newspaper employees responded to the OCI either about which behaviors and “personal styles” *are expected* (that is, the current culture) or about which behaviors and personal styles *should be expected* (that is, the ideal culture).

The OCI measures 12 different cultural norms. Individual scores for these cultural norms are aggregated to show the culture of the Impact Newspapers as a group and are plotted onto a circular diagram known as a *circumplex* (shown below). Cultural norms that are located next to one another on the OCI circumplex (for example, Achievement and Self-Actualizing) are more closely related than cultural norms that are located further apart (for example, Achievement and Conventional).



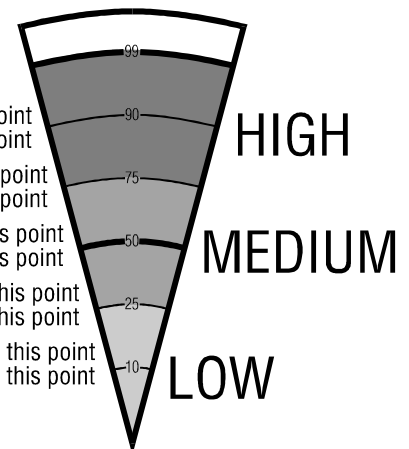
90% score below this point  
10% score above this point

75% score below this point  
25% score above this point

50% score below this point  
50% score above this point

25% score below this point  
75% score above this point

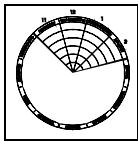
10% score below this point  
90% score above this point



The OCI circumplex helps you to visualize the scores along the 12 cultural norms in percentile scores (similar to when you take a test and you evaluate your performance, in part, by comparing how you ranked relative to everyone else who took the test). The bold center ring represents the 50<sup>th</sup> percentile. Scores falling below the 50<sup>th</sup> percentile are low relative to other organizations. Scores that fall above the 50<sup>th</sup> percentile are high relative to other organizations.

## ***The Cultural Norms Measured by the OCI***

The cultural norms are organized on the OCI circumplex so that those toward the top reflect behaviors that are directed toward needs for growth and satisfaction, while those located toward the bottom reflect behaviors that focus security. Cultural norms located on the right side of the circumplex reflect expectations regarding interactions with people, while cultural norms located on the left side of the circumplex reflect expectations regarding task-related behavior. The distinctions between satisfaction and security and between people and task define the three clusters of cultural norms measured by the OCI – Constructive, Passive/Defensive, and Aggressive/Defensive.



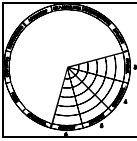
### **CONSTRUCTIVE CULTURAL NORMS** (Promote Satisfaction Behaviors)

(11:00) **An Achievement culture** characterizes organizations that do things well and value members who set and accomplish their own goals. Members of these organizations set challenging but realistic goals, establish plans to reach these goals, and pursue them with enthusiasm. Achievement organizations are effective; problems are solved appropriately, clients and customers are served well, and the orientation of members (as well as the organization itself) is healthy.

(12:00) **A Self-Actualizing culture** characterizes organizations that value creativity, quality over quantity, and both task accomplishment and individual growth. Members of these organizations are encouraged to enjoy work, develop themselves, and take on new and interesting activities. While self-actualizing organizations can be somewhat difficult to understand and control, they tend to be innovative, offer high-quality products and services, and attract and develop outstanding employees.

(1:00) **A Humanistic-Encouraging culture** characterizes organizations that are managed in a participative and person-centered way. Members are expected to be supportive, constructive and open to influence in their dealings with one another. A humanistic culture leads to effective organizational performance by providing for the growth and active involvement of members who, in turn, report high satisfaction with and commitment to the organization.

(2:00) **An Affiliative culture** characterizes organizations that place a high priority on constructive interpersonal relationships. Members are expected to be friendly, open, and sensitive to the satisfaction of their work group. An affiliative culture can enhance organizational performance by promoting open communication, good cooperation, and the effective coordination of activities. Members are loyal to their work groups and feel they “fit in” comfortably.



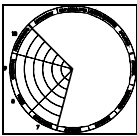
### **PASSIVE/DEFENSIVE CULTURAL NORMS** (Promote People/Security Behaviors)

(3:00) **An Approval culture** describes organizations in which conflicts are avoided and interpersonal relationships are pleasant – at least superficially. Members feel that they must agree with, gain the approval of, and be liked by others. Though possibly benign, this type of work environment can limit organizational effectiveness by minimizing constructive “differing” and the expression of ideas and opinions.

(4:00) **A Conventional culture** is descriptive of organizations that are conservative, traditional, and bureaucratically controlled. Members are expected to conform, follow the rules, and make a good impression. Too conventional a culture can interfere with effectiveness by suppressing innovation and preventing the organization from adapting to changes in its environment.

(5:00) **A Dependent culture** is descriptive of organizations that are hierarchically controlled and non-participative. Centralized decision-making in such organizations leads members to do only what they’re told and to clear all decisions with superiors. Poor performance results from the lack of individual initiative, spontaneity, flexibility, and timely decision-making.

(6:00) **An Avoidance culture** characterizes organizations that fail to reward success but nevertheless punish mistakes. This negative reward system leads members to shift responsibilities to others and to avoid any possibility of being blamed for a mistake. The survival of this type of organization is in question since members are unwilling to make decisions, take action, or accept risks.



### **AGGRESSIVE/DEFENSIVE CULTURAL NORMS** (Promote Task/Security Behavior)

(7:00) **An Oppositional culture** describes organizations in which confrontation prevails and negativism is rewarded. Members gain status and influence by being critical and thus are reinforced to oppose the ideas of others and to make safe (but ineffectual) decisions. While some questioning is functional, a highly oppositional culture can lead to unnecessary conflict, poor group problem-solving, and “watered-down” solutions to problems.

(8:00) **A Power culture** is descriptive of non-participative organizations structured on the basis of the authority inherent in members’ position. Members believe they will be rewarded for taking charge and controlling subordinates (and being responsive to the demands of superiors). Power-oriented organizations are less effective than their members might think; subordinates resist this type of control, hold back information, and reduce their contributions to the minimal acceptable level.

(9:00) **A Competitive culture** is one in which winning is valued and members are rewarded for out-performing one another. People in such organizations operate in a “win-lose” framework and believe they must work against (rather than with) their peers to be noticed. An overly competitive culture can inhibit effectiveness by reducing cooperation and promoting unrealistic standards of performance (either too high or too low).

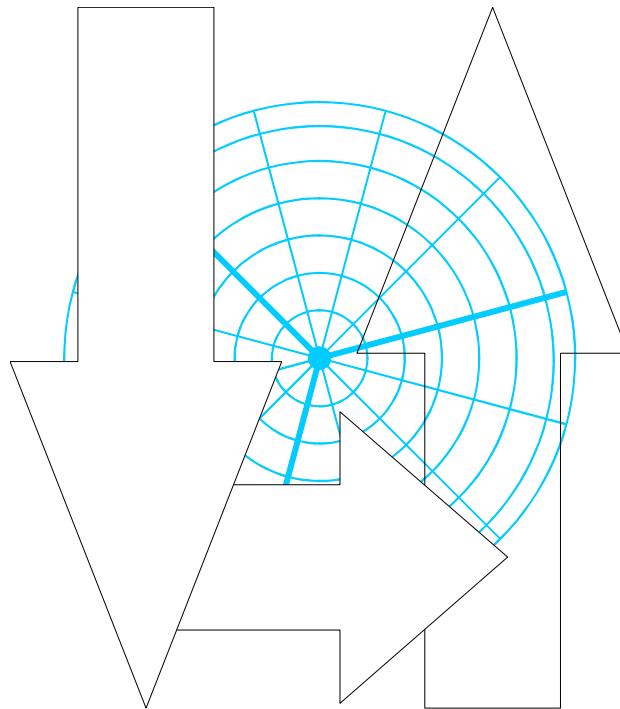
(10:00) **A Perfectionistic culture** characterizes organizations in which perfectionism, persistence, and hard work are valued. Members feel they must avoid all mistakes, keep track of everything, and work long hours to attain narrowly defined objectives. While some amount of this orientation might be useful, too much emphasis on perfectionism can lead members to lose sight of the goal, get lost in details, and develop symptoms of strain.

# Readership Institute - Impact Study

*July 2000*

## **Section 2**

*Culture – All Impact Newspapers*



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# Organizational Culture – All Impact Newspapers

In this section we examine the culture of the Impact Newspapers as a group and what employees at the Impact Newspapers think the ideal culture should be. To get a picture of the culture of the newspapers as a group, we averaged the responses of the 90 newspapers who completed the study. The picture of the ideal culture was created by averaging the responses of all the employees at the 90 Impact Newspapers who completed the OCI Ideal survey.

As a group, the Impact Newspapers have an Aggressive/Defensive culture. The ideal culture, according to those who completed the OCI Ideal, would fall in the Constructive cluster.

Detailed descriptions of the cultural norms measured by the OCI are included in the previous section of this report. You may want to refer to it as you read this section.

## ***Interpreting the Impact Newspapers' OCI Results***

The results are organized into three subsections:

⇒ **OCI Current Profile:** This section provides a picture of the current culture based on the responses of the employees at the 90 Impact Newspapers who completed the OCI. The results are presented on the OCI circumplex.

When reading the OCI profile, you want to look for the “spikes,” or those cultural norms that are most extended from the center of the circumplex – these are the cultural norms that describe how employees are expected and encouraged to think and behave (that is, the *direction* of the culture).

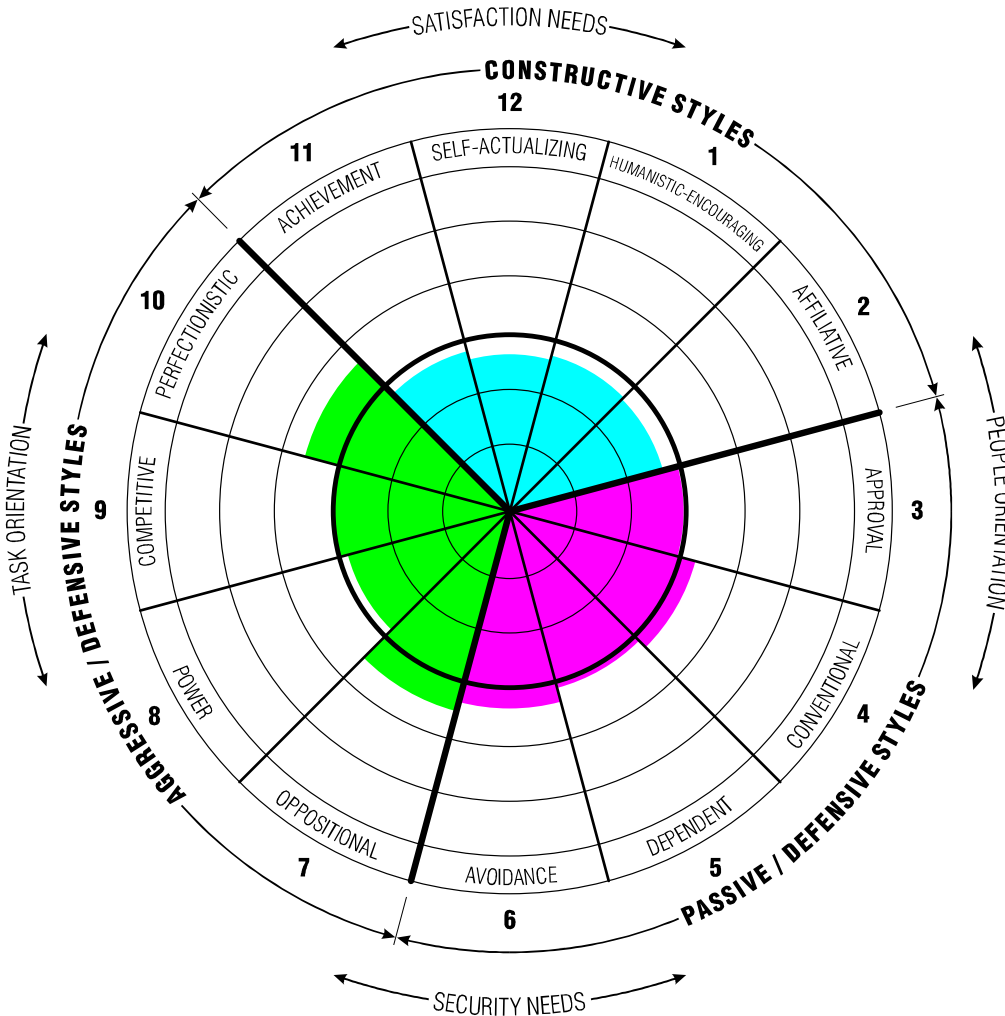
The most extended cultural norm in the profile is called the *primary style*. This is the way employees are predominantly encouraged to think and behave. The second most extended cultural norm is called the *secondary style*. This cultural norm typically works with the primary style or is expected when the behaviors included under the primary style cannot be enacted. Sometimes primary and secondary styles are included in the same cluster (Constructive, Passive/Defensive, or Aggressive/Defensive); other times they are contained within different clusters. The cluster that best describes any organization's culture is the one that has the highest percentile score when the percentile scores of the four cultural norms included in the cluster are averaged together.

⇒ **OCI Ideal Profile:** The OCI ideal profile is the Impact Newspapers' cultural benchmark. This profile provides a picture of where people at the Impact Newspapers believe the culture needs to be in order for individual papers and the industry to be successful.

The OCI ideal culture results are based on the average responses of all the employees at the Impact Newspapers who completed the OCI in terms of what *should be* expected.

⇒ **OCI Gap Analysis:** This comparison identifies discrepancies between the current and ideal cultures.

Current Culture  
 All Respondents  
 N=90



Overall, the strongest extensions are in the **Aggressive/Defensive** cluster.

*With respect to the specific cultural norms, your...*

Primary Style is **Perfectionistic**

*People are expected to:*

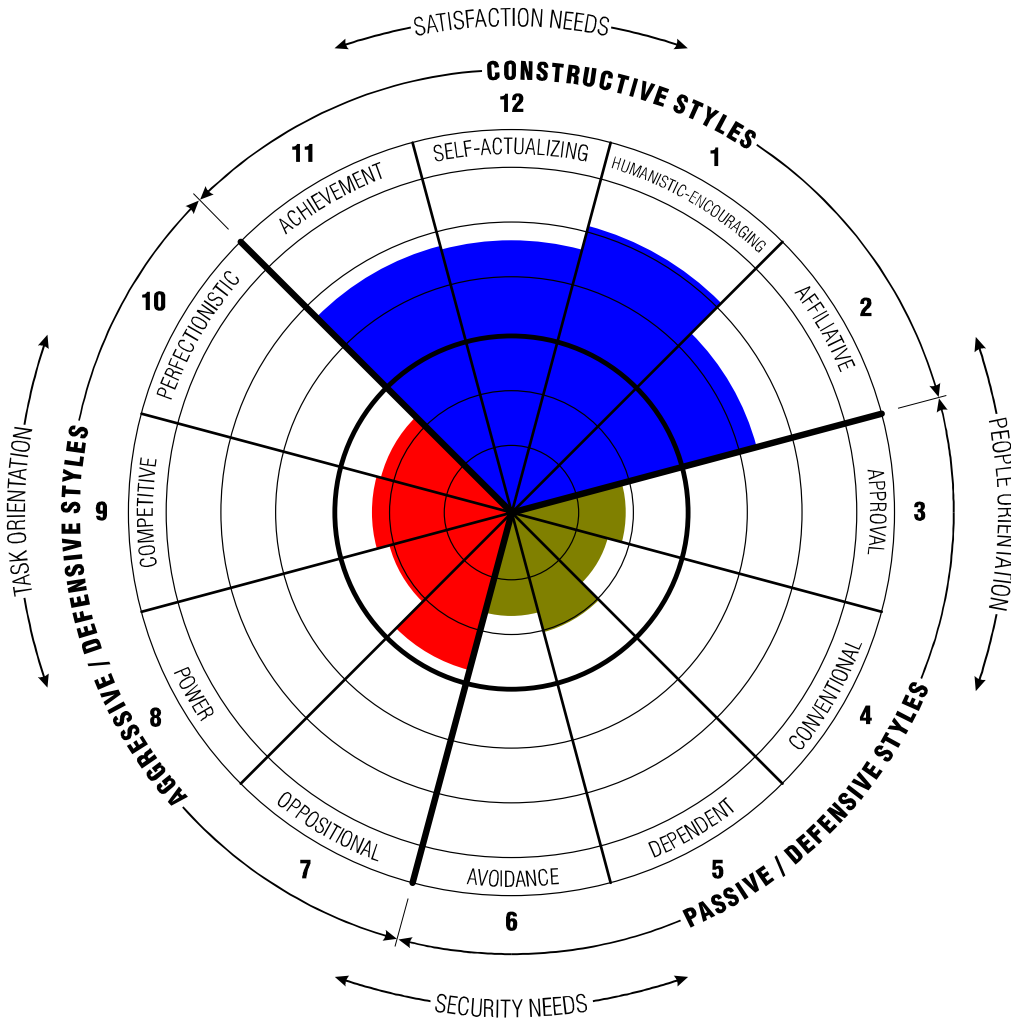
- Persist, Endure
- Appear Competent and Independent
- Keep on Top of Everything

Secondary Style is **Oppositional**

*People are expected to:*

- Look for Mistakes
- Stay Detached and Perfectly Objective
- Point Out Flaws

**Ideal Culture**  
**All Respondents**  
N=169



Overall, the strongest extensions are in the **Constructive** cluster.

*With respect to the specific cultural norms, your...*

Primary Style is **Humanistic**

*Ideally, people should be expected to:*

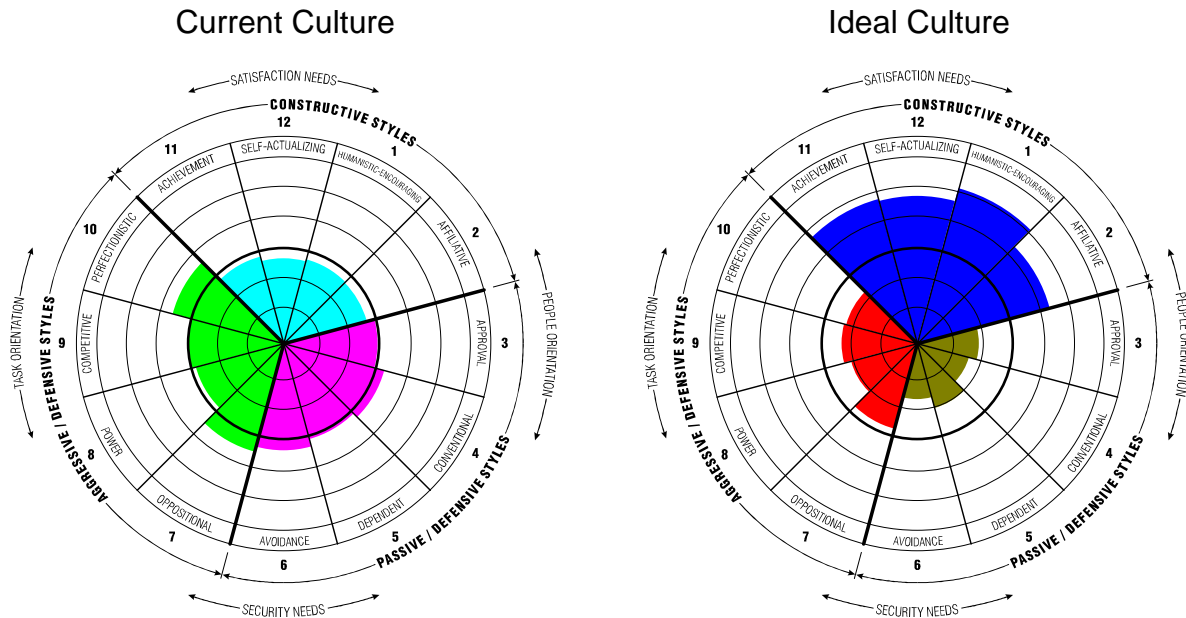
- Encourage Others
- Be a Good Listener
- Help Others to Grow and Develop

Secondary Style is **Achievement**

*Ideally, people should be expected to:*

- Know the Business
- Pursue a Standard of Excellence
- Think Ahead and Plan

## Current vs. Ideal Culture All Respondents



Overall, the largest gaps between the Current and Ideal are in the **Constructive cluster**.

Primary gap is **Humanistic**

*Specifically, the items that have the largest gaps are:*

- Give Positive Rewards to Others
- Encourage Others
- Help Others to Grow and Develop

Secondary gap is **Self-Actualizing**

*Specifically, the items that have the largest gaps are:*

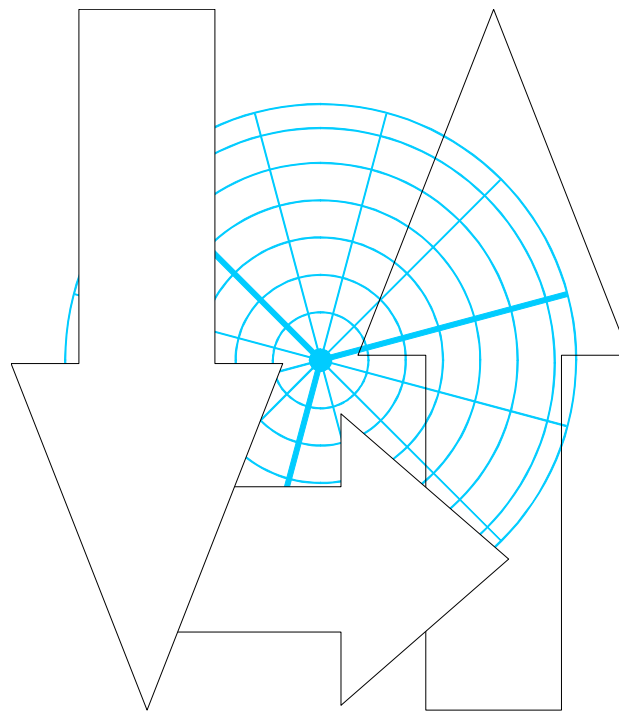
- Enjoy Their Work
- Think in Unique and Independent Ways
- Maintain Their Personal Integrity

# Readership Institute - Impact Study

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## Section 3

*Culture – How the Impact Newspapers Cluster*



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## How the Impact Newspapers Cluster Among Culture Types

In the previous section we saw what the culture of the Impact Newspapers looks like when taken as a whole. But not every newspaper in the industry, and not every newspaper in the Impact Study looks exactly the same. This section of the report looks in detail at how the Impact Newspapers cluster in the various culture types.

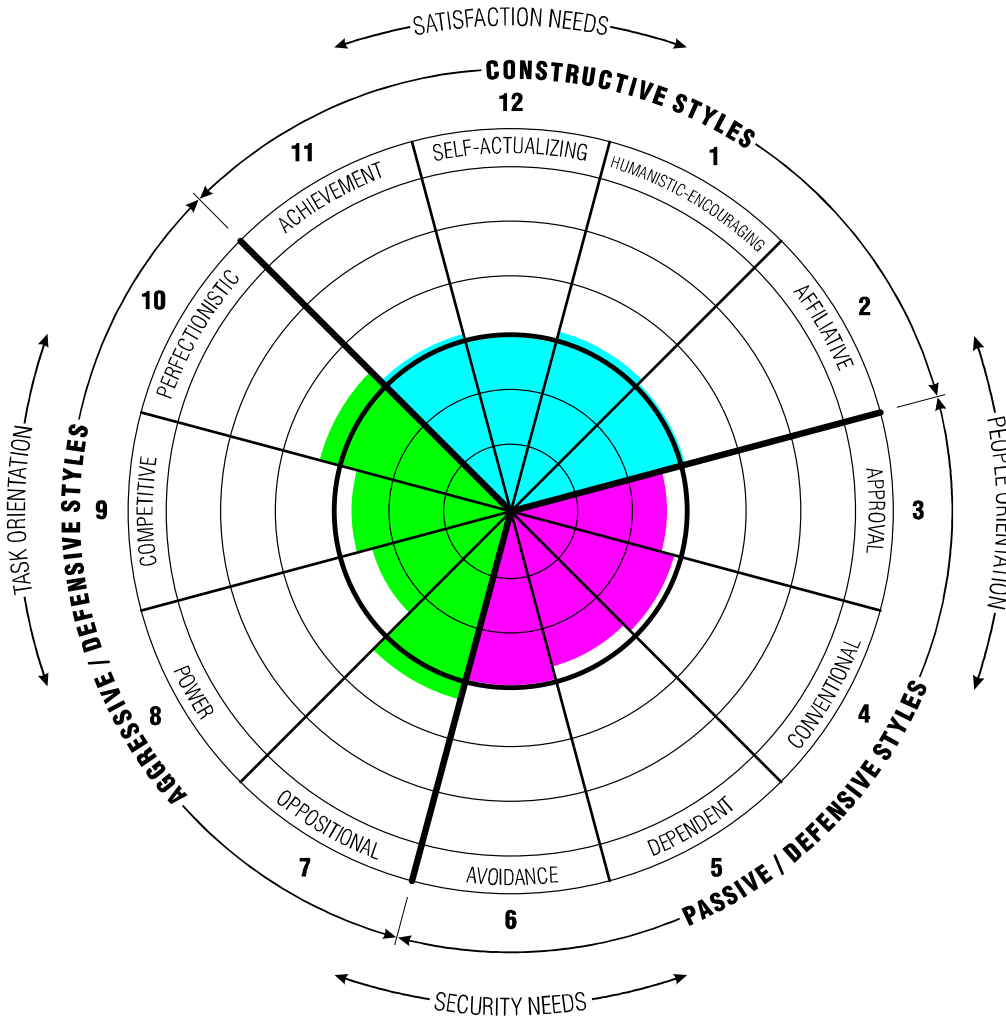
The Impact Newspapers fell into the three main culture types – Constructive, Passive and Aggressive – and into a fourth, mixed type with elements of both the Passive and Aggressive types that we are calling Passive/Aggressive. Of the 90 newspapers, 17 were, overall, Constructive; 27 were, overall, Aggressive; 21 were, overall, Passive; and 25 were Passive/Aggressive.

Detailed descriptions of the cultural norms measured by the OCI are included in the “Culture (All Impact Newspapers)” section of this report. You may want to refer to it as you read this section.

### ***Interpreting the Cluster Results***

The results are shown on the OCI circumplex for each culture cluster as well as in tabular form, and the *primary* and *secondary styles* are indicated for each cluster. The *primary style* is the most extended cultural norm in the profile and describes the way in which employees are predominantly encouraged to think and behave. The *secondary style* is the second most extended cultural norm and typically works with the primary style or is expected when the behaviors included in the primary style cannot be enacted.

Current Culture  
**Culture Stratum: Constructive**  
 N=17



Overall, the strongest extensions are in the **Constructive** cluster.

*With respect to the specific cultural norms, your...*

Primary Style is **Perfectionistic**

*People are expected to:*

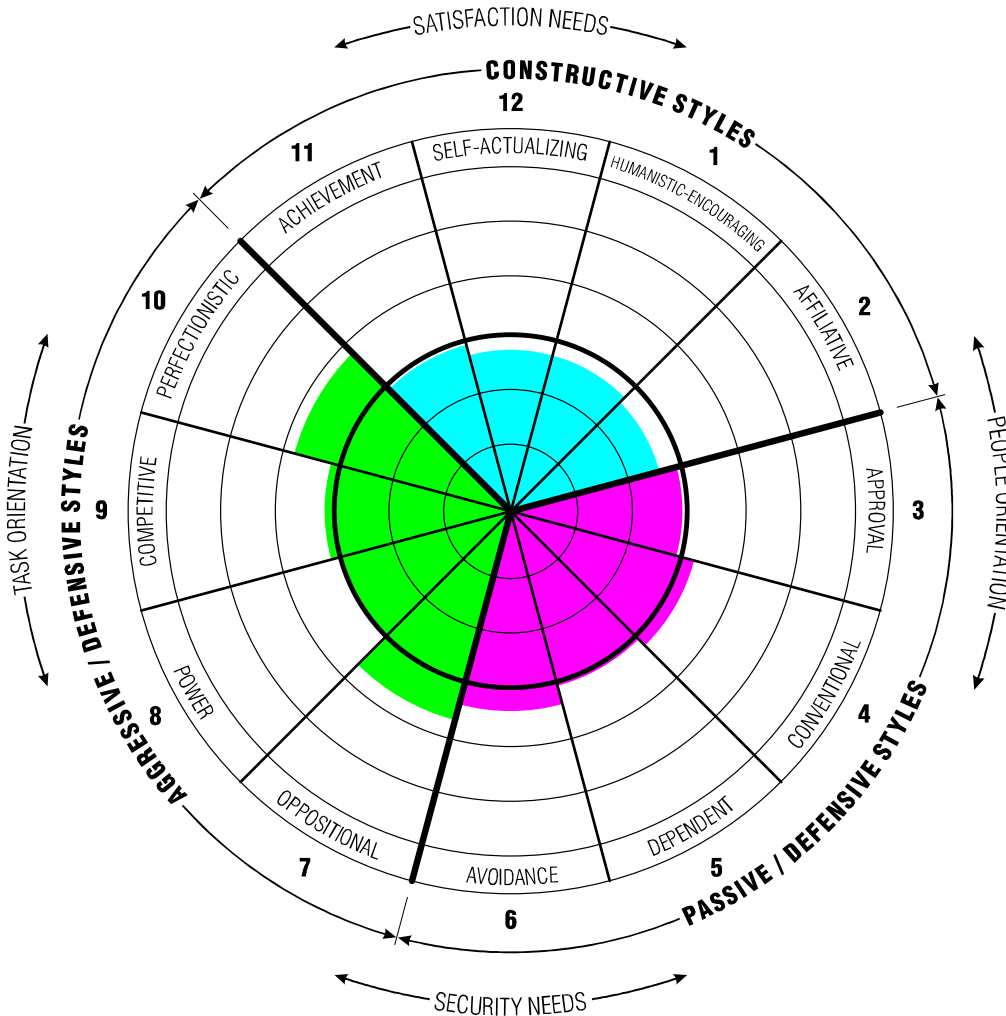
- Appear Competent and Independent
- Persist, Endure
- Keep on Top of Everything

Secondary Style is **Oppositional**

*People are expected to:*

- Look for Mistakes
- Stay Detached and Perfectly Objective
- Point Out Flaws

Current Culture  
**Culture Stratum: Aggressive**  
 N=27



Overall, the strongest extensions are in the **Aggressive/Defensive** cluster.

*With respect to the specific cultural norms, your...*

Primary Style is **Perfectionistic**

*People are expected to:*

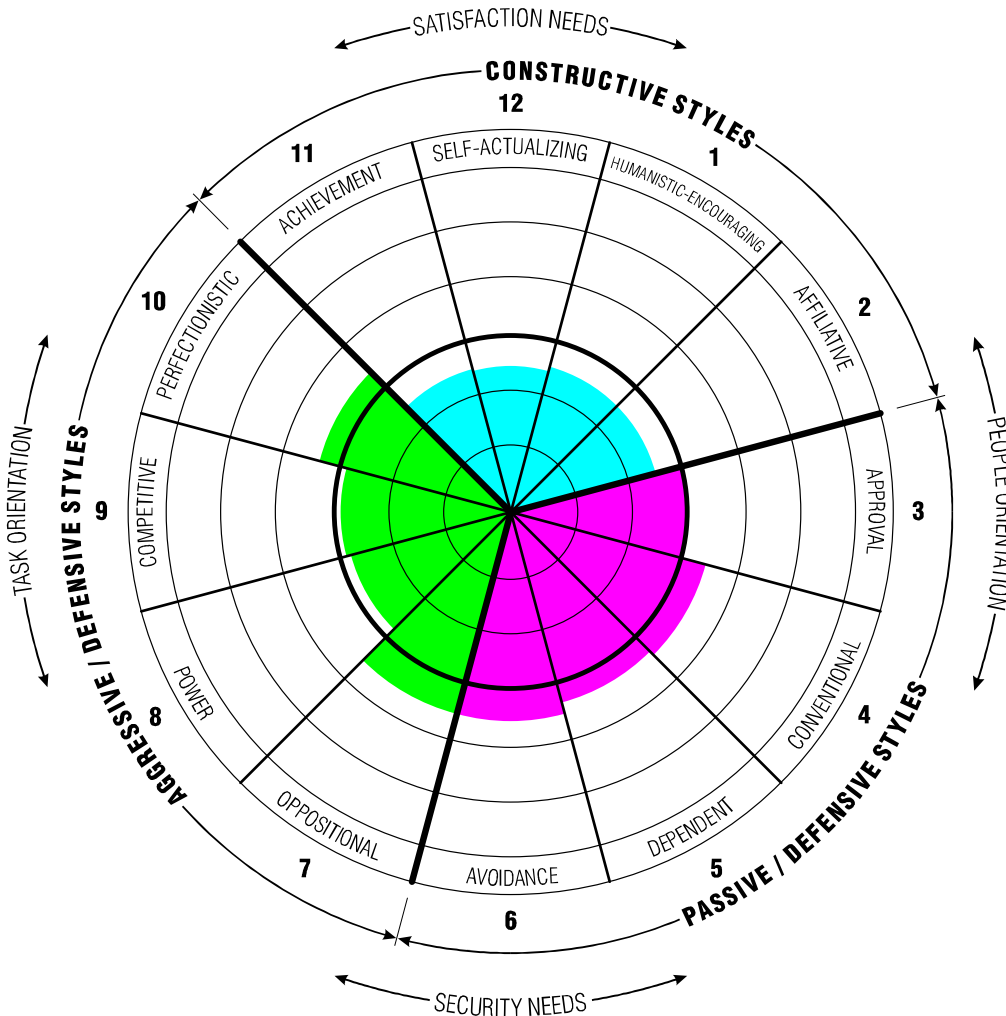
- Persist, Endure
- Appear Competent and Independent
- Keep on Top of Everything

Secondary Style is **Oppositional**

*People are expected to:*

- Look for Mistakes
- Point Out Flaws
- Stay Detached and Perfectly Objective

Current Culture  
**Culture Stratum: Passive**  
 N=21



Overall, the strongest extensions are in the **Passive/Defensive** cluster.

*With respect to the specific cultural norms, your...*

Primary Style is **Avoidance**

*People are expected to:*

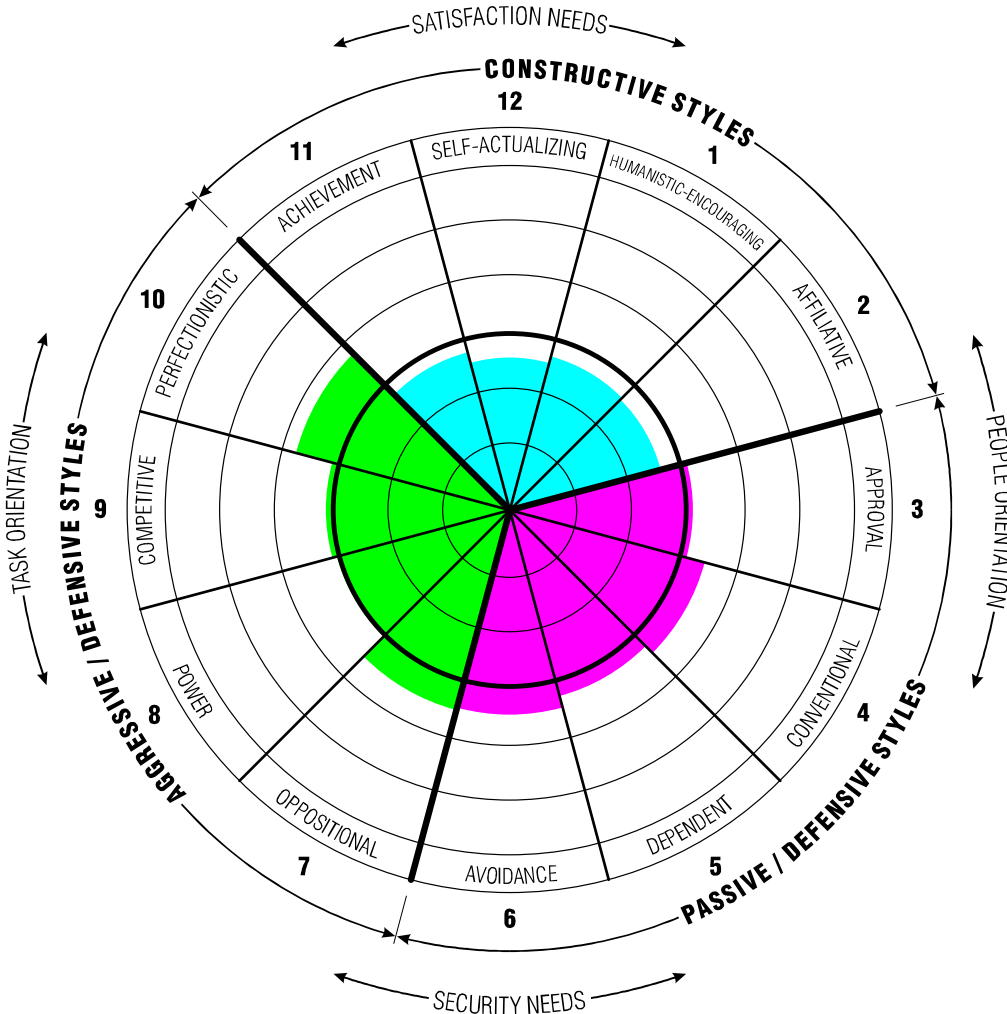
- Push Decisions Upward
- Take Few Chances
- Make 'Popular' Rather than Necessary Decisions

Secondary Style is **Oppositional**

*People are expected to:*

- Look for Mistakes
- Stay Detached and Perfectly Objective
- Point Out Flaws

Current Culture  
**Culture Stratum: Passive/Aggressive**  
 N=25



Overall, the strongest extensions are in the **Aggressive/Defensive** cluster.

*With respect to the specific cultural norms, your...*

Primary Style is **Perfectionistic**

*People are expected to:*

- Persist, Endure
- Appear Competent and Independent
- Keep on Top of Everything

Secondary Style is **Oppositional**

*People are expected to:*

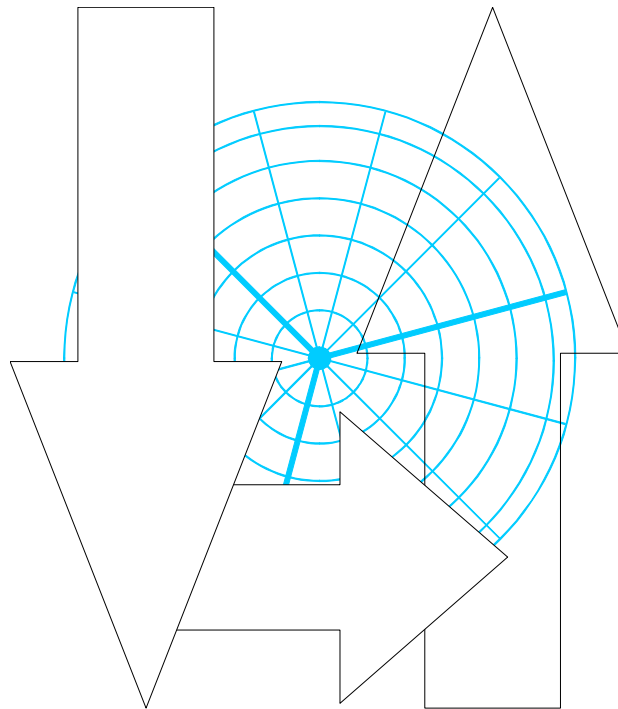
- Look for Mistakes
- Stay Detached and Perfectly Objective
- Point Out Flaws

# Readership Institute - Impact Study

July 2000

## Section 4

### *Culture – By Department*



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## Organizational Culture – by Newspaper Department

In previous sections, we have looked at the culture of the Impact Newspapers as a group, and we have examined how the Impact Newspapers as individual companies cluster in four culture types. In this section we look at the cultures of the four newspaper departments most likely to influence readership – news-editorial, advertising, marketing and circulation – and all top executives combined.

Combined with the information provided in the other sections of this report, these results will enable you to determine whether:

- ◆ subcultures exist within the Impact Newspapers as a group;
- ◆ differences in the performance by different departments are due (at least in part) to differences among the departmental cultures; and
- ◆ any change efforts need to be undertaken at the department level.

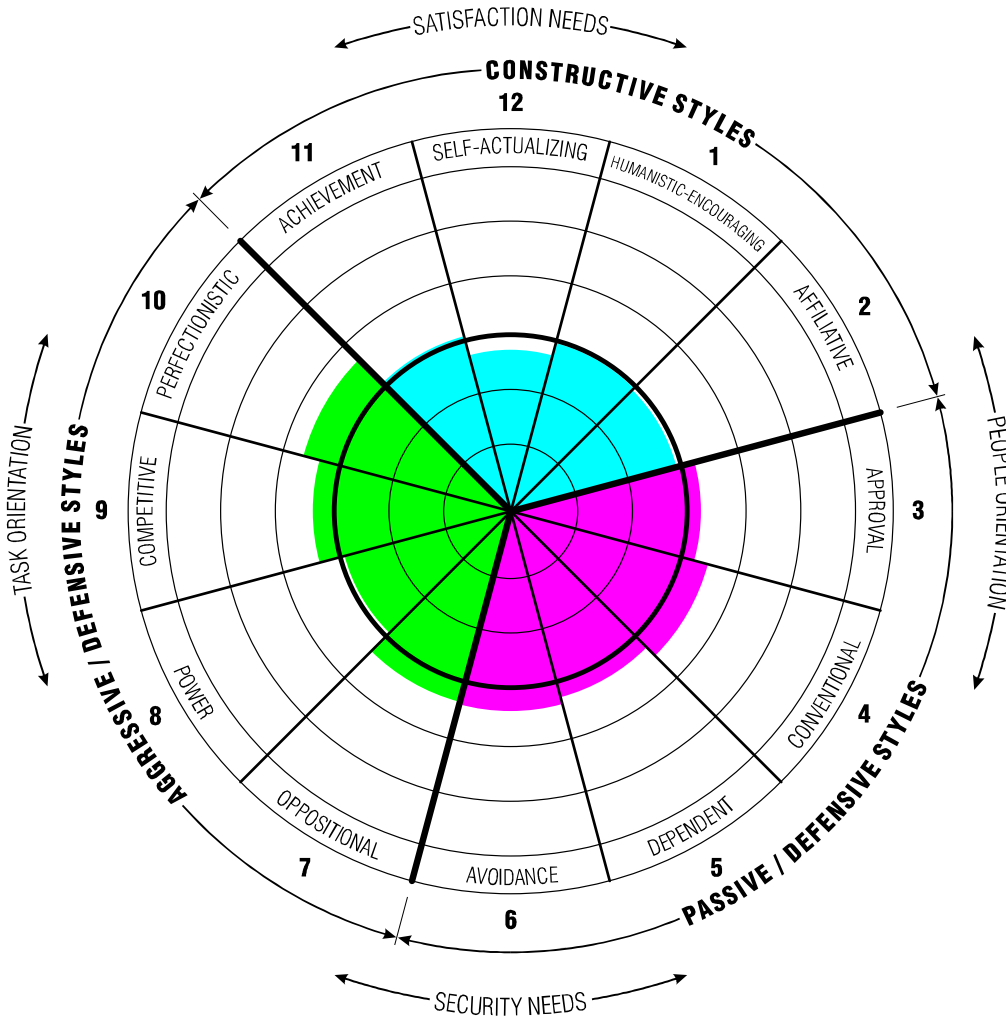
This picture of the culture of newspaper departments is based on the responses of all the employees at the Impact Newspapers who completed the OCI – approximately 5,500 people – when sorted by the departments in which they work. As such, it depicts a cross-newspaper “news culture,” “advertising culture,” “marketing culture” and “circulation culture,” common to the Impact Newspapers.

### ***Interpreting Departmental OCI Results***

As with the previous two sections, the results are reported on the OCI circumplex, showing the 12 cultural norms. Each department’s *primary* and *secondary styles* are indicated.

Differences between the scores of departments along the 12 cultural norms provide an indication of whether or not departments have their own *subcultures*. Slight variations in results between departments are not meaningful; results that are significantly different reflect the existence of departmental subcultures. A subculture can be characterized by norms that are in opposition to those of the rest of the industry (“counter-culture”) or it can be characterized by complementary or extreme levels of particular norms and expectations.

Current Culture  
 Department: Advertising  
 N=1399



Overall, the strongest extensions are in the **Passive/Defensive** cluster.

*With respect to the specific cultural norms, your...*

Primary Style is **Perfectionistic**

*People are expected to:*

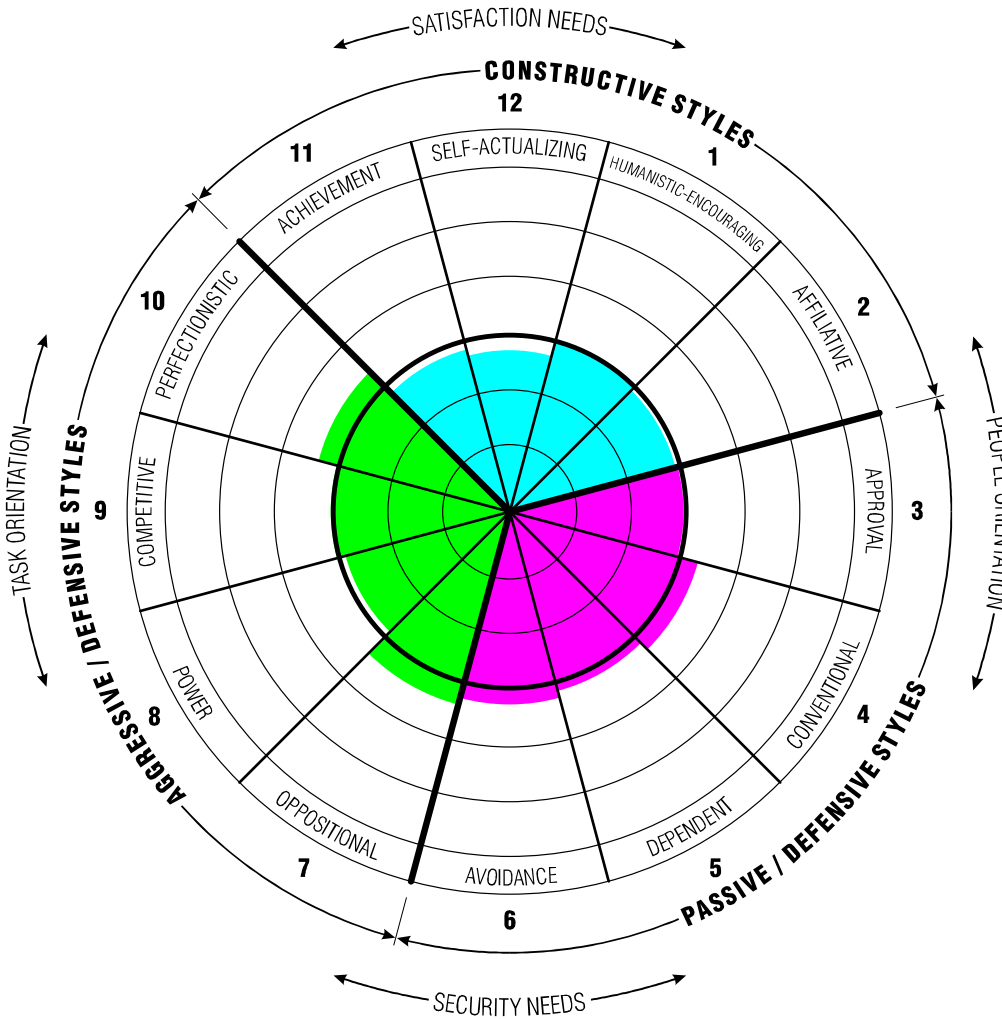
- Persist, Endure
- Appear Competent and Independent
- Keep on Top of Everything

Secondary Style is **Conventional**

*People are expected to:*

- Always Follow Policies and Practices
- Make a 'Good Impression'
- Conform

Current Culture  
 Department: Circulation  
 N=1057



Overall, the strongest extensions are in the **Aggressive/Defensive** cluster.

*With respect to the specific cultural norms, your...*

Primary Style is **Oppositional**

*People are expected to:*

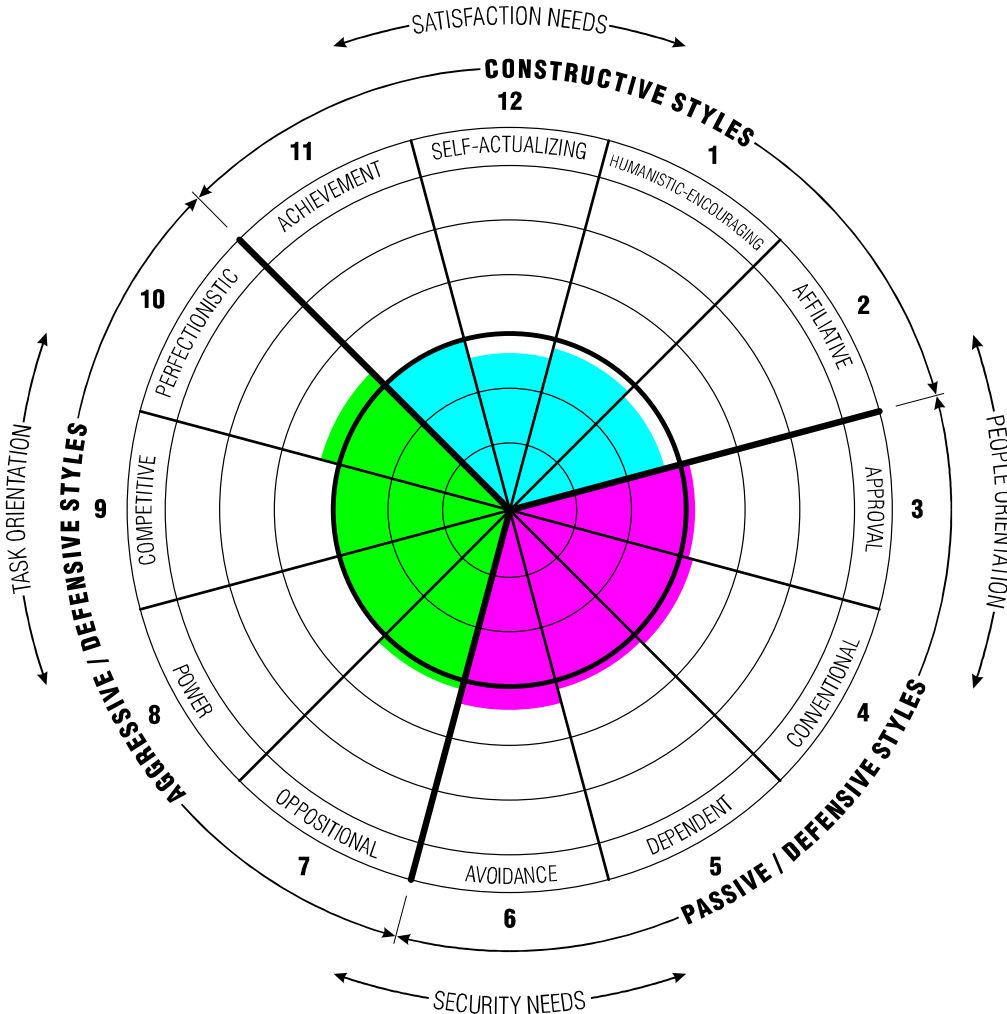
- Stay Detached and Perfectly Objective
- Look for Mistakes
- Point Out Flaws

Secondary Style is **Perfectionistic**

*People are expected to:*

- Appear Competent and Independent
- Persist, Endure
- Keep on Top of Everything

Current Culture  
 Department: Marketing  
 N=199



Overall, the strongest extensions are in the **Passive/Defensive** cluster.

*With respect to the specific cultural norms, your...*

Primary Style is **Avoidance**

*People are expected to:*

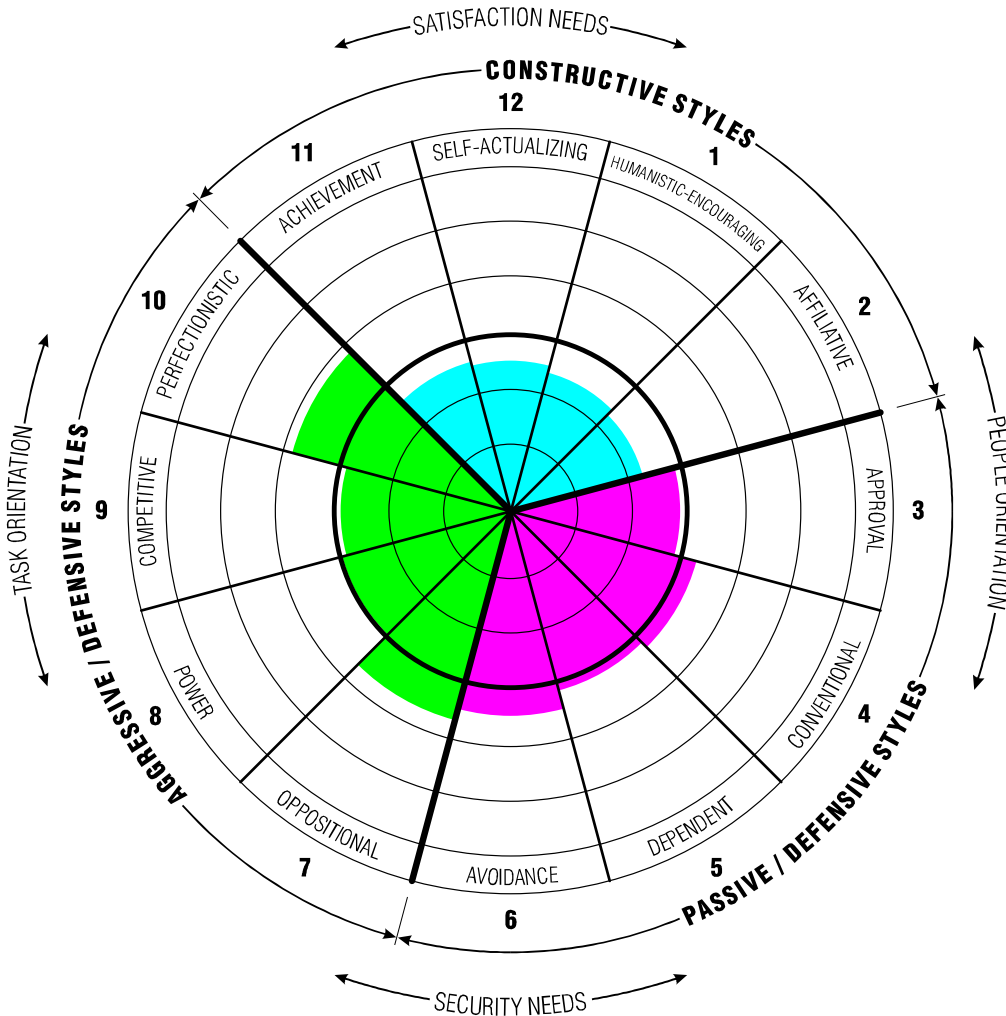
- Push Decisions Upward
- Shift Responsibilities to Others
- Take Few Chances

Secondary Style is **Perfectionistic**

*People are expected to:*

- Appear Competent and Independent
- Persist, Endure
- Keep on Top of Everything

Current Culture  
 Department: News-editorial  
 N=1814



Overall, the strongest extensions are in the **Aggressive/Defensive** cluster.

*With respect to the specific cultural norms, your...*

Primary Style is **Perfectionistic**

*People are expected to:*

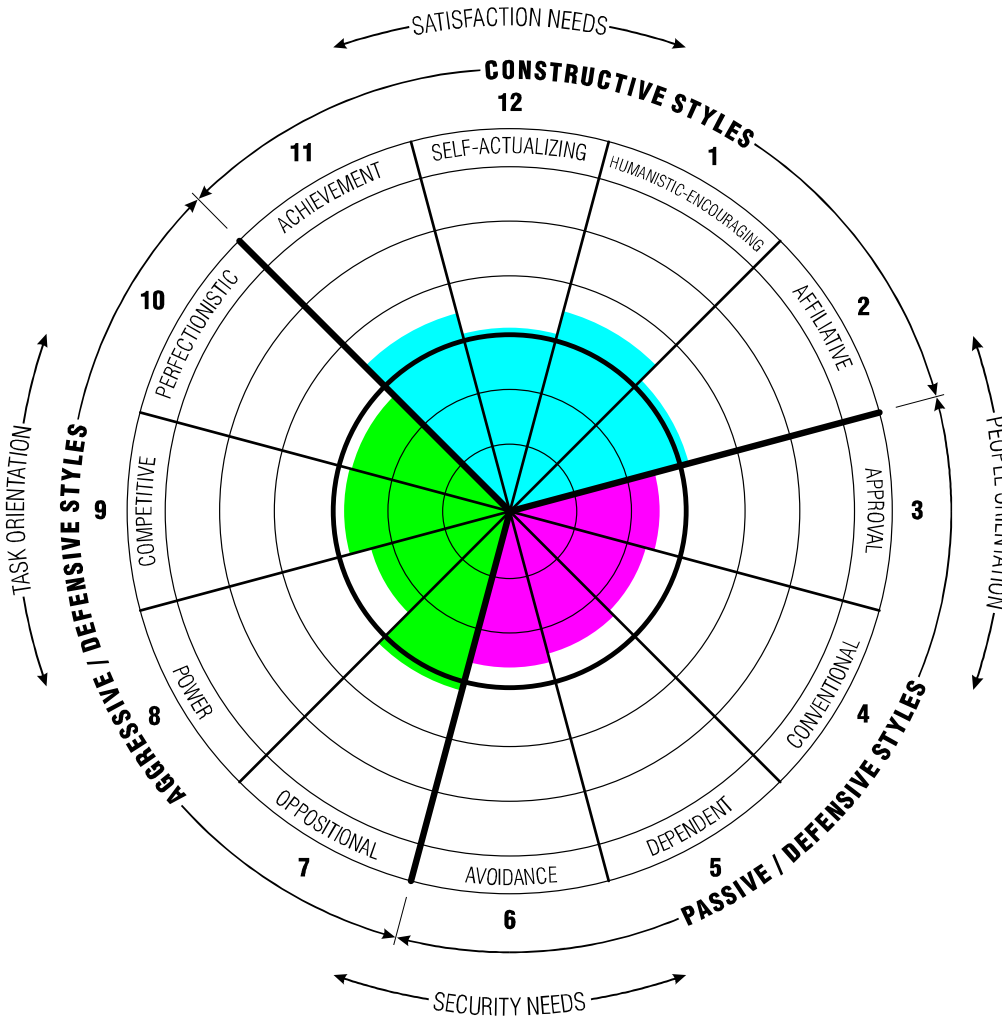
- Persist, Endure
- Appear Competent and Independent
- Work Long, Hard Hours

Secondary Style is **Oppositional**

*People are expected to:*

- Look for Mistakes
- Stay Detached and Perfectly Objective
- Point Out Flaw

Current Culture  
**Executive Group (Combined)**  
 N=384



Overall, the strongest extensions are in the **Constructive** cluster.

*With respect to the specific cultural norms, your...*

Primary Style is **Humanistic**

*People are expected to:*

- Be Supportive of Others
- Encourage Others
- Be a Good Listener

Secondary Style is **Achievement**

*People are expected to:*

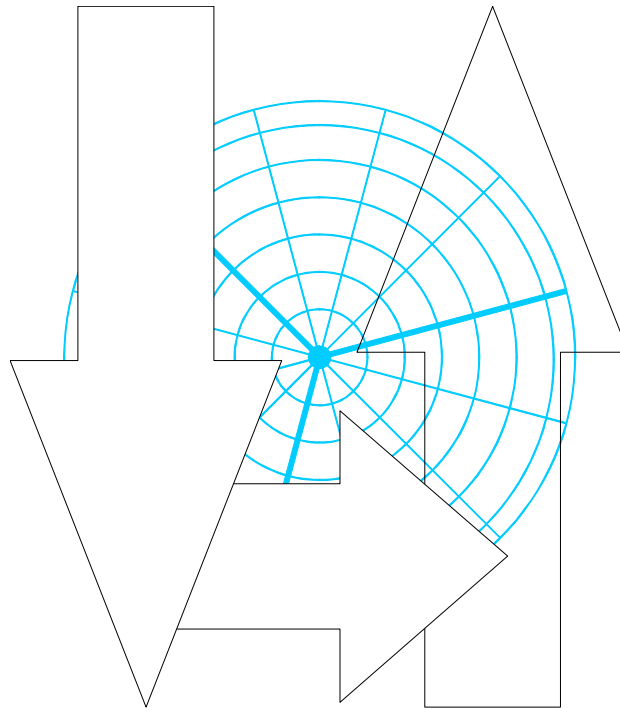
- Know the Business
- Pursue a Standard of Excellence
- Think Ahead and Plan

# Readership Institute - Impact Study

July 2000

## Section 5

*Outcomes – All Impact Newspapers*



human synergistics/  
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# Outcomes – All Impact Newspapers

In this section we return to looking at the Impact Newspapers as a group. Here we examine the results of the various culture types on an organization's performance, effectiveness, and employee attitudes and behaviors – factors when taken together we call "outcomes." The Organizational Effectiveness Inventory (OEI) measures at the individual, group, and organizational levels.

To get a sense of how an organization's culture affects its outcomes, we often compare it to our Historical Averages. The Historical Averages represent the mean OEI scale scores of employees of more than 700 organizations across a broad swath of industries. As a group, the Impact Newspapers have results that are better than our Historical Averages in areas such as employees' intention to stay, employee motivation and feelings of job security. The Impact Newspapers perform below our Historical Averages in areas such as inter-unit coordination, intra-unit teamwork and cooperation, and employee stress.

## ***Outcomes Assessed by the OEI***

The outcomes assessed by the OEI are organized into four general areas, within which more specific outcomes may be found:

### **Coordination and Adaptability**

The extent to which newspapers effectively integrate the efforts of employees and departments and adapt to changes in the external environment: Specific measures of Coordination and Adaptability include:

- ◆ *Intra-unit teamwork and cooperation:* The extent to which people within departments work in a collaborative and supportive manner and adjust their activities, as needed, to facilitate task accomplishment at the group level.
- ◆ *Inter-unit coordination:* The extent to which people across departments cooperate to accomplish inter-unit activities and minimize disruptions, delays, and interference.
- ◆ *External adaptability:* The extent to which the newspaper effectively recognizes and responds to changes in its external environment.

### **Quality of Service**

The extent to which newspapers have achieved service excellence with respect to both internal and external clients or customers. Specific quality of service scales include:

- ◆ *Organizational level quality:* The extent to which people believe that the organization provides high quality services and products to external clients.
- ◆ *Departmental level quality:* The extent to which people believe that the services provided by their own subunit (either to internal or external clients) are of the highest quality possible.

### **Employee Outcomes – Negative Indices**

The extent to which employees report excessive organizational demands, pressures, or negative conditions (stressors) and the psychological responses to those conditions (stress or strain).

Negative employee outcomes include:

- ◆ *Role conflict*: The extent to which employees receive inconsistent expectations from the organization and are expected to do things that conflict with their own preferences.
- ◆ *Job insecurity*: The extent to which employees are apprehensive about keeping their jobs.
- ◆ *Stress*: The extent to which employees feel they are being pushed beyond their comfort range by organizational demands, pressures, or conflicts.

### **Employee Outcomes – Positive Indices**

The extent to which employees report being happy and productive. Positive employee outcomes assessed by the OEI include:

- ◆ *Role clarity*: The extent to which people receive clear messages about what is expected of them.
- ◆ *Motivation*: The extent to which employees behave in ways consistent with organizational goals.
- ◆ *Satisfaction*: The extent to which employees are pleased with their jobs.
- ◆ *Intention to stay*: The extent to which employees plan to remain with the newspaper.

## ***Interpreting the Impact Newspapers' OEI Results for Outcomes***

The Impact Newspapers' results along the outcomes measured by the OEI are organized into three subsections:

⇒ **Gap Barchart of the Outcome Scales**: This subsection allows you to see at a glance how well the 90 newspapers scored in aggregate along each of the outcomes measured by the OEI as compared to our "Historical Averages" for these measures. The Historical Averages represent the mean OEI scale scores of members of more than 700 organizations across a broad swath of industries.

We averaged the responses of all the newspapers in the Impact study, then calculated the numerical difference between the Impact Newspapers' scale scores and our Historical Averages. The Gap Barchart presents these differences ranked from most positive (that is, areas in which the Impact Newspapers as a group are doing better than the average organization) to most negative (areas in which the Impact Newspapers are not doing as well as the average organization).

When reviewing this section, consider whether the Impact Newspapers' results tend to be above average, below average, at average, or fairly evenly split relative to the Historical Averages. Then, focusing on those outcomes of greatest concern to newspapers, determine whether the results are above average, below average, at average, or fairly evenly split relative to the Historical Averages for these categories. Make a list of those results that concern you. Then refer to the next subsection for an interpretation of these results.

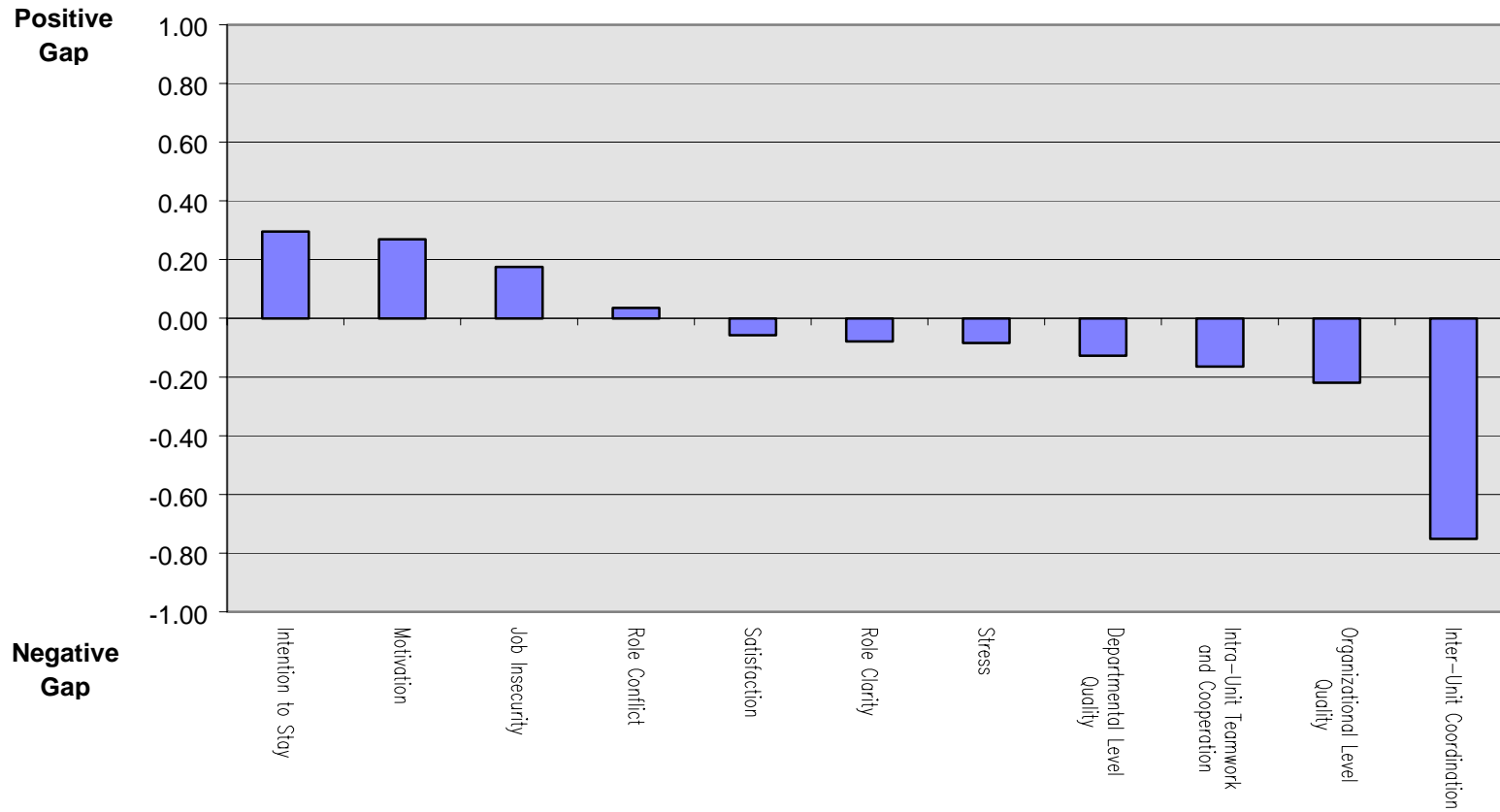
⇒ **Implications of High and Low Scores on Outcomes:** This subsection provides concise interpretations of high (above average) and low (below average) scores within each of the general outcome areas. High scores are discussed in terms of their implications for other outcomes. Low scores are discussed in terms of their implications for changes in culture, structures, systems, processes, or practices.

⇒ **Outcome Barcharts and Tables:** This subsection looks in more detail at the Impact Newspapers Newspapers' results. We compare the Impact Newspapers' results with two benchmarks. The first is our Historical Averages, which represent the mean OEI scale scores of members of more than 700 organizations across a broad swath of industries. The second is what we call "Constructive Benchmarks."

From the sample of more than 700, approximately 120 organizations were identified as having predominantly "Constructive" (healthy) cultures based on their survey responses. Specifically, these 120 organizations had relatively strong "Constructive" (above the 60<sup>th</sup> percentile) and relatively weak "Passive/Defensive" and "Aggressive/Defensive" (below the 50<sup>th</sup> percentile) cultural norms. The average responses to the OEI measures by members of these 120 organizations were then computed to establish our "Constructive Benchmarks."

Barchart comparisons between the Impact Newspapers, the Historical Averages, and the Constructive Benchmarks are presented for each of the OEI outcome scales. In addition to the scale-level results, OEI item-level results for the Impact Newspapers, the Historical Averages, and the Constructive Benchmarks are provided in tabular form.

## Gap Barchart of the Outcome Scales



## ***Implications of High and Low Scores on Outcomes***

### **Coordination and Adaptability**

*High scores* along these measures are associated with:

- ◆ employee satisfaction and reduced stress and frustration;
- ◆ low rates of accidents, delays, and re-work; and
- ◆ high quality service and client satisfaction.

*Low scores* along these measures indicate the need for:

- ◆ an analysis of workflow and interdependencies;
- ◆ the development of structures and roles (e.g., linking roles) to manage interdependencies;
- ◆ training in communication, feedback, and teamwork; and
- ◆ modifications in reward systems to reinforce group and inter-group performance.

### **Quality of Service**

*High scores* along these service quality measures have been shown, in various studies, to be associated with other measures of organizational performance including:

- ◆ sales growth,
- ◆ sales per square foot of selling space, and
- ◆ external evaluations of service quality.

*Low scores* along these measures indicate the need for:

- ◆ the establishment of service-oriented procedures and norms;
- ◆ evaluation and possible re-engineering of core processes;
- ◆ customer-service training for employees and managers; and
- ◆ the revision of reward systems (to reinforce goal attainment rather than passivity).

### **Employee Outcomes – Negative Indices**

*High scores* along these measures are *negative* and are associated with inefficient personal efforts, mistakes, and psychological symptoms of strain. Potential remedies include:

- ◆ cultural change programs,
- ◆ conflict resolution interventions, and
- ◆ individual stress management programs.

*Low scores* along these measures are *positive* and are associated with:

- ◆ “achievement”-oriented (rather than “avoidance”-oriented) behaviors,
- ◆ individual health and well-being, and
- ◆ lower rates of accidents and mistakes.

## **Employee Outcomes – Positive Indices**

*High scores* along these measures are *positive* and are associated with:

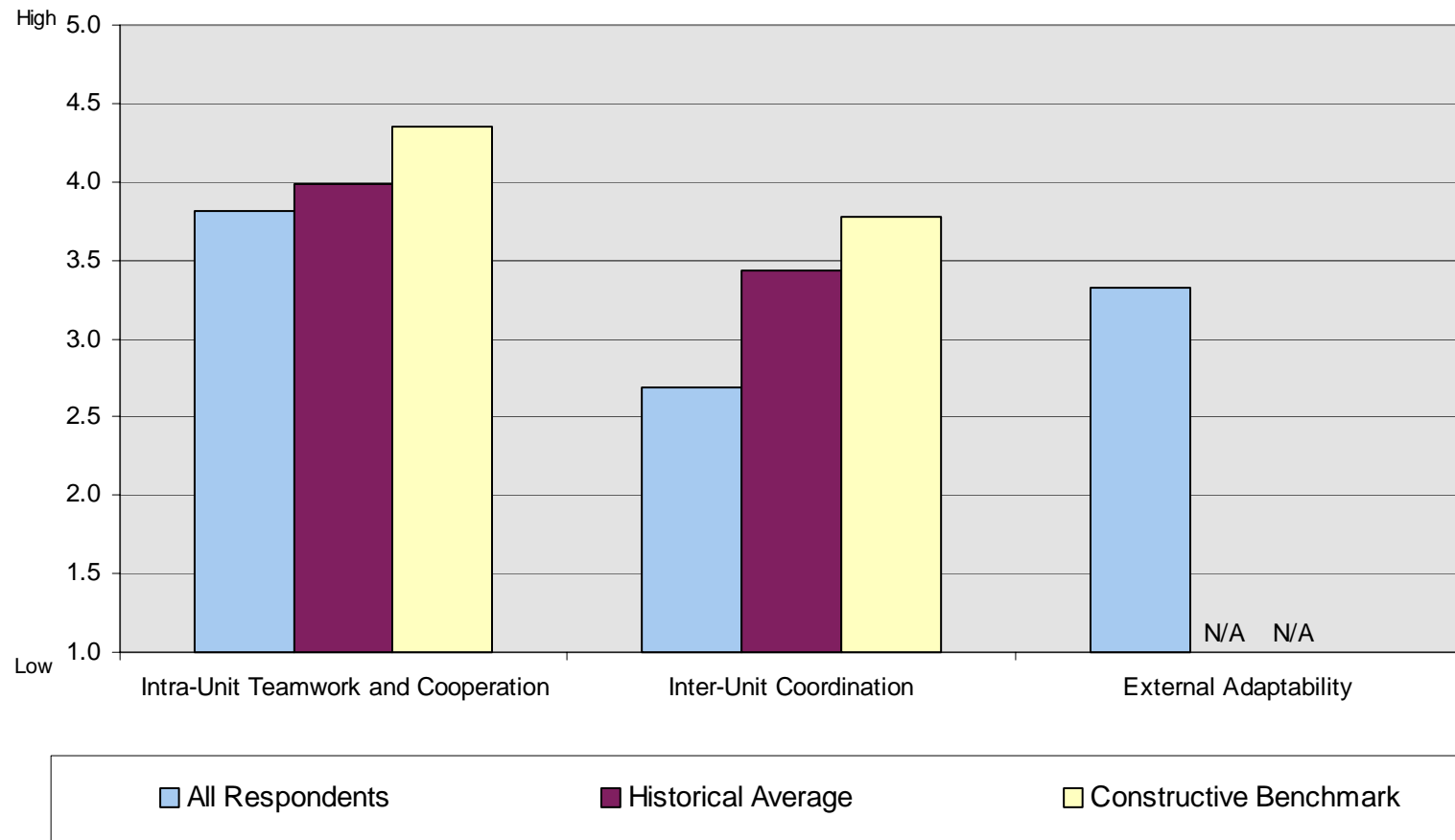
- ◆ significant effort by members to attain personal and organizational goals;
- ◆ commitment and loyalty to the organization; and
- ◆ a propensity to do what is needed and correct problems facing the organization.

*Low scores* along these measures are *negative* and can indicate the need for:

- ◆ changes to create a more “constructive” and people-oriented culture;
- ◆ clearer goal setting and better recognition for goal attainment;
- ◆ programs to promote more effective interpersonal relations;
- ◆ task and job analyses to identify required competencies and resources; and/or
- ◆ job redesign interventions.



## Coordination and Adaptability



**Coordination and Adaptability**  
(Mean Scores)

	All Respondents	Historical Average	Constructive Benchmark
<b>Intra-Unit Teamwork and Cooperation</b>	<b>3.82</b>	<b>3.98</b>	<b>4.35</b>
The people you work with are helpful to you	3.94	4.18	4.44
*The people you work with compete (rather than cooperate)	2.44	2.31	1.81
You can count on your co-workers when teamwork is needed	3.96	4.08	4.41
<b>Inter-Unit Coordination</b>	<b>2.69</b>	<b>3.44</b>	<b>3.78</b>
Excellent cooperation between interdependent work groups	2.83	3.60	4.05
*Practices of some units cause problems for others	3.78	3.01	2.90
Services provided by other departments are of high quality	3.01	3.72	4.17
Your workgroup can rely on other departments	2.91	N/A	N/A
<b>External Adaptability</b>	<b>3.32</b>	<b>N/A</b>	<b>N/A</b>
New programs are quickly and efficiently implemented	3.10	N/A	N/A
This organization proactively identifies and adjusts to changes	3.39	N/A	N/A
This organization responds effectively to external opportunities and threats	3.48	N/A	N/A

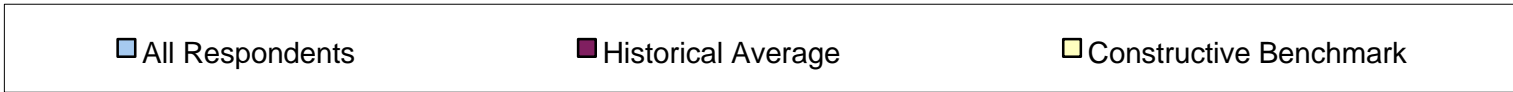
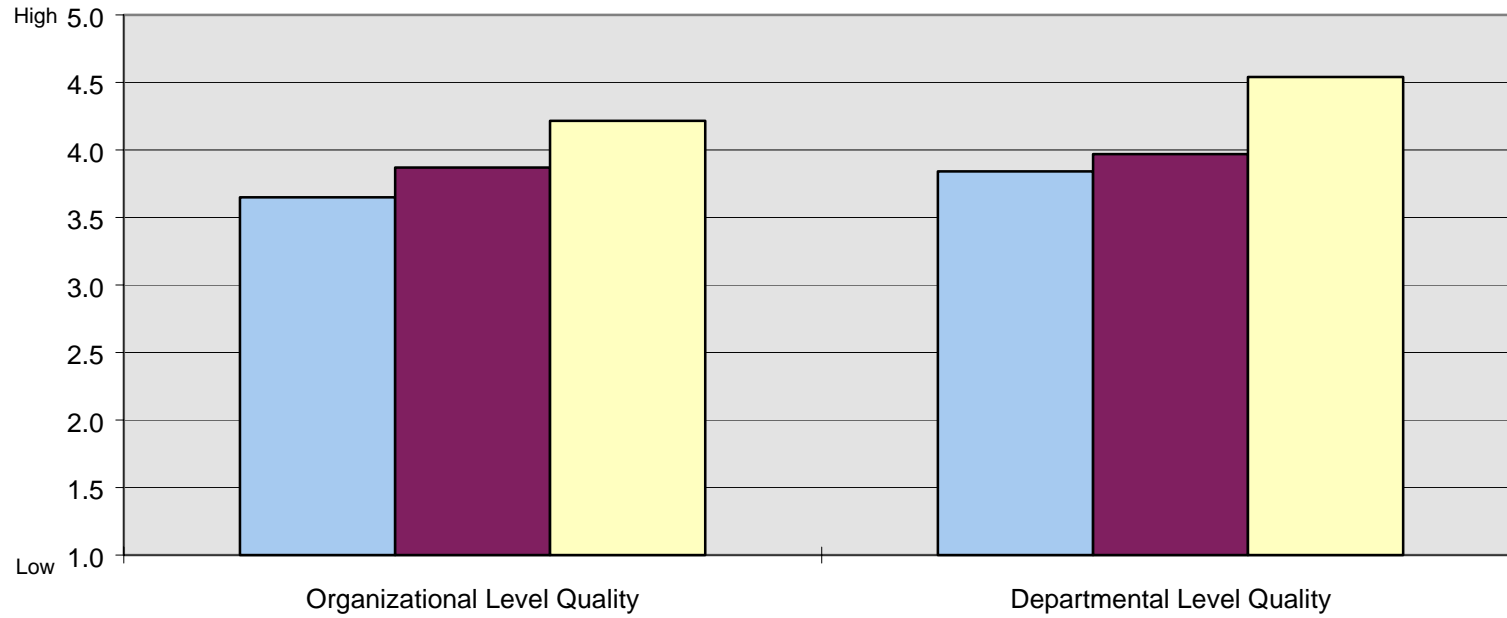
1 = Disagree; 5 = Agree

**Bold/Shaded items are the scale scores**

\* Responses to this reversed item are presented here in raw form (but were adjusted for the accompanying bar charts)

N/A = Historical Average and Constructive Benchmark data is not available for this new OEI item. These items are excluded from the scale scores.

### Quality of Service





**Quality of Service**  
(Mean Scores)

	<b>All Respondents</b>	<b>Historical Average</b>	<b>Constructive Benchmark</b>
<b>Organizational Level Quality</b>	<b>3.65</b>	<b>3.87</b>	<b>4.22</b>
Your organization has a reputation for superior customer service	3.05	3.65	3.96
Your organization will get repeat business from its present customers	3.88	4.03	4.36
You would recommend this organization to potential customers	4.02	3.93	4.33
The quality of your organization's products/services meets customer expectations	3.45	N/A	N/A
*The quality of products/services is inconsistent -- subject to variability	2.94	N/A	N/A
You would choose to do business with your organization (if you were in the market)	3.88	N/A	N/A
<b>Departmental Level Quality</b>	<b>3.84</b>	<b>3.97</b>	<b>4.54</b>
Services provided by your department are of the highest quality possible	3.58	3.83	4.43
You can take pride in the quality of your department's work	4.10	4.11	4.66
Customers would choose to do business with your department again	4.06	N/A	N/A

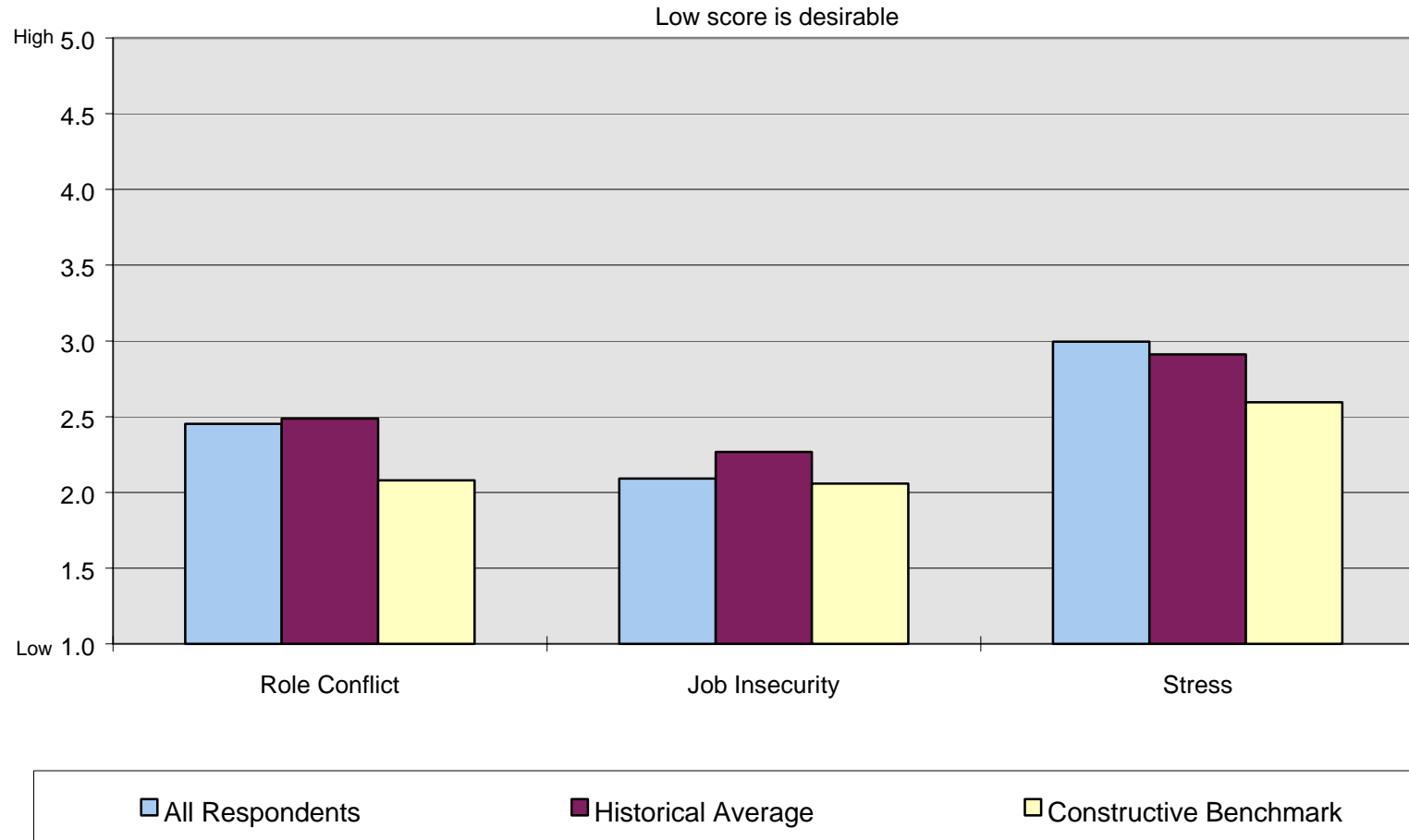
1 = Not at all; 5 = To a very great extent

**Bold/Shaded items are the scale scores**

\* Responses to this reversed item are presented here in raw form  
(but were adjusted for the accompanying bar charts)

N/A = Historical Average and Constructive Benchmark data is not available for this new OEI item. These items are excluded from the scale scores.

## Employee Outcomes (Negative Indices)



## Employee Outcomes -- Negative Indices

(Mean Scores)

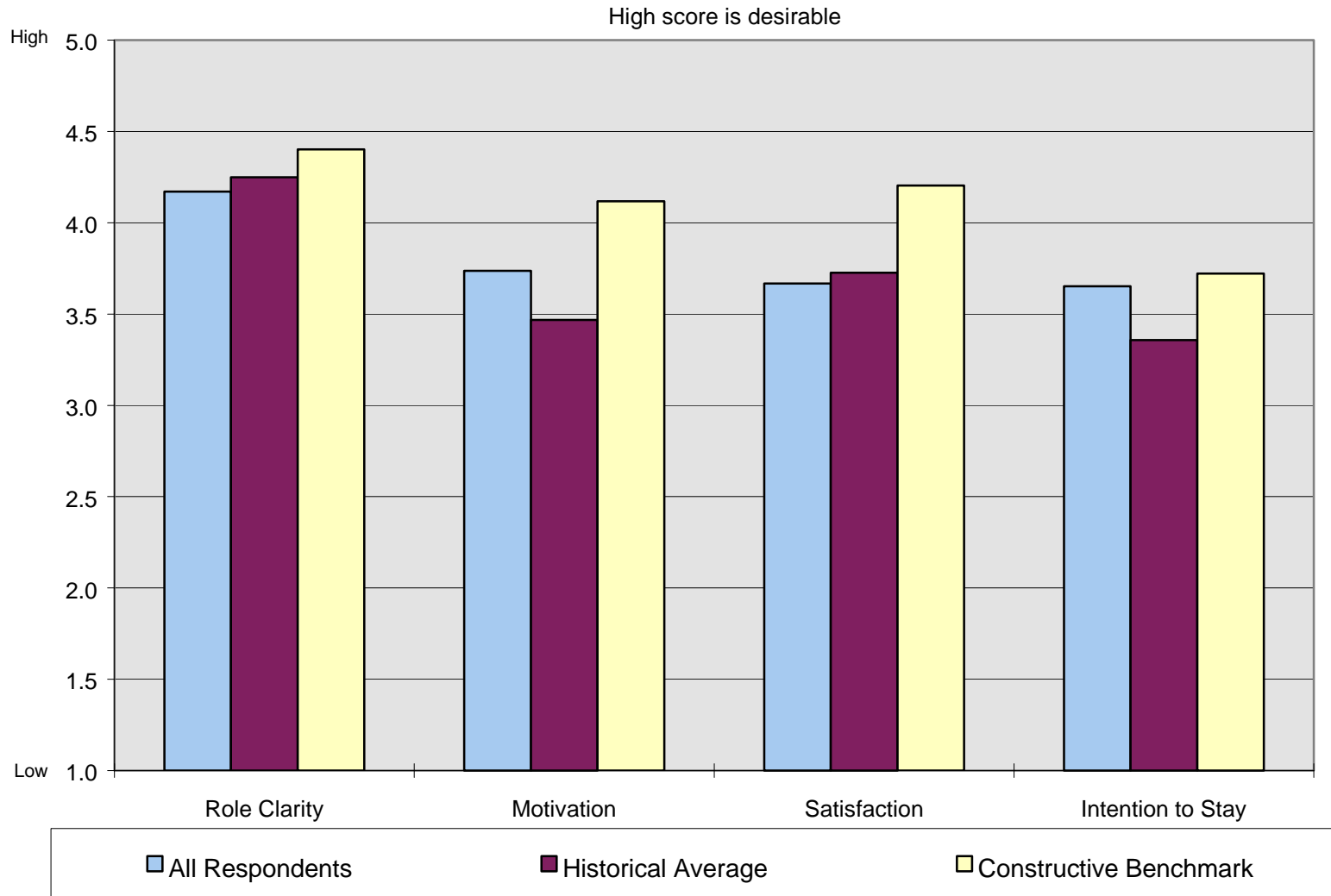
	All Respondents	Historical Average	Constructive Benchmark
<b>Role Conflict</b>	<b>2.45</b>	<b>2.49</b>	<b>2.08</b>
You have to change the way you think and behave when you arrive to work	2.46	2.56	2.00
You receive incompatible requests from two or more people	2.73	2.81	2.54
Different people send you 'different messages.'	2.31	2.57	2.02
*You feel you comfortably fit in as a member of this organization	3.70	3.69	4.04
Your job requires you to think and behave differently than would otherwise be the case	2.30	2.31	1.97
*You receive inconsistent messages regarding what is expected	2.61	2.37	1.99
<b>Job Insecurity</b>	<b>2.09</b>	<b>2.27</b>	<b>2.06</b>
You worry about being laid off and having to find a new job	1.90	2.06	1.83
*Your job is secure	3.71	3.53	3.72
<b>Stress</b>	<b>3.00</b>	<b>2.91</b>	<b>2.59</b>
*You feel relaxed (not tense and under pressure) at work	3.10	3.18	3.33
Your job situation tends to be frustrating	3.26	3.30	2.84
*You feel good when you're on the job	3.80	3.74	4.25
You find your job stressful	3.61	3.27	3.12

1 = Disagree; 5 = Agree

**Bold/Shaded items are the scale scores**

\* Responses to this reversed item are presented here in raw form  
(but were adjusted for the accompanying bar charts)

## Employee Outcomes (Positive Indices)



**Employee Outcomes -- Positive Indices**  
(Mean Scores)

	<b>All Respondents</b>	<b>Historical Average</b>	<b>Constructive Benchmark</b>
<b>Role Clarity</b>	<b>4.17</b>	<b>4.25</b>	<b>4.40</b>
You clearly know what's required of you to 'fit in'	4.30	4.34	4.56
You know exactly what is expected of you	4.23	4.33	4.35
*You are uncertain about how you're supposed to 'act.'	1.80	1.59	1.43
You clearly know what is expected of you	3.95	3.91	4.13
<b>Motivation</b>	<b>3.74</b>	<b>3.47</b>	<b>4.12</b>
Your department motivates you to do the highest quality work possible	3.77	3.38	4.09
*It seems pointless to work hard given the way your department is run	2.05	2.45	1.70
Your department inspires the very best in you	3.49	3.47	3.97
Would you personally go out of your way to make sure a customer feels good about your service?	4.40	3.97	4.11
<b>Satisfaction</b>	<b>3.67</b>	<b>3.73</b>	<b>4.20</b>
You are satisfied with your present situation in your department	3.29	3.42	3.75
In general, you like working here	4.21	4.30	4.71
You are satisfied being a member of this organization	3.71	3.58	4.12
You would recommend this organization as a good place to work	3.46	3.60	4.23
<b>Intention to Stay</b>	<b>3.65</b>	<b>3.36</b>	<b>3.72</b>
*You will probably look for a new job in the next year	2.30	2.56	2.30
You expect to be with this organization two years from now	3.61	3.28	3.75

1 = Disagree; 5 = Agree

**Bold/Shaded items are the scale scores**

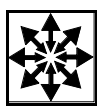
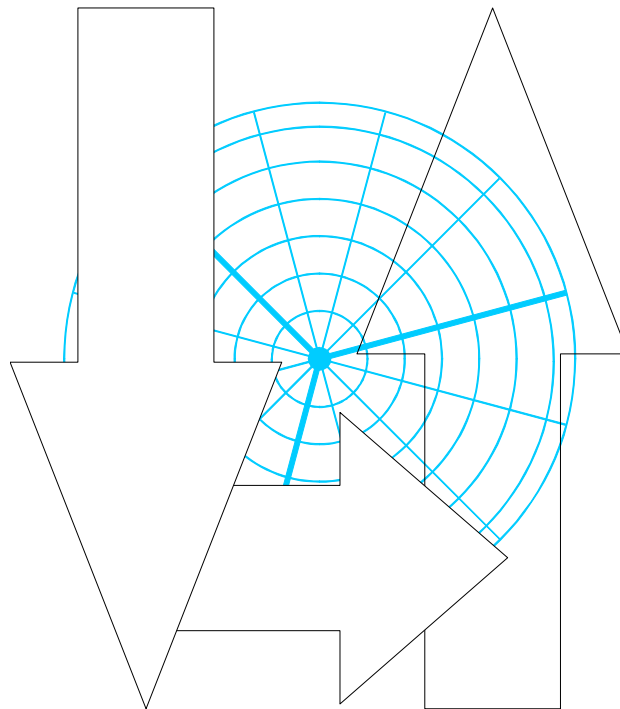
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# Readership Institute - Impact Study

July 2000

## Section 6

Outcomes – By Culture Type



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# Outcomes – by Culture Type

In this section we look more closely at the relationship between culture type and an organization's performance, effectiveness, and employee attitudes and behaviors – the factors we call "outcomes."

We've taken the four culture types into which the Impact Newspapers fall and plotted the effect of those cultures on each of the various outcomes items.

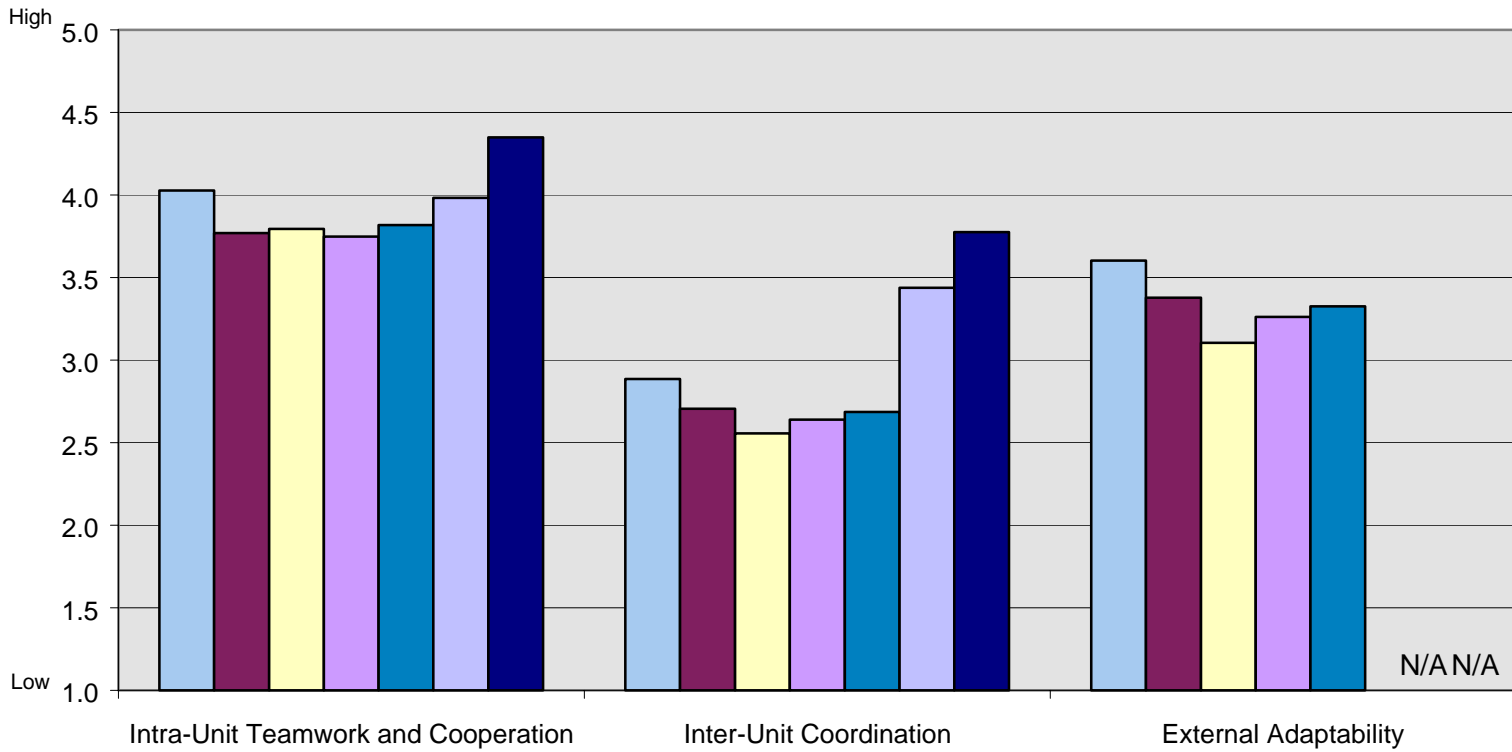
In general, Impact Newspapers with a Constructive Culture performed better than Impact Newspapers in the other three culture categories along most outcomes, performed about the same as our Historical Averages on most outcome scales and performed below the Constructive Benchmark on most outcome scales.

## ***Understanding the Relationship Between Culture Type and Outcomes***

Outcomes include Coordination and Adaptability; Quality of Service and both Positive and Negative Indices for Employee Outcomes. The "Outcomes (All Impact Newspapers)" section of this report includes detailed descriptions of these outcomes. You may want to refer back to these descriptions as you review the charts and tables that follow.

When you know the culture type of the Impact Newspapers in aggregate, or your newspaper in particular, you can look at the following charts and tables and identify the outcomes of that culture in various areas of performance, effectiveness and employee attitudes and behaviors. You also can compare the outcomes of that particular culture against other culture types, against our Historical Averages and against the Constructive Benchmark. The "Outcomes (All Impact Newspapers)" section of this report includes detailed explanation of our Historical Averages and the Constructive Benchmark. You may want to refer back to these explanations.

## Coordination and Adaptability



## Coordination and Adaptability

(Mean Scores)

	Grp. 1	Grp. 2	Grp. 3	Grp. 4	Grp. 5	Grp. 6	All Resp.	Hist. Avg.	Const. Benchmk
<b>Intra-Unit Teamwork and Cooperation</b>	<b>4.03</b>	<b>3.77</b>	<b>3.79</b>	<b>3.75</b>	<b>0.00</b>	<b>0.00</b>	<b>3.82</b>	<b>3.98</b>	<b>4.35</b>
The people you work with are helpful to you	4.16	3.86	3.92	3.89	0.00	0.00	3.94	4.18	4.44
*The people you work with compete (rather than cooperate)	2.23	2.47	2.45	2.54	0.00	0.00	2.44	2.31	1.81
You can count on your co-workers when teamwork is needed	4.16	3.92	3.92	3.90	0.00	0.00	3.96	4.08	4.41
<b>Inter-Unit Coordination</b>	<b>2.89</b>	<b>2.71</b>	<b>2.56</b>	<b>2.64</b>	<b>0.00</b>	<b>0.00</b>	<b>2.69</b>	<b>3.44</b>	<b>3.78</b>
Excellent cooperation between interdependent work groups	3.10	2.82	2.68	2.79	0.00	0.00	2.83	3.60	4.05
*Practices of some units cause problems for others	3.65	3.73	3.92	3.80	0.00	0.00	3.78	3.01	2.90
Services provided by other departments are of high quality	3.20	3.03	2.91	2.93	0.00	0.00	3.01	3.72	4.17
Your workgroup can rely on other departments	3.09	2.91	2.82	2.86	0.00	0.00	2.91	N/A	N/A
<b>External Adaptability</b>	<b>3.60</b>	<b>3.38</b>	<b>3.10</b>	<b>3.26</b>	<b>0.00</b>	<b>0.00</b>	<b>3.32</b>	<b>N/A</b>	<b>N/A</b>
New programs are quickly and efficiently implemented	3.35	3.14	2.90	3.04	0.00	0.00	3.10	N/A	N/A
This organization proactively identifies and adjusts to changes	3.72	3.47	3.15	3.30	0.00	0.00	3.39	N/A	N/A
This organization responds effectively to external opportunities and threats	3.74	3.53	3.26	3.44	0.00	0.00	3.48	N/A	N/A

1 = Disagree; 5 = Agree

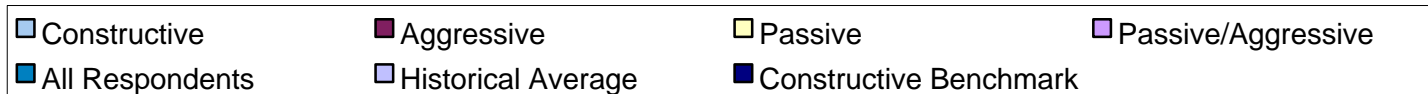
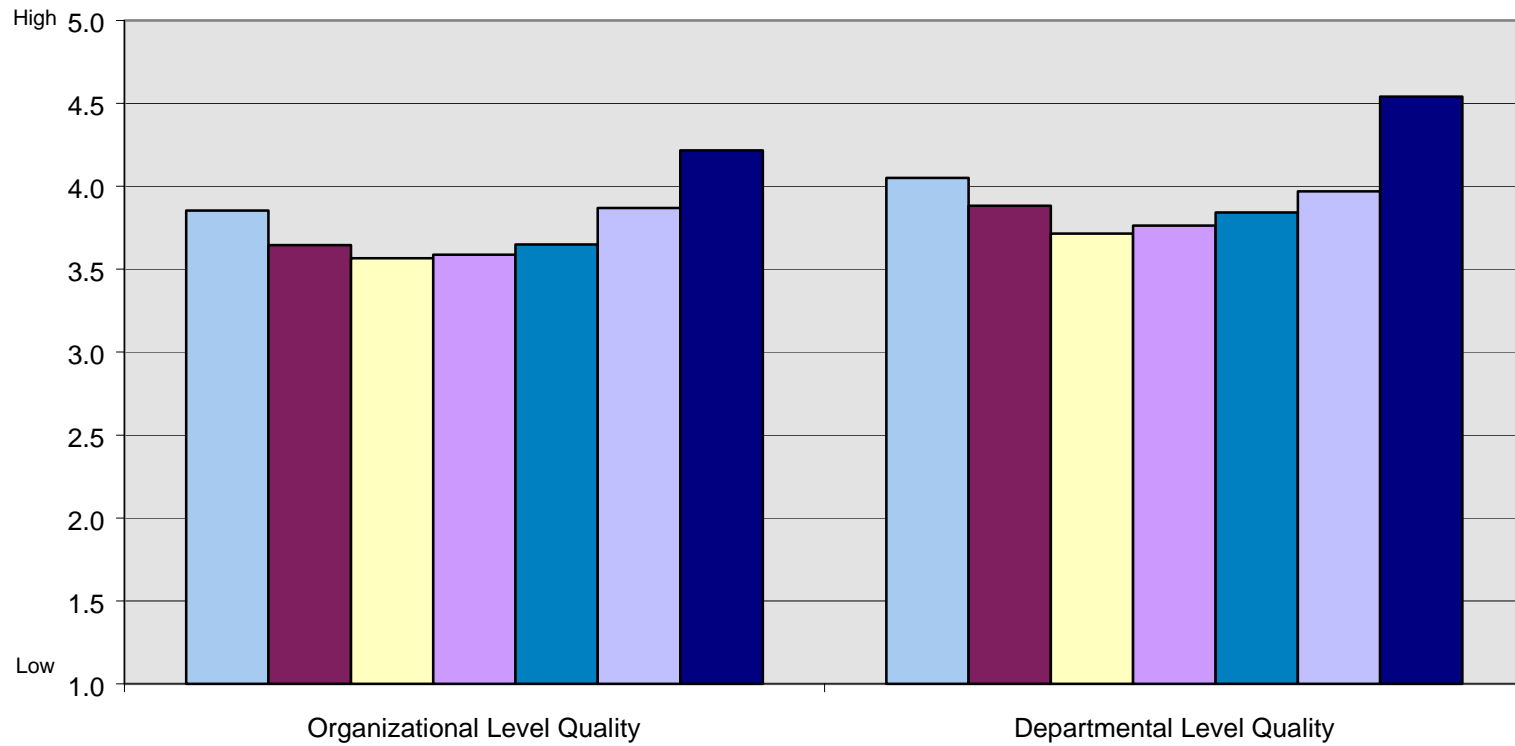
**Bold/Shaded items are the scale scores**

\* Responses to this reversed item are presented here in raw form (but were adjusted for the accompanying bar charts)

N/A = Historical Average and Constructive Benchmark data is not available for this new OEI item. These items are excluded from the scale scores.

<b>Subgroup Key:</b>	
Grp. 1	Culture Stratum: Constructive
Grp. 2	Culture Stratum: Aggressive
Grp. 3	Culture Stratum: Passive
Grp. 4	Culture Stratum: Passive/Aggressive

## Quality of Service



	Grp. 1	Grp. 2	Grp. 3	Grp. 4	Grp. 5	Grp. 6	All Resp.	Hist. Avg.
<b>Organizational Level Quality</b>	<b>3.85</b>	<b>3.64</b>	<b>3.57</b>	<b>3.59</b>	<b>0.00</b>	<b>0.00</b>	<b>3.65</b>	<b>3.87</b>
Your organization has a reputation for superior customer service	3.31	3.03	2.96	2.98	0.00	0.00	3.05	3.65
Your organization will get repeat business from its present customers	4.05	3.87	3.81	3.83	0.00	0.00	3.88	4.03
You would recommend this organization to potential customers	4.21	4.03	3.93	3.96	0.00	0.00	4.02	3.93
The quality of your organization's products/services meets customer expectations	3.64	3.54	3.28	3.38	0.00	0.00	3.45	N/A
*The quality of products/services is inconsistent -- subject to variability	2.82	2.88	2.98	3.04	0.00	0.00	2.94	N/A
You would choose to do business with your organization (if you were in the market)	4.04	3.94	3.73	3.83	0.00	0.00	3.88	N/A
<b>Departmental Level Quality</b>	<b>4.05</b>	<b>3.88</b>	<b>3.71</b>	<b>3.76</b>	<b>0.00</b>	<b>0.00</b>	<b>3.84</b>	<b>3.97</b>
Services provided by your department are of the highest quality possible	3.81	3.62	3.44	3.50	0.00	0.00	3.58	3.83
You can take pride in the quality of your department's work	4.29	4.15	3.99	4.02	0.00	0.00	4.10	4.11
Customers would choose to do business with your department again	4.27	4.11	3.95	3.97	0.00	0.00	4.06	N/A

1 = Not at all; 5 = To a very great extent

**Bold/Shaded items are the scale scores**

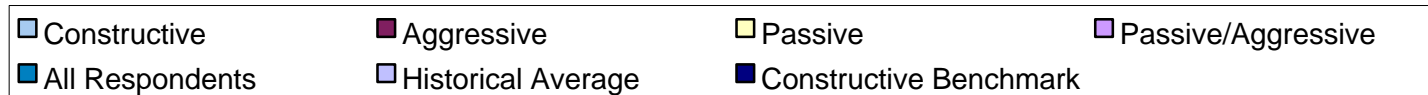
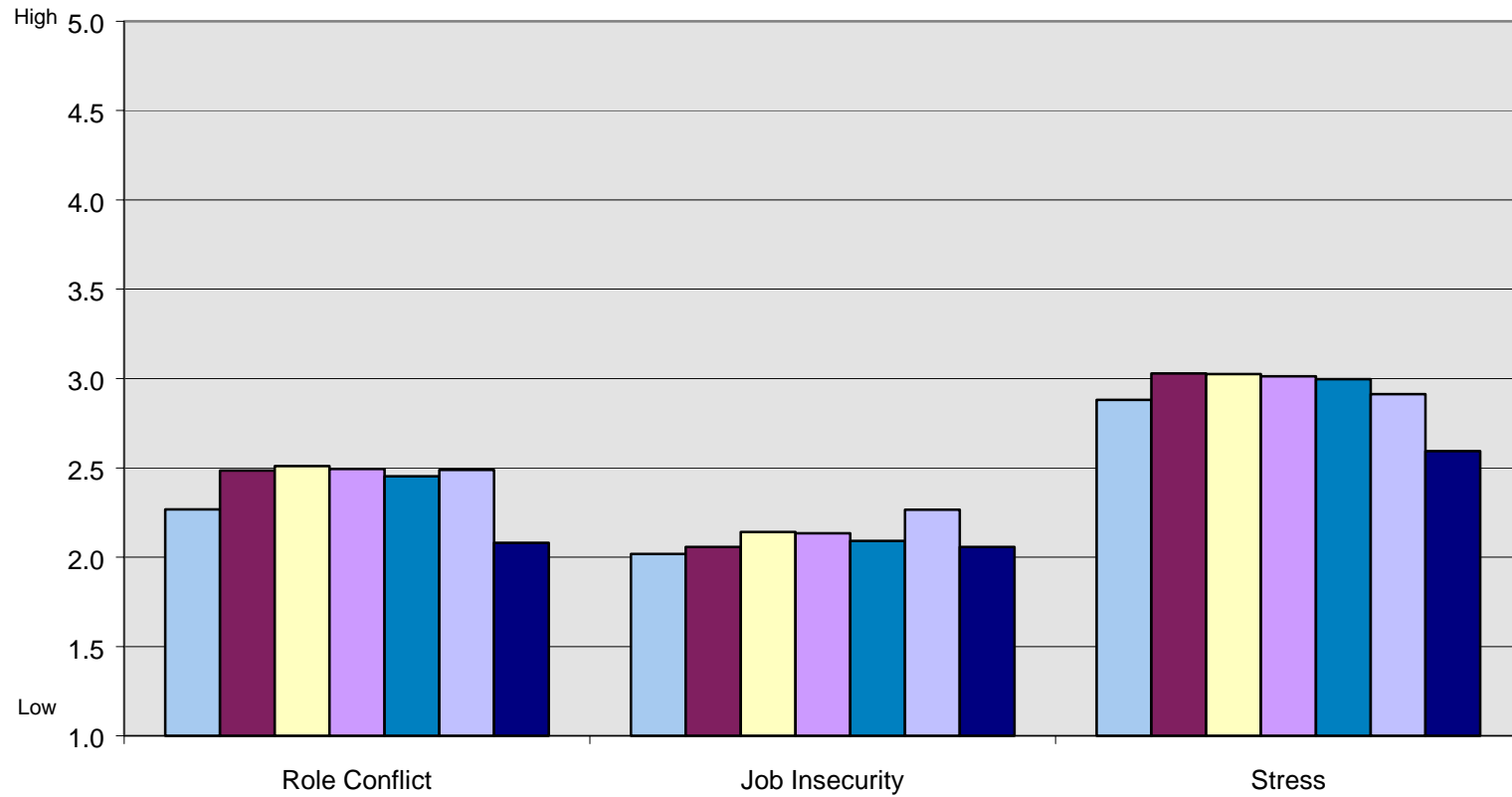
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N/A = Historical Average and Constructive Benchmark data is not  
available for this new OEI item. These items are excluded from the scale scores.

Subgroup Key:	
Grp. 1 Culture Stratum: Constructive	
Grp. 2 Culture Stratum: Aggressive	
Grp. 3 Culture Stratum: Passive	
Culture Stratum:	
Grp. 4 Passive/Aggressive	

## Employee Outcomes (Negative Indices)

Low score is desirable



## Employee Outcomes -- Negative Indices

(Mean Scores)

	Grp. 1	Grp. 2	Grp. 3	Grp. 4	Grp. 5	Grp. 6	All Resp.	Hist. Avg.	Const. Benchmk
<b>Role Conflict</b>	<b>2.27</b>	<b>2.49</b>	<b>2.51</b>	<b>2.49</b>	<b>0.00</b>	<b>0.00</b>	<b>2.45</b>	<b>2.49</b>	<b>2.08</b>
You have to change the way you think and behave when you arrive to work	2.35	2.47	2.54	2.47	0.00	0.00	2.46	2.56	2.00
You receive incompatible requests from two or more people	2.54	2.79	2.74	2.78	0.00	0.00	2.73	2.81	2.54
Different people send you 'different messages.'	2.04	2.39	2.38	2.37	0.00	0.00	2.31	2.57	2.02
*You feel you comfortably fit in as a member of this organization	3.87	3.67	3.64	3.67	0.00	0.00	3.70	3.69	4.04
Your job requires you to think and behave differently than would otherwise be the case	2.17	2.31	2.34	2.34	0.00	0.00	2.30	2.31	1.97
*You receive inconsistent messages regarding what is expected	2.38	2.62	2.71	2.68	0.00	0.00	2.61	2.37	1.99
<b>Job Insecurity</b>	<b>2.02</b>	<b>2.06</b>	<b>2.14</b>	<b>2.13</b>	<b>0.00</b>	<b>0.00</b>	<b>2.09</b>	<b>2.27</b>	<b>2.06</b>
You worry about being laid off and having to find a new job	1.83	1.86	1.94	1.95	0.00	0.00	1.90	2.06	1.83
*Your job is secure	3.79	3.74	3.66	3.68	0.00	0.00	3.71	3.53	3.72
<b>Stress</b>	<b>2.88</b>	<b>3.03</b>	<b>3.02</b>	<b>3.01</b>	<b>0.00</b>	<b>0.00</b>	<b>3.00</b>	<b>2.91</b>	<b>2.59</b>
*You feel relaxed (not tense and under pressure) at work	3.20	3.06	3.09	3.06	0.00	0.00	3.10	3.18	3.33
Your job situation tends to be frustrating	3.11	3.27	3.37	3.28	0.00	0.00	3.26	3.30	2.84
*You feel good when you're on the job	3.96	3.78	3.71	3.78	0.00	0.00	3.80	3.74	4.25
You find your job stressful	3.57	3.68	3.53	3.62	0.00	0.00	3.61	3.27	3.12

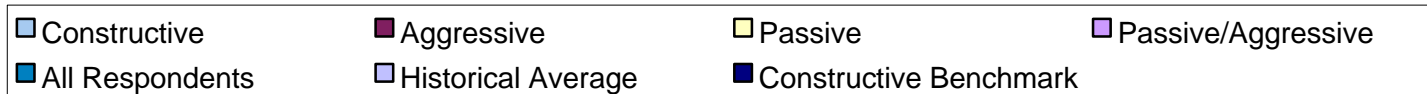
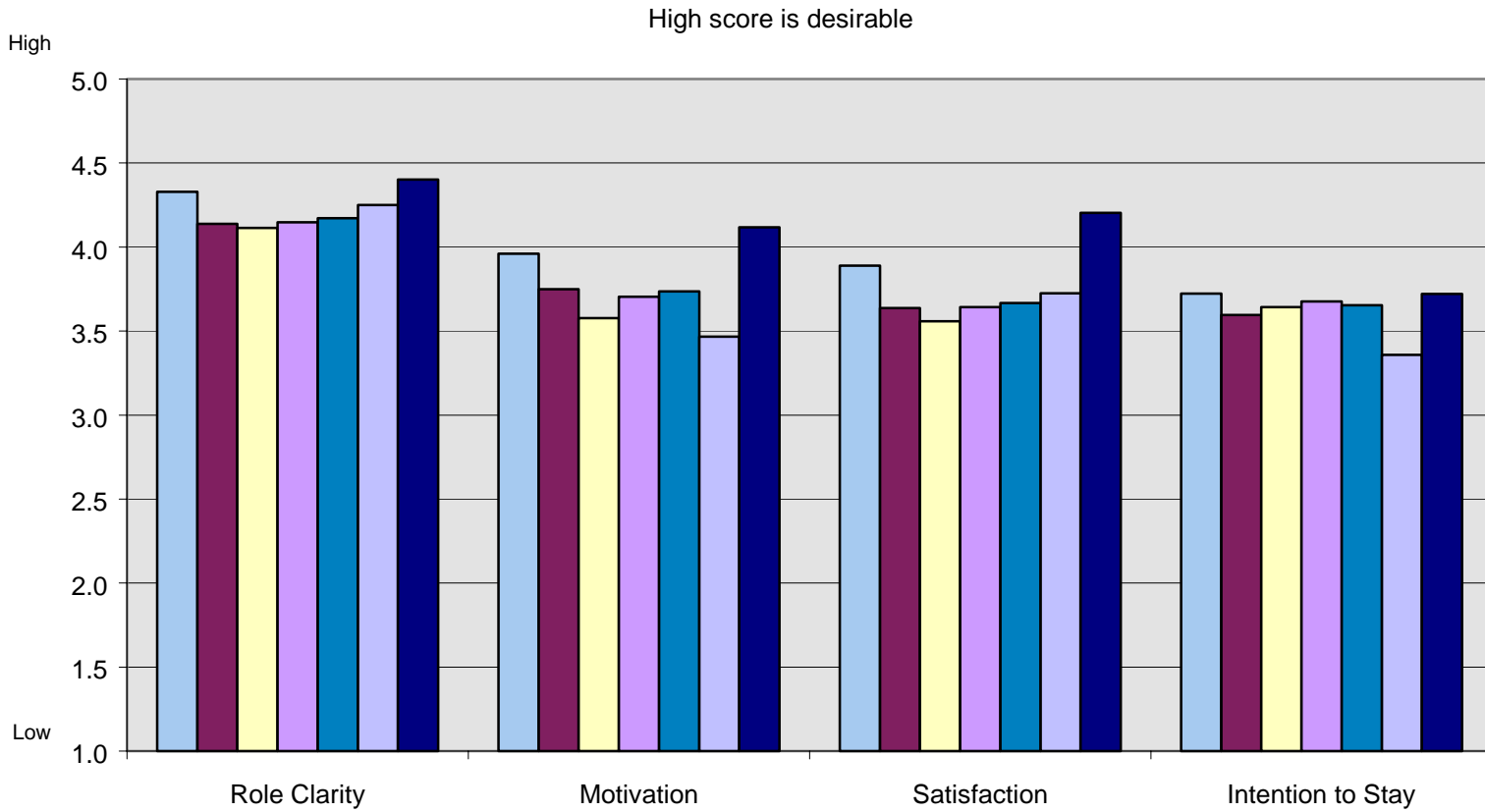
1 = Disagree; 5 = Agree

**Bold/Shaded items are the scale scores**

\* Responses to this reversed item are presented here in raw form  
(but were adjusted for the accompanying bar charts)

<b>Subgroup Key:</b>	
Grp. 1	Culture Stratum: Constructive
Grp. 2	Culture Stratum: Aggressive
Grp. 3	Culture Stratum: Passive
Grp. 4	Culture Stratum: Passive/Aggressive

## Employee Outcomes (Positive Indices)



## Employee Outcomes -- Positive Indices

(Mean Scores)

	Grp. 1	Grp. 2	Grp. 3	Grp. 4	Grp. 5	Grp. 6	All Resp.	Hist. Avg.	Const. Benchmk
<b>Role Clarity</b>	<b>4.33</b>	<b>4.14</b>	<b>4.11</b>	<b>4.15</b>	<b>0.00</b>	<b>0.00</b>	<b>4.17</b>	<b>4.25</b>	<b>4.40</b>
You clearly know what's required of you to 'fit in'	4.43	4.27	4.27	4.29	0.00	0.00	4.30	4.34	4.56
You know exactly what is expected of you	4.40	4.21	4.14	4.20	0.00	0.00	4.23	4.33	4.35
*You are uncertain about how you're supposed to 'act.'	1.66	1.84	1.83	1.83	0.00	0.00	1.80	1.59	1.43
You clearly know what is expected of you	4.15	3.91	3.89	3.93	0.00	0.00	3.95	3.91	4.13
<b>Motivation</b>	<b>3.96</b>	<b>3.75</b>	<b>3.58</b>	<b>3.70</b>	<b>0.00</b>	<b>0.00</b>	<b>3.74</b>	<b>3.47</b>	<b>4.12</b>
Your department motivates you to do the highest quality work possible	4.01	3.80	3.59	3.71	0.00	0.00	3.77	3.38	4.09
*It seems pointless to work hard given the way your department is run	1.85	2.06	2.20	2.04	0.00	0.00	2.05	2.45	1.70
Your department inspires the very best in you	3.72	3.51	3.35	3.44	0.00	0.00	3.49	3.47	3.97
Would you personally go out of your way to make sure a customer feels good about your service	4.43	4.39	4.33	4.43	0.00	0.00	4.40	3.97	4.11
<b>Satisfaction</b>	<b>3.89</b>	<b>3.64</b>	<b>3.56</b>	<b>3.64</b>	<b>0.00</b>	<b>0.00</b>	<b>3.67</b>	<b>3.73</b>	<b>4.20</b>
You are satisfied with your present situation in your dept	3.46	3.27	3.18	3.28	0.00	0.00	3.29	3.42	3.75
In general, you like working here	4.41	4.19	4.11	4.18	0.00	0.00	4.21	4.30	4.71
You are satisfied being a member of this organization	3.94	3.66	3.60	3.70	0.00	0.00	3.71	3.58	4.12
You would recommend this organization as a good place to work	3.74	3.44	3.33	3.40	0.00	0.00	3.46	3.60	4.23
<b>Intention to Stay</b>	<b>3.72</b>	<b>3.60</b>	<b>3.64</b>	<b>3.68</b>	<b>0.00</b>	<b>0.00</b>	<b>3.65</b>	<b>3.36</b>	<b>3.72</b>
*You will probably look for a new job in the next year	2.27	2.36	2.31	2.27	0.00	0.00	2.30	2.56	2.30
You expect to be with this organization two years from now	3.72	3.55	3.59	3.62	0.00	0.00	3.61	3.28	3.75

1 = Disagree; 5 = Agree

**Bold/Shaded items are the scale scores**

\* Responses to this reversed item are presented here in raw form

(but were adjusted for the accompanying bar charts)

<b>Subgroup Key:</b>	
Grp. 1	Culture Stratum: Constructive
Grp. 2	Culture Stratum: Aggressive
Grp. 3	Culture Stratum: Passive
	Culture Stratum:
Grp. 4	Passive/Aggressive

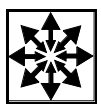
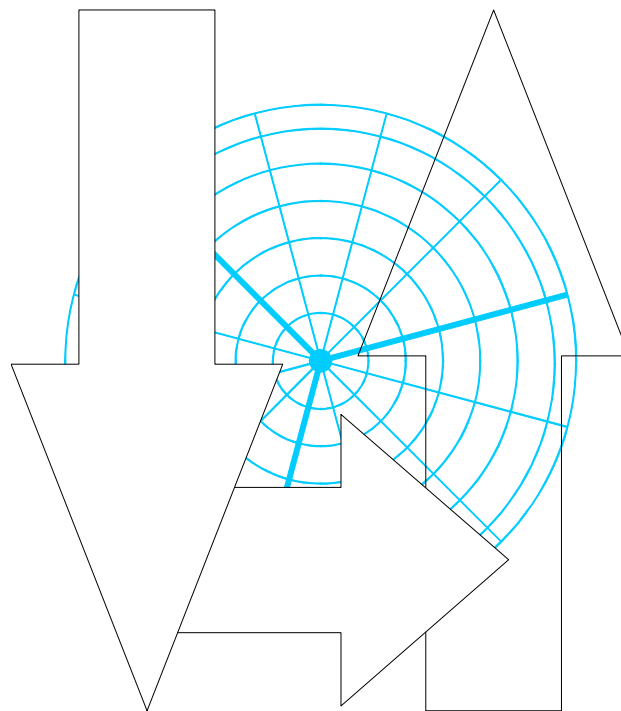


# Readership Institute - Impact Study

July 2000

## Section 7

Outcomes – By Department



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## Outcomes – by Departments

In this section we look at the outcomes of the four newspaper departments most likely to influence readership – news-editorial, advertising, marketing and circulation – and all top executives combined. Again, “outcomes” is the term we use to describe an organization’s performance, effectiveness, and employee attitudes and behaviors.

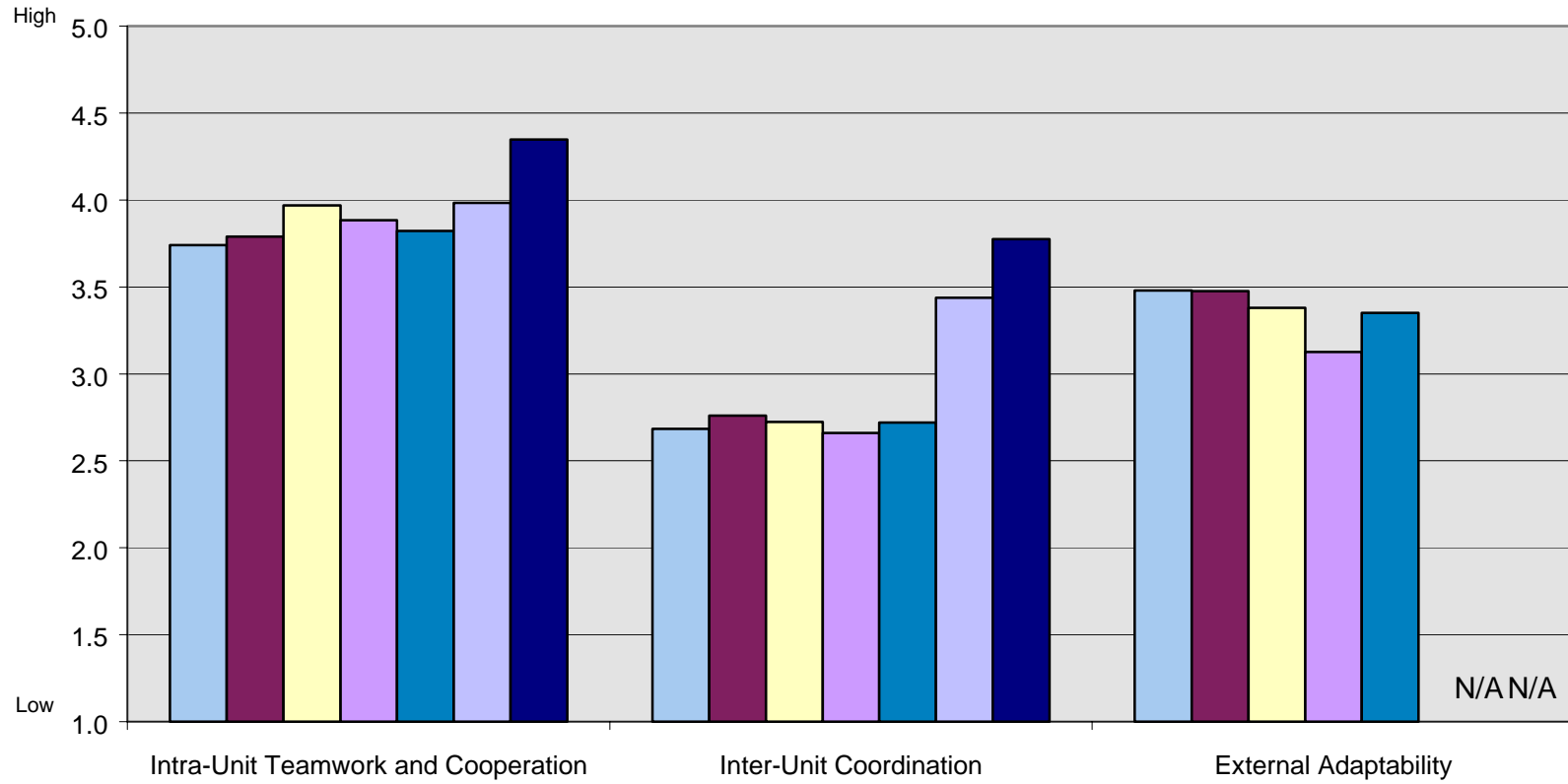
### ***Interpreting Departmental OEI Results***

The “Outcomes (All Impact Newspapers)” section of this report includes detailed descriptions of the outcomes measured by the OEI as well as the implications of high and low scores. You may want to refer back to these descriptions as you review the department results.

Included in this section are barcharts and tables that allow you to compare a department’s results along the outcomes measured by the OEI to the results of other departments, the results of the newspaper industry, our Historical Averages, and our Constructive Benchmarks. The barcharts provide a visual comparison of the average (mean) outcome scores for each group at the scale level. The tables include the item-level results as well as the scale scores.

As you review the results for each department, list out areas in which the department needs to improve. The item-level results included in the tables provide a more detailed understanding of the direction(s) along which the department could improve.

## Coordination and Adaptability



Advertising
  Circulation
  Marketing
  News-editorial
  All Respondents
  Historical Average
  Constructive Benchmark

## Coordination and Adaptability

(Mean Scores)

	Grp. 1	Grp. 2	Grp. 3	Grp. 4	Grp. 5	Grp. 6	All Resp.	Hist. Avg.	Const. Benchmk
<b>Intra-Unit Teamwork and Cooperation</b>	<b>3.74</b>	<b>3.79</b>	<b>3.97</b>	<b>3.88</b>	<b>0.00</b>	<b>0.00</b>	<b>3.82</b>	<b>3.98</b>	<b>4.35</b>
The people you work with are helpful to you	3.95	4.00	4.06	3.92	0.00	0.00	3.96	4.18	4.44
*The people you work with compete (rather than cooperate)	2.71	2.53	2.25	2.28	0.00	0.00	2.47	2.31	1.81
You can count on your co-workers when teamwork is needed	3.97	3.90	4.09	4.01	0.00	0.00	3.97	4.08	4.41
<b>Inter-Unit Coordination</b>	<b>2.68</b>	<b>2.76</b>	<b>2.72</b>	<b>2.66</b>	<b>0.00</b>	<b>0.00</b>	<b>2.72</b>	<b>3.44</b>	<b>3.78</b>
Excellent cooperation between interdependent work groups	2.84	2.96	2.87	2.74	0.00	0.00	2.86	3.60	4.05
*Practices of some units cause problems for others	3.81	3.76	3.81	3.70	0.00	0.00	3.74	3.01	2.90
Services provided by other departments are of high quality	3.02	3.08	3.11	2.94	0.00	0.00	3.04	3.72	4.17
Your workgroup can rely on other departments	2.93	2.89	2.96	2.83	0.00	0.00	2.92	N/A	N/A
<b>External Adaptability</b>	<b>3.48</b>	<b>3.48</b>	<b>3.38</b>	<b>3.13</b>	<b>0.00</b>	<b>0.00</b>	<b>3.35</b>	<b>N/A</b>	<b>N/A</b>
New programs are quickly and efficiently implemented	3.24	3.31	3.11	2.86	0.00	0.00	3.11	N/A	N/A
This organization proactively identifies and adjusts to changes	3.55	3.51	3.46	3.22	0.00	0.00	3.43	N/A	N/A
This organization responds effectively to external opportunities and threats	3.64	3.61	3.57	3.30	0.00	0.00	3.51	N/A	N/A

1 = Disagree; 5 = Agree

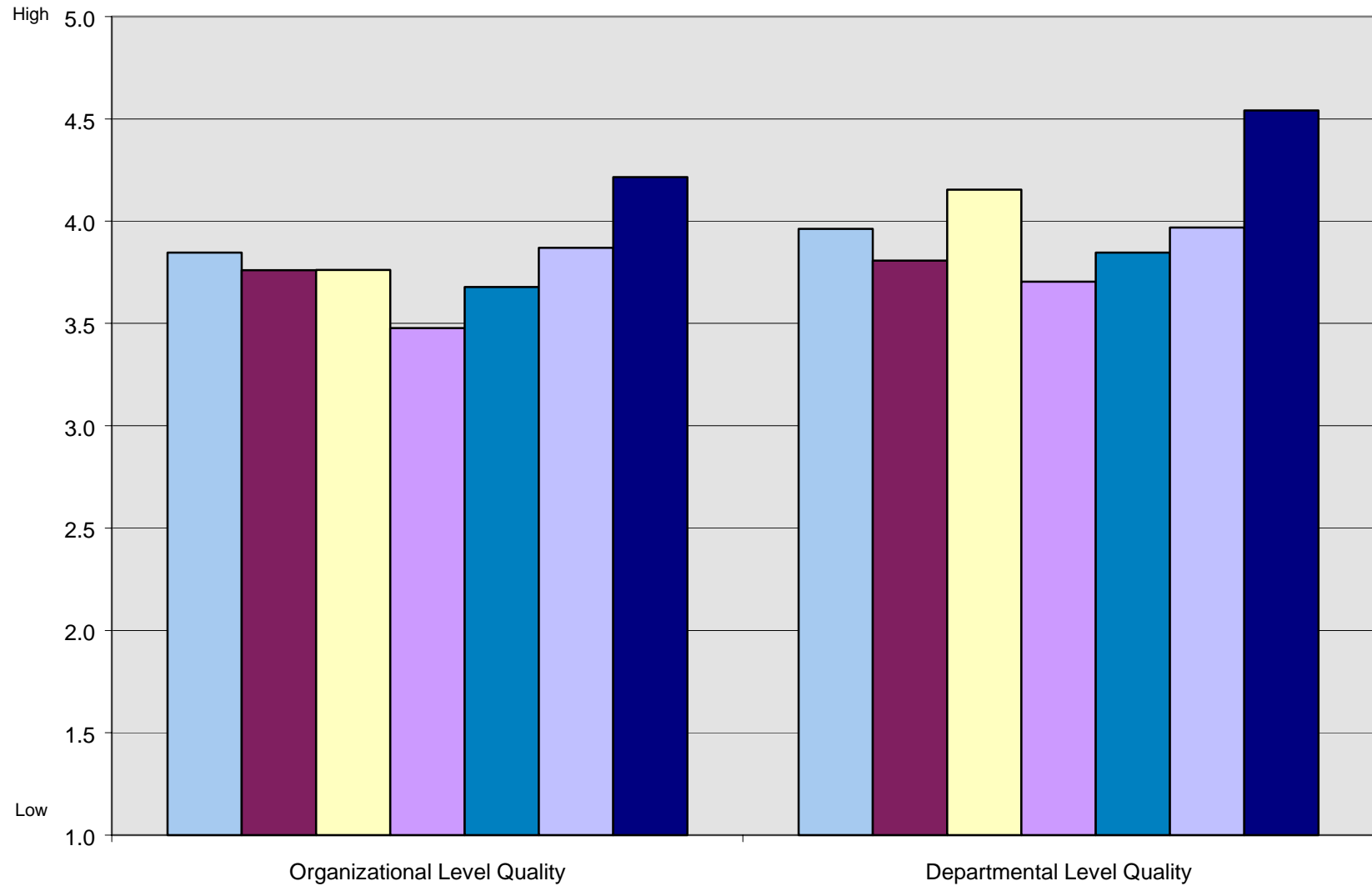
**Bold/Shaded items are the scale scores**

\* Responses to this reversed item are presented here in raw form  
(but were adjusted for the accompanying bar charts)

N/A = Historical Average and Constructive Benchmark data is not  
available for this new OEI item. These items are excluded from the scale scores.

Subgroup Key:		
Grp. 1	Advertising	
Grp. 2	Circulation	
Grp. 3	Marketing	
Grp. 4	News-editorial	

## Quality of Service





**Quality of Service**  
(Mean Scores)

	<b>Grp. 1</b>	<b>Grp. 2</b>	<b>Grp. 3</b>	<b>Grp. 4</b>	<b>Grp. 5</b>	<b>Grp. 6</b>	<b>All Resp.</b>	<b>Hist. Avg.</b>	<b>Const. Benchmk</b>
<b>Organizational Level Quality</b>	<b>3.85</b>	<b>3.76</b>	<b>3.76</b>	<b>3.48</b>	<b>0.00</b>	<b>0.00</b>	<b>3.68</b>	<b>3.87</b>	<b>4.22</b>
Your organization has a reputation for superior customer service	3.19	3.28	3.02	2.89	0.00	0.00	3.09	3.65	3.96
Your organization will get repeat business from its present customers	4.09	3.92	4.01	3.72	0.00	0.00	3.90	4.03	4.36
You would recommend this organization to potential customers	4.26	4.08	4.25	3.82	0.00	0.00	4.04	3.93	4.33
The quality of your organization's products/services meets customer expectations	3.67	3.48	3.61	3.29	0.00	0.00	3.48	N/A	N/A
*The quality of products/services is inconsistent -- subject to variability	2.82	2.87	2.65	3.03	0.00	0.00	2.90	N/A	N/A
You would choose to do business with your organization (if you were in the market)	4.09	3.98	4.01	3.72	0.00	0.00	3.91	N/A	N/A
<b>Departmental Level Quality</b>	<b>3.96</b>	<b>3.81</b>	<b>4.15</b>	<b>3.70</b>	<b>0.00</b>	<b>0.00</b>	<b>3.85</b>	<b>3.97</b>	<b>4.54</b>
Services provided by your department are of the highest quality possible	3.75	3.55	3.98	3.37	0.00	0.00	3.58	3.83	4.43
You can take pride in the quality of your department's work	4.18	4.07	4.33	4.04	0.00	0.00	4.11	4.11	4.66
Customers would choose to do business with your department again	4.17	4.06	4.42	3.93	0.00	0.00	4.06	N/A	N/A

1 = Not at all; 5 = To a very great extent

**Bold/Shaded items are the scale scores**

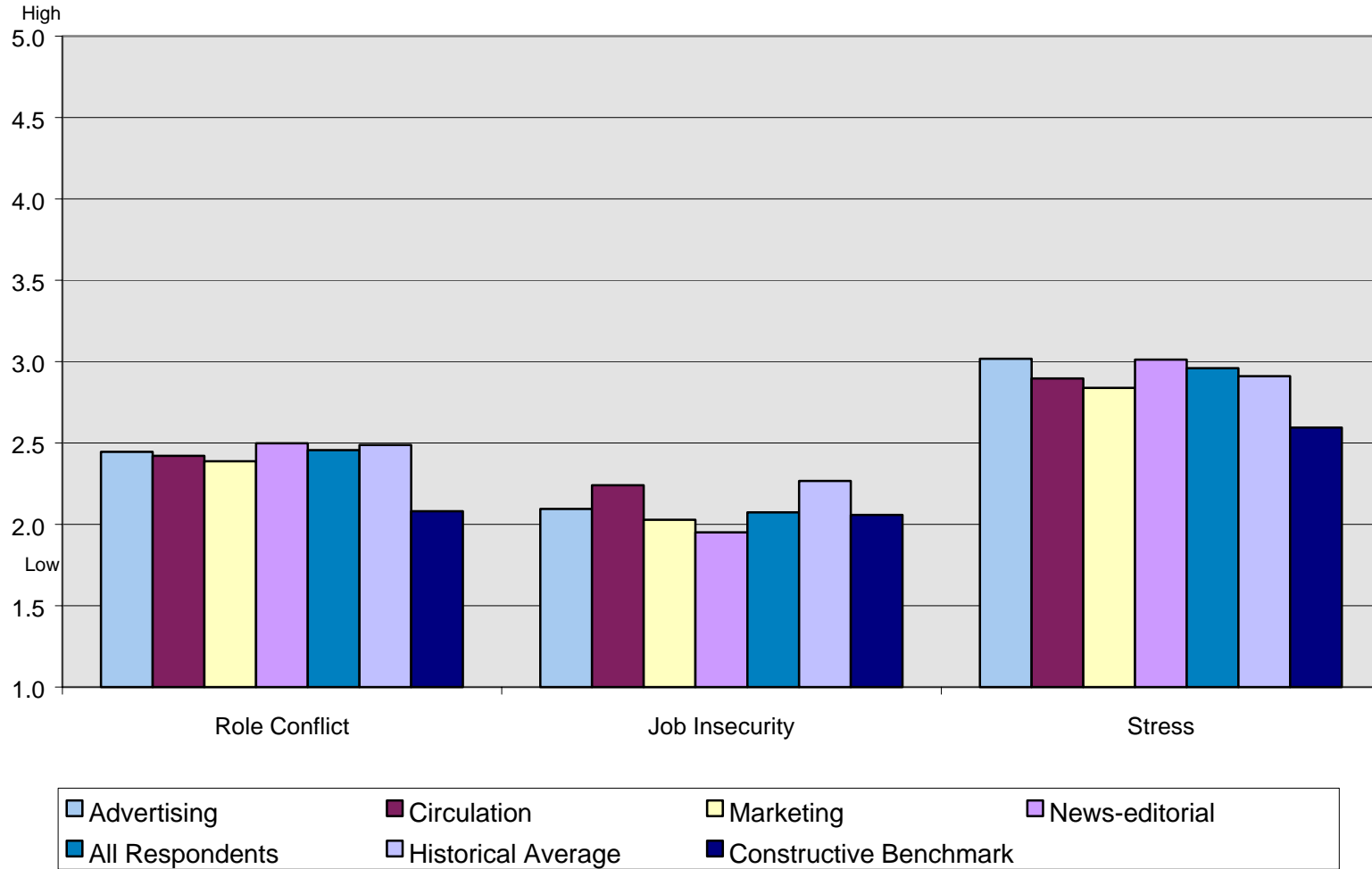
\* Responses to this reversed item are presented here in raw form (but were adjusted for the accompanying bar charts)

N/A = Historical Average and Constructive Benchmark data is not available for this new OEI item. These items are excluded from the scale scores.

<b>Subgroup Key:</b>		
Grp. 1	Advertising	
Grp. 2	Circulation	
Grp. 3	Marketing	
Grp. 4	News-editorial	

## Employee Outcomes (Negative Indices)

Low score is desirable



## Employee Outcomes -- Negative Indices

(Mean Scores)

	Grp. 1	Grp. 2	Grp. 3	Grp. 4	Grp. 5	Grp. 6	All Resp.	Hist. Avg.	Const. Benchmk
<b>Role Conflict</b>	<b>2.44</b>	<b>2.42</b>	<b>2.39</b>	<b>2.50</b>	<b>0.00</b>	<b>0.00</b>	<b>2.46</b>	<b>2.49</b>	<b>2.08</b>
You have to change the way you think and behave when you arrive to work	2.56	2.51	2.27	2.40	0.00	0.00	2.46	2.56	2.00
You receive incompatible requests from two or more people	2.66	2.61	2.77	2.78	0.00	0.00	2.70	2.81	2.54
Different people send you 'different messages.'	2.37	2.33	2.12	2.30	0.00	0.00	2.32	2.57	2.02
*You feel you comfortably fit in as a member of this organization	3.77	3.66	3.62	3.56	0.00	0.00	3.66	3.69	4.04
Your job requires you to think and behave differently than would otherwise be the case	2.28	2.22	2.19	2.36	0.00	0.00	2.30	2.31	1.97
*You receive inconsistent messages regarding what is expected	2.57	2.52	2.60	2.72	0.00	0.00	2.61	2.37	1.99
<b>Job Insecurity</b>	<b>2.09</b>	<b>2.24</b>	<b>2.03</b>	<b>1.95</b>	<b>0.00</b>	<b>0.00</b>	<b>2.07</b>	<b>2.27</b>	<b>2.06</b>
You worry about being laid off and having to find a new job	1.86	2.03	1.76	1.78	0.00	0.00	1.87	2.06	1.83
*Your job is secure	3.67	3.55	3.71	3.88	0.00	0.00	3.72	3.53	3.72
<b>Stress</b>	<b>3.02</b>	<b>2.90</b>	<b>2.84</b>	<b>3.01</b>	<b>0.00</b>	<b>0.00</b>	<b>2.96</b>	<b>2.91</b>	<b>2.59</b>
*You feel relaxed (not tense and under pressure) at work	3.03	3.29	3.13	3.04	0.00	0.00	3.12	3.18	3.33
Your job situation tends to be frustrating	3.28	3.28	3.06	3.21	0.00	0.00	3.21	3.30	2.84
*You feel good when you're on the job	3.83	3.81	3.90	3.74	0.00	0.00	3.80	3.74	4.25
You find your job stressful	3.64	3.40	3.32	3.62	0.00	0.00	3.55	3.27	3.12

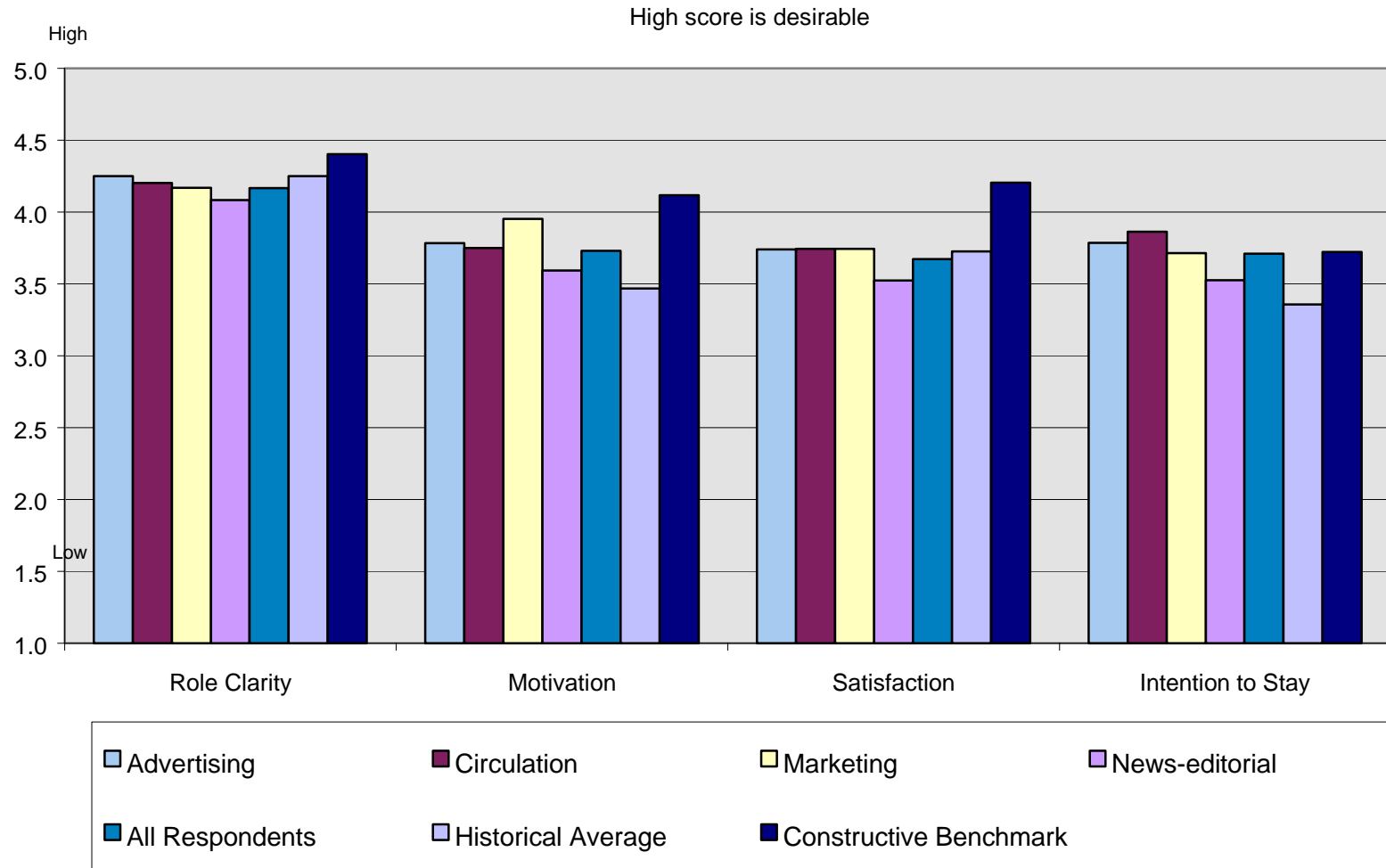
1 = Disagree; 5 = Agree

**Bold/Shaded items are the scale scores**

\* Responses to this reversed item are presented here in raw form (but were adjusted for the accompanying bar charts)

Subgroup Key:	
Grp. 1	Advertising
Grp. 2	Circulation
Grp. 3	Marketing
Grp. 4	News-editorial

## Employee Outcomes (Positive Indices)



## Employee Outcomes -- Positive Indices

(Mean Scores)

	Grp. 1	Grp. 2	Grp. 3	Grp. 4	Grp. 5	Grp. 6	All Resp.	Hist. Avg.	Const. Benchmk
<b>Role Clarity</b>	<b>4.25</b>	<b>4.20</b>	<b>4.17</b>	<b>4.08</b>	<b>0.00</b>	<b>0.00</b>	<b>4.17</b>	<b>4.25</b>	<b>4.40</b>
You clearly know what's required of you to 'fit in'	4.39	4.33	4.33	4.20	0.00	0.00	4.29	4.34	4.56
You know exactly what is expected of you	4.36	4.30	4.13	4.10	0.00	0.00	4.23	4.33	4.35
*You are uncertain about how you're supposed to 'act.'	1.80	1.83	1.70	1.80	0.00	0.00	1.81	1.59	1.43
You clearly know what is expected of you	4.05	4.01	3.91	3.83	0.00	0.00	3.95	3.91	4.13
<b>Motivation</b>	<b>3.78</b>	<b>3.75</b>	<b>3.95</b>	<b>3.59</b>	<b>0.00</b>	<b>0.00</b>	<b>3.73</b>	<b>3.47</b>	<b>4.12</b>
Your department motivates you to do the highest quality work possible	3.83	3.81	3.92	3.59	0.00	0.00	3.75	3.38	4.09
*It seems pointless to work hard given the way your department is run	2.08	2.14	1.87	2.03	0.00	0.00	2.05	2.45	1.70
Your department inspires the very best in you	3.60	3.58	3.80	3.21	0.00	0.00	3.48	3.47	3.97
Would you personally go out of your way to make sure a customer feels good about your service	4.62	4.52	4.59	4.11	0.00	0.00	4.39	3.97	4.11
<b>Satisfaction</b>	<b>3.74</b>	<b>3.74</b>	<b>3.74</b>	<b>3.52</b>	<b>0.00</b>	<b>0.00</b>	<b>3.67</b>	<b>3.73</b>	<b>4.20</b>
You are satisfied with your present situation in your dept	3.31	3.26	3.35	3.19	0.00	0.00	3.28	3.42	3.75
In general, you like working here	4.27	4.29	4.33	4.07	0.00	0.00	4.21	4.30	4.71
You are satisfied being a member of this organization	3.82	3.82	3.76	3.51	0.00	0.00	3.71	3.58	4.12
You would recommend this organization as a good place to work	3.56	3.60	3.53	3.32	0.00	0.00	3.49	3.60	4.23
<b>Intention to Stay</b>	<b>3.78</b>	<b>3.86</b>	<b>3.71</b>	<b>3.53</b>	<b>0.00</b>	<b>0.00</b>	<b>3.71</b>	<b>3.36</b>	<b>3.72</b>
*You will probably look for a new job in the next year	2.18	2.14	2.27	2.40	0.00	0.00	2.25	2.56	2.30
You expect to be with this organization two years from now	3.75	3.86	3.69	3.46	0.00	0.00	3.67	3.28	3.75

1 = Disagree; 5 = Agree

**Bold/Shaded items are the scale scores**

\* Responses to this reversed item are presented here in raw form (but were adjusted for the accompanying bar charts)

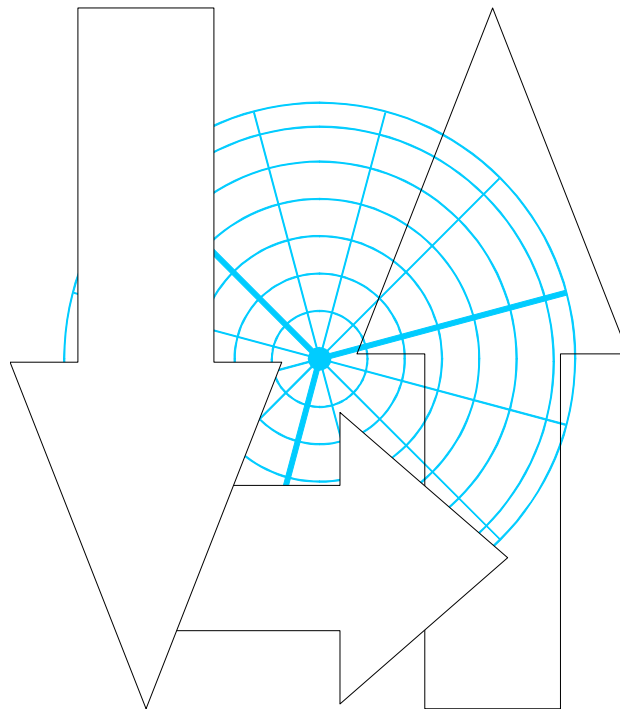
Subgroup Key:	
Grp. 1	Advertising
Grp. 2	Circulation
Grp. 3	Marketing
Grp. 4	News-editorial

# Readership Institute - Impact Study

July 2000

## Section 8

Levers for Change – All Impact Newspapers



human synergistics/  
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# Levers for Change – All Impact Newspapers

The OEI also looks at what we call “levers for change.” These are the factors, practices and characteristics that shape culture. We look at them at the member/job, manager/unit, and organization levels. This helps pinpoint those factors that might be interfering with organizational effectiveness and provide insight as to where changes can be made. Here we look at the levers for change as they might apply to the picture of an overall industry culture that emerged when we aggregated the scores of the Impact Newspapers.

## ***Levers for Change Assessed by the OEI***

The levers for change are organized into nine general areas, within which more specific levers may be found:

### **Philosophy and Values**

The extent to which the Impact Newspapers have a strongly defined identity in terms of their values, mission, the way of doing things and the integration and involvement of their people. Specific scales include:

- ◆ *Organizational Mission:* The extent to which an organization’s mission and philosophy are clearly defined, illustrated by employees, communicated by management, and understood by employees.
- ◆ *Employee involvement:* The extent to which people at all levels actively participate in shaping an organization and helping it to achieve its mission.
- ◆ *Customer service orientation:* The extent to which employees believe they are responsible for identifying and satisfying the needs of customers.

### **Quality of Communication**

The effectiveness with which ideas, opinions, attitudes, and information (about the organization, its environment, and members) are sent and received within the organization. Specific quality of communication measures include:

- ◆ *Downward communication:* The effectiveness with which information (policies, new strategies, changes in procedures) is sent to and received by employees.
- ◆ *Upward communication:* The effectiveness with which information is sent upward from employees to people in higher-level positions.
- ◆ *Communication for learning:* The degree to which communications reflect consideration of the “big picture,” interdependencies, and learning.

## Human Resource Management

The extent to which human resource management systems and practices deploy and develop employees well and in a fair and equitable manner. Specific scales include:

- ◆ *Selection/placement*: The extent to which people are matched to jobs in rational and objective ways (rather than political and subjective).
- ◆ *Training & development*: The extent to which employees, both new and existing, are given orientation and training that promotes personal development as well as their contributions to the organization.
- ◆ *Respect for members*: The extent to which people are treated fairly and justly both in general and with respect to developmental opportunities.
- ◆ *Empowerment*: The extent to which people are given the authority, resources, experience, and opportunity to perform their tasks autonomously.

## Appraisal and Reinforcement

The extent to which employees' performance is monitored and reinforced (formally and informally by their managers and supervisors) in a fair and positive manner. Specific measures include:

- ◆ *Fairness of appraisals*: The likelihood that evaluations will be based on performance and objective criteria rather than personal or subjective factors.
- ◆ *Use of rewards*: The likelihood that good performance will be noticed and reinforced in positive ways (that is, "positive reinforcement").
- ◆ *Use of punishment*: The likelihood that mistakes will be accentuated and punished rather than analyzed and corrected (that is, "management-by-exception").

## Distribution of Influence

The relative amount of control exercised by people at different levels of the organization. *Total amount of influence* refers to the average amount of influence exercised by members across all levels. *Distribution of influence* refers to the differences in the amounts of influence exercised by members at different levels. Measures included in the OEI compare the control and influence of:

- ◆ *The employees*: The influence exercised by non-managerial members.
- ◆ *Their immediate supervisors/managers*: The influence exercised by first-line managers.
- ◆ *Higher-level managers*: The influence exercised by people at the top of the organization.

## **Supervisory/Managerial Leadership**

The extent to which managers and supervisors exhibit an effective balance of people- and task-oriented leadership behaviors. Specific leadership scales include:

- ◆ *Interaction facilitation (people-oriented)*: The extent to which managers encourage their employees to work as a team and be supportive and cooperative.
- ◆ *Task facilitation (task-oriented)*: The extent to which managers facilitate the work of their employees by helping them to solve problems and implement better procedures.
- ◆ *Goal emphasis (task-oriented)*: The extent to which managers establish and communicate norms and expectations for excellence.
- ◆ *Consideration (people-oriented)*: The extent to which managers are personally supportive and considerate of their employees.

## **Supervisory/Managerial Sources of Power**

The “bases of power” on which managers and supervisors rely to influence the behavior and performance of their staff (that is, the positive, neutral, or negative factors that explain why members do what their supervisors or managers want them to do). Bases of power and influence include:

- ◆ *Personal bases of power (positive)*: The extent to which members are influenced by their supervisors'/managers' technical expertise or managerial competence (expert power), the respect that they have for their supervisors/managers (referent power), or their supervisors'/managers' willingness to be influenced by them (exchange power).
- ◆ *Organizational bases of power (neutral to negative)*: The extent to which members are influenced by their supervisors'/managers' control over desirable extrinsic outcomes (reward power), formal position (legitimate power), or ability to punish those who fail to comply (coercive power).

## **Job Design**

The extent to which the jobs of employees (that is, the formal and informal specifications of their tasks) are “enriched” in ways that enhance motivation and performance. Specific job design scales include:

- ◆ *Autonomy*: The degree to which the job provides freedom and discretion with respect to scheduling and work procedures.
- ◆ *Skill variety*: The degree to which the job involves different tasks that require a wide range of personal skills and competencies.
- ◆ *Feedback (from the job)*: The degree to which carrying out the job itself provides the employee with information about his or her performance.
- ◆ *Task identity*: The degree to which the job enables the employee to carry out, from beginning to end, a complete and identifiable task.
- ◆ *Significance*: The degree to which the job is viewed as having an important impact on other people (either inside or outside of the organization).
- ◆ *Interdependence*: The degree to which the employee must make decisions and cooperate with others in order to carry out the job.

## Individual Goals

The extent to which members report that their goals are positive and motivating. Specifically assessed were:

- ◆ *Goal clarity*: The extent to which goals are “clear and specific” rather than somewhat clear or ambiguous.
- ◆ *Goal challenge*: The extent to which goals are “fairly challenging” rather than too easy or too difficult.
- ◆ *Participative goal-setting*: The extent to which goals are “jointly set by employees and their superiors” rather than set unilaterally by either party.
- ◆ *Goal acceptance*: The extent to which goals are “fully accepted” rather than only generally or marginally accepted by employees.

## ***Interpreting the Impact Newspapers’ Results for Levers for Change***

The results along the levers for change measures are organized into three subsections:

⇒ **Gap Barchart of the Levers for Change Scales:** This shows at a glance results along the levers for change as compared to our Historical Averages for these measures.

The Historical Averages represent the OEI scale scores averaged across more than 700 organizations. We calculated the numerical difference between the Impact Newspapers’ aggregate scores and our Historical Averages. The Gap Barchart presents these differences ranked from most positive (that is, areas in which the Impact Newspapers are doing better than the average organization) to most negative (areas in which the Impact Newspapers are not doing as well as the average organization).

Those areas in which the Impact Newspapers – and by extension the newspaper industry – fall below the Historical Average are likely to be important factors for improving newspaper effectiveness.

⇒ **Implications of High and Low Scores on Levers for Change:** This subsection includes concise interpretations of high and low scores within each of the levers for change areas. High (positive) scores are discussed in terms of their implications for organizational culture and outcomes. Low (negative) scores are discussed in terms of their implications for change and improvement.

This subsection helps show how the levers for change identified in the Gap Barchart can be modified to improve outcomes.

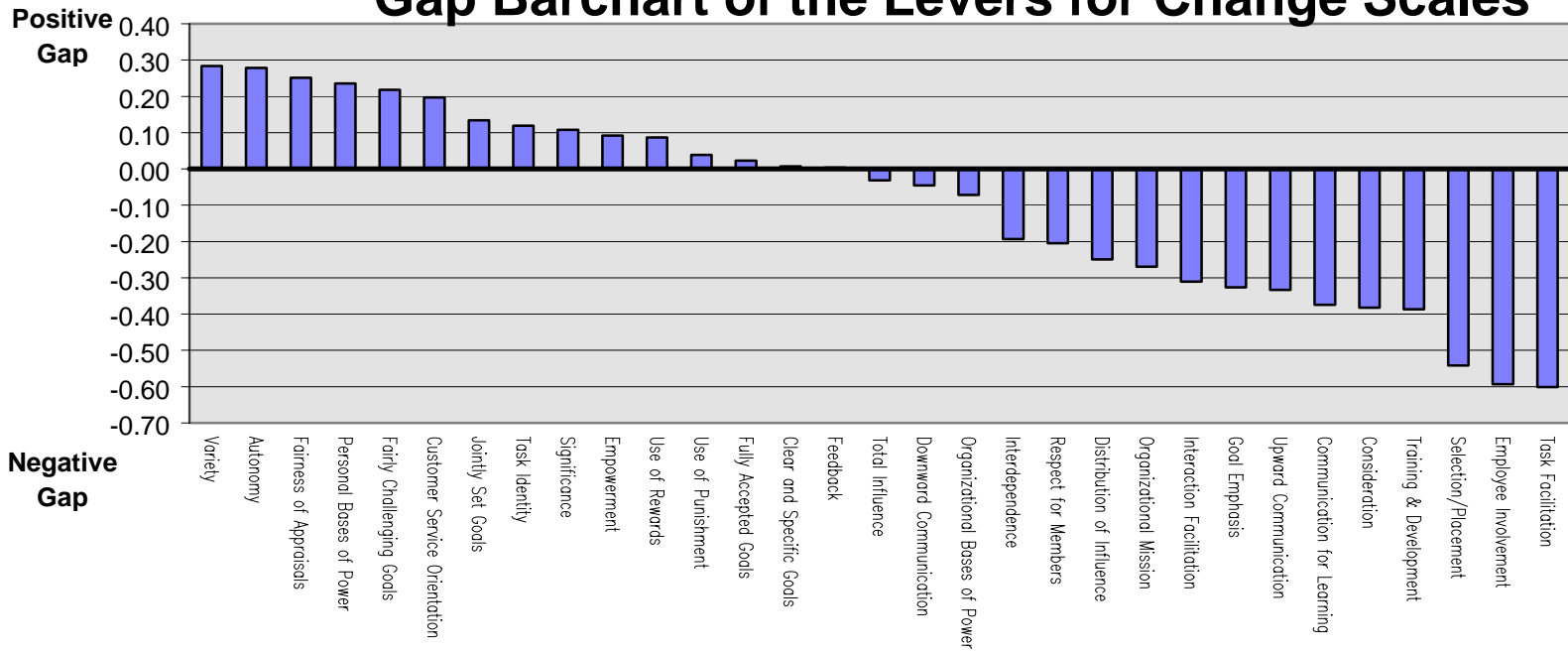
⇒ **Levers for Change Barcharts and Tables:** This subsection looks in more detail at the Impact Newspapers' results on each of the "levers for change" scales. We compare the Impact Newspapers' results on each scale with two benchmarks. The first is the Historical Averages discussed above. The second is what we call "Constructive Benchmarks."

In the Historical Averages sample of more than 700 organizations, we found approximately 120 organizations having predominantly "Constructive" (healthy) cultures. The cultures of these 120 were all relatively strong in terms of "Constructive" cultural norms and relatively weak in terms of "Passive/Defensive" and "Aggressive/Defensive" cultural norms.

Barchart comparisons between the Impact Newspapers' results, the Historical Averages, and these Constructive Benchmarks are presented for each of the levers for change scales. In addition to the scale-level results, item-level results are provided in tabular form.

The greatest negative gaps between the Impact Newspapers' aggregate results and the Constructive Benchmarks provide one indication of which levers for change are probably most critical for industry improvement.

# Gap Barchart of the Levers for Change Scales



## ***Implications of High and Low Scores on Levers for Change***

### **Philosophy and Values**

*High scores* along the philosophy and values scales are associated with:

- ◆ strong cultures (that is, agreement among members regarding what is valued and expected);
- ◆ collaborative efforts to reach organizational goals; and
- ◆ long-term organizational effectiveness.

*Low scores* along the philosophy and values measures indicate that the organization and its leaders need to:

- ◆ more clearly define and articulate the vision, mission, and values of the organization;
- ◆ expend greater effort to reward and reinforce behaviors that are consistent with those values; and
- ◆ establish mechanisms to enable people throughout the organization to constructively change and improve the system.

### **Quality of Communication**

*High scores* along the quality of communication scales are positive and are associated with:

- ◆ greater consistency between managerial and non-managerial attitudes and perspectives;
- ◆ smoother implementation of change; and
- ◆ more effective problem solving and decision making throughout the organization.

*Low scores* along these measures are negative and indicate the need for:

- ◆ trust-building interventions;
- ◆ the establishment or modification of formal communication channels;
- ◆ training in effective interpersonal communication styles;
- ◆ norms that promote open communication (rather than “killing the messenger”); and
- ◆ informal communication initiatives by managers (e.g., managing by wandering around).

### **Human Resource Management**

*High scores* along the human resource management measures are associated with:

- ◆ strong “constructive” and people-oriented cultures;
- ◆ mutual respect and confidence among members;
- ◆ commitment to the organization; and
- ◆ the effective utilization of human resources.

*Low scores* along these measures indicate that the organization and its human resource managers need to:

- ◆ review and evaluate personnel management systems;
- ◆ identify and modify any procedures that might appear to be subjective or arbitrary; and
- ◆ invest more heavily in the training and professional development of employees.

## **Appraisal and Reinforcement**

*High scores on appraisal and reward (and low scores on punishment) are associated with:*

- ◆ a strong “achievement” culture;
- ◆ high levels of motivation;
- ◆ minimal fear and apprehension; and
- ◆ effective organizational learning and performance.

*Low scores on appraisal and reward (and high scores on punishment) indicate the need for:*

- ◆ the establishment of performance standards based on objective competencies and/or behaviors;
- ◆ supervisory and managerial training in performance appraisal and feedback; and
- ◆ the revision of monitoring systems to provide positive as well as negative feedback.

## **Distribution of Influence**

*High scores for total influence across all three groups (employees, first-line supervisors/ managers, and higher-level managers) indicate that people at all levels are empowered and can have an impact. Great influence at all levels of an organization has been shown to be associated with:*

- ◆ a less hierarchical distribution of control and influence (that is, the difference between the control and influence of higher-level managers versus the employees);
- ◆ the ability of people at all levels to effect change and improvements; and
- ◆ higher levels of organizational performance measured in terms of profitability, quality of products and services, and innovativeness.

*Low scores for total influence are the result of low scores for any of the three groups (typically the employees). Less total influence tends to be associated with high scores for the distribution of influence (that is, the difference between the influence of upper level managers and the employees). Low levels of influence and control indicate the need for:*

- ◆ organizational re-design (to modify a hierarchical and possibly bureaucratic structure);
- ◆ managerial training emphasizing empowerment and positive bases of power; and
- ◆ the sharing of relevant information throughout the organization.

## **Supervisory/Managerial Leadership**

*High scores along these leadership measures are associated with:*

- ◆ reports of high satisfaction and motivation on the part of employees;
- ◆ effective teamwork and cooperation; and
- ◆ a culture that enables people to get things done.

*Low scores along these leadership measures indicate the need for:*

- ◆ strong “role models” at the top of the organization for effective management;
- ◆ performance evaluations that emphasize how things are accomplished;
- ◆ promotion systems based on true measures of managerial performance or potential; and
- ◆ personal development and management training programs.

### **Supervisory/Managerial Sources of Power**

*High scores* along the *personal* bases of power (and *low scores* along the *organizational* bases of power) are associated with:

- ◆ reports of high satisfaction and motivation on the part of employees;
- ◆ effective vertical communication across all levels; and
- ◆ shared influence and empowerment within the organization.

*Low scores* along the *personal* bases of power (and *high scores* along the *organizational* bases of power) indicate the need for:

- ◆ an emphasis on learning and teamwork rather than blaming and confrontation;
- ◆ managerial training in communication and negotiations; and
- ◆ greater participation of subordinates in goal setting, planning, and the monitoring of organizational performance.

### **Job Design**

*High scores* along *all* of the job dimensions increases the likelihood that:

- ◆ jobs are meaningful and highly motivating to employees;
- ◆ individual and organizational performance will be high; and
- ◆ turnover and dissatisfaction will be low.

*Low scores* along *any* or *all* of the job dimensions indicate the need for:

- ◆ re-engineering;
- ◆ the creation of self-regulating or semi-autonomous work groups; or
- ◆ assigning supervisory responsibilities to line personnel.

### **Individual Goals**

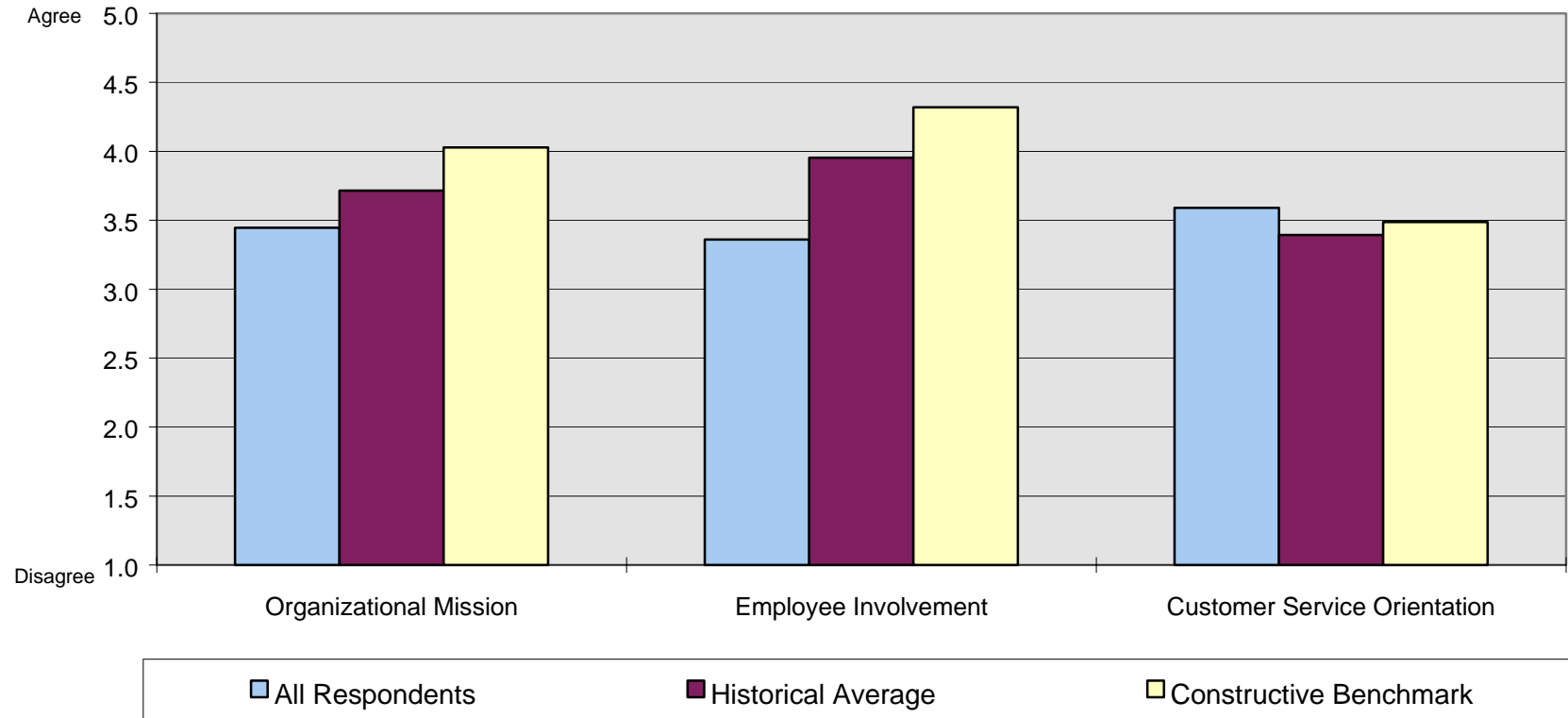
*High percentage scores* along these measures are positive and reinforce norms for “constructive” behaviors. In turn, effective goals (and goal setting) are associated with high levels of:

- ◆ empowerment,
- ◆ motivation, and
- ◆ performance.

*Low percentage scores* along these measures indicate the need for goal-setting programs that:

- ◆ integrate organizational goals with individual objectives;
- ◆ afford employees influence over their work-related goals; and
- ◆ identify goals that are clear and measurable with respect to attainment.

## Philosophy and Values



## Philosophy and Values

(Mean Scores)

	All Respondents	Historical Average	Constructive Benchmark
<b>Organizational Mission</b>	<b>3.45</b>	<b>3.72</b>	<b>4.03</b>
Objectives/priorities are clear and understood by members	3.68	3.76	4.15
People have a clear understanding of mission and role	3.59	3.86	4.09
Widely-shared philosophy provides employees an understanding	3.19	4.05	3.97
Ceremonies are held to celebrate outstanding work	3.11	2.94	3.73
Members' actions illustrate philosophy and priorities	3.67	3.96	4.20
<b>Employee Involvement</b>	<b>3.36</b>	<b>3.95</b>	<b>4.32</b>
Management is interested in employees' suggestions	3.34	3.91	4.25
Employees are actively involved in improving organization	3.41	3.99	4.32
*There's little chance of getting anything done about ideas	2.67	2.03	1.61
<b>Customer Service Orientation</b>	<b>3.59</b>	<b>3.39</b>	<b>3.49</b>
Your department is responsible for client satisfaction	4.33	4.21	4.17
You are encouraged to emphasize the perspective and needs of customers	3.96	N/A	N/A
You are relied on to provide information about customers	3.40	2.81	2.95
Your organization relies on you to help win customers and generate sales	3.51	3.09	3.11
The organization responds effectively to changing needs of clients	3.12	3.46	3.73

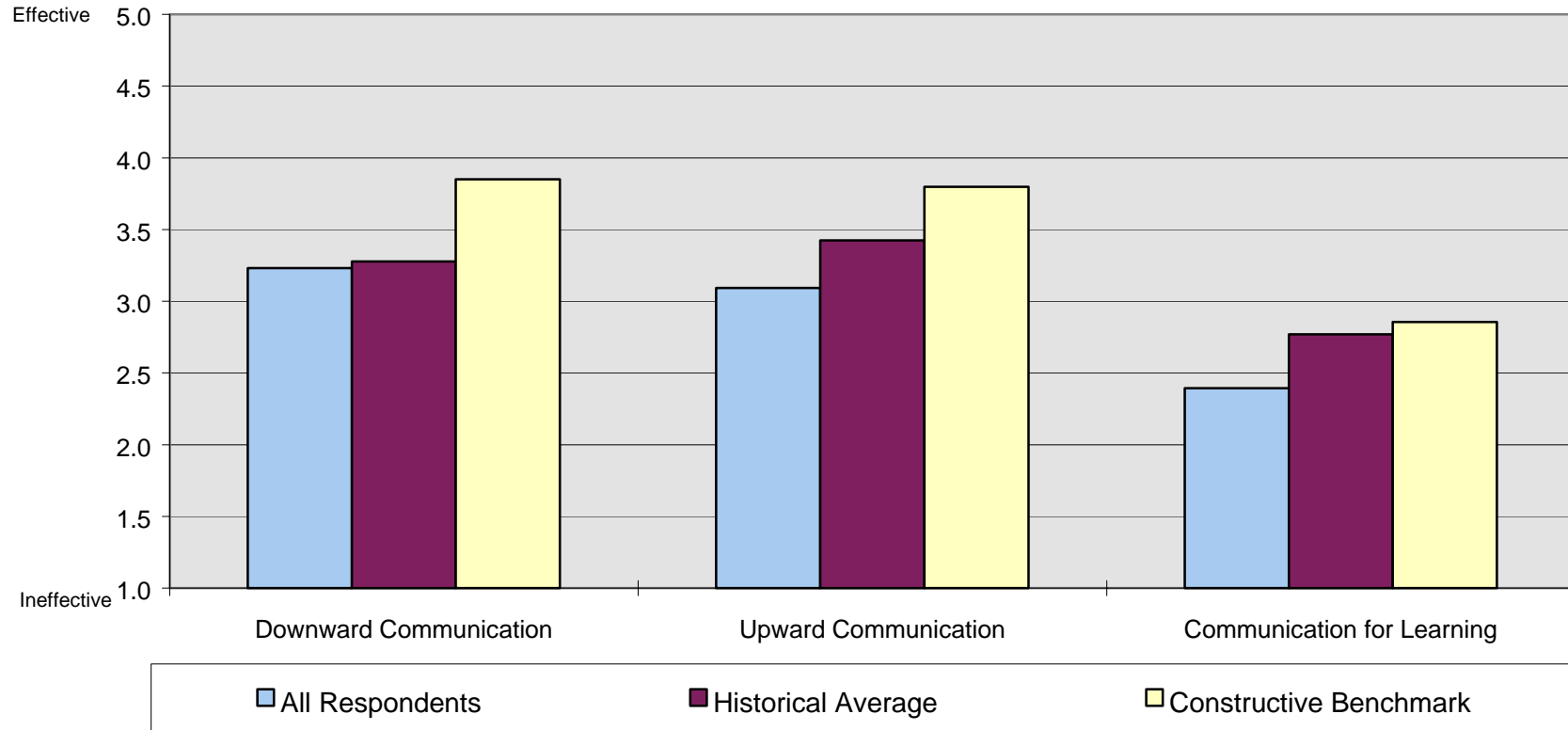
1 = Disagree; 5 = Agree

**Bold/Shaded items are the scale scores**

\* Responses to this reversed item are presented here in raw form  
(but were adjusted for the accompanying bar charts)

N/A = Historical Average and Constructive Benchmark data is not  
available for this new OEI item. These items are excluded from the scale scores.

## Quality of Communication



(How would you characterize the information that employees receive about the organization?)

(Mean Scores)

Communication Items:	All	Historical	Constructive
	Respondents	Average	Benchmark
<b>Downward Communication</b>	<b>3.23</b>	<b>3.28</b>	<b>3.85</b>
Timely (not Delayed)	3.38	3.23	3.75
Complete (not Sketchy)	3.32	3.21	4.10
Straight from the source (not Through too many channels)	3.05	3.20	3.75
Credible (not Questionable)	3.70	3.69	4.42
In-Depth (not Superficial)	3.09	3.20	3.72
Through formal channels (not Through the "grapevine")	3.15	3.23	3.60
Anticipated and understood (not Unexpected and surprising)	3.01	3.21	3.47
Consistent and confirmatory (not Changing and confusing)	3.12	3.16	3.92
Easily processed (not Information overload)	3.25	3.34	3.94

**Bold/Shaded item is the scale score**

## Upward Communication

(How would you characterize the information that employees send upward?)

*(Mean Scores)*

Communication Items:	All Respondents	Historical Average	Constructive Benchmark
<b>Upward Communication</b>	<b>3.09</b>	<b>3.42</b>	<b>3.80</b>
Forthright (not Censored)	3.12	3.37	3.83
Provided voluntary (not Provided only when demanded)	3.16	3.63	3.93
Whatever needs to be said (not Only what they want to hear)	3.05	3.46	3.77
Positive--suggestions (not Negative--complaints)	2.89	3.28	3.40
Honest and complete (not Filtered and distorted)	3.26	3.66	4.05
How we can make things work(not "Why things won't work")	3.03	3.07	3.47
Accepted (not Rejected)	3.08	3.40	3.73
Understood (not Misinterpreted)	3.25	3.56	4.11
Acted On (not Ignored)	2.98	3.39	3.89

**Bold/Shaded item is the scale score**

## Communication for Learning

(How would you characterize communication in the organization?)

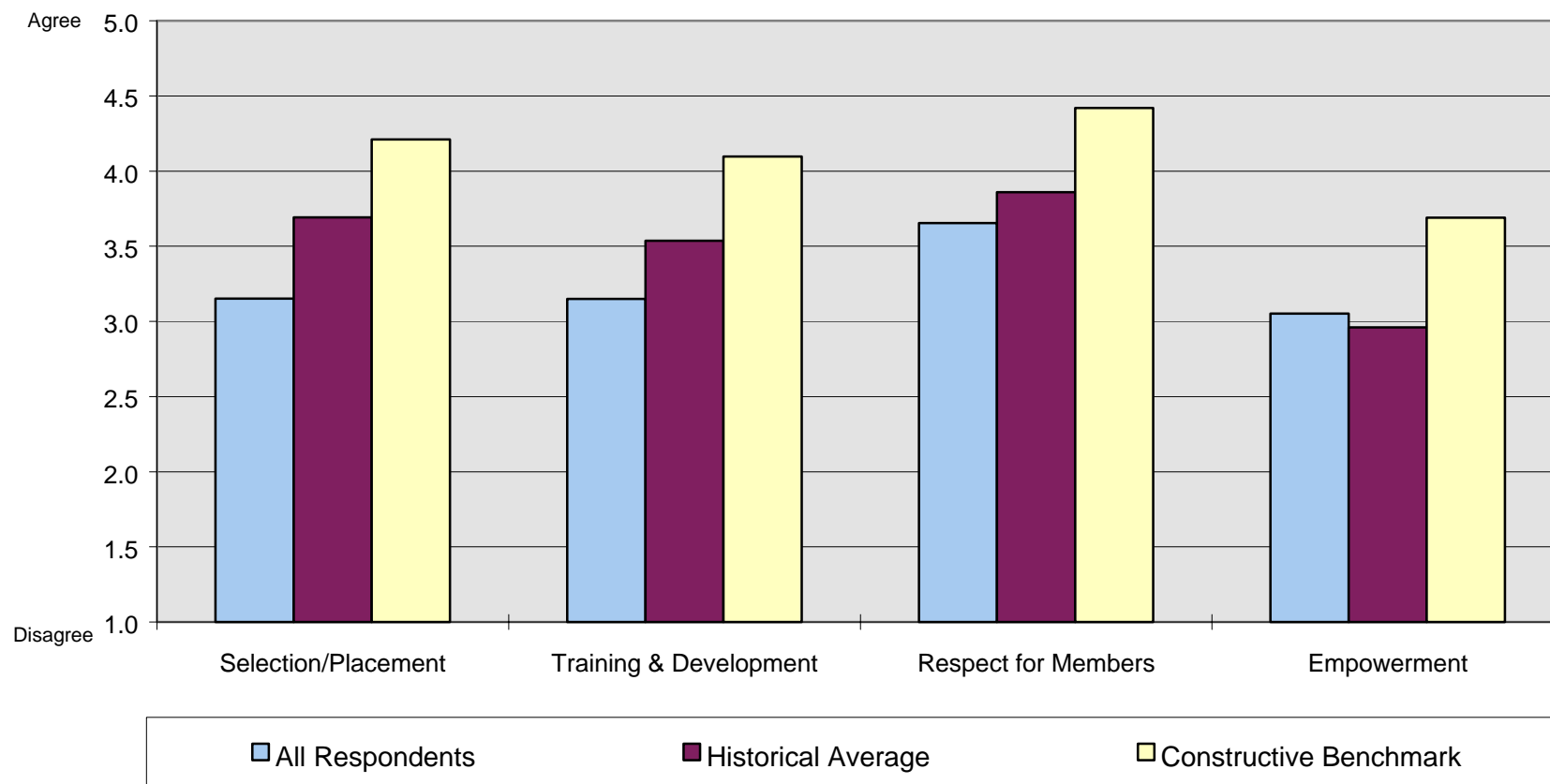
(Mean Scores)

Communication Items:	All Respondents	Historical Average	Constructive Benchmark
<b>Communication for Learning</b>	<b>2.39</b>	<b>2.77</b>	<b>2.86</b>
Emphasizes the big picture (not Emphasizes micro-management)	3.25	N/A	N/A
To promote discussion (not To communicate decisions)	2.37	2.70	2.80
How do we learn from mistakes (not Who do we blame for mistakes)	3.21	N/A	N/A
Reflects a team perspective (not Reflects individual viewpoints)	2.92	N/A	N/A
Focused on the organization (not On units/departments)	2.42	2.83	2.91
Concerned with interdependencies (not Concerned with isolated jobs-tasks)	2.74	N/A	N/A

**Bold/Shaded item is the scale score**

N/A = Historical Average and Constructive Benchmark data is not available for this new OEI item. These items are excluded from the scale scores.

## Human Resource Management



## Human Resource Management

(Mean Scores)

	All Respondents	Historical Average	Constructive Benchmark
<b>Selection/Placement</b>	<b>3.15</b>	<b>3.69</b>	<b>4.21</b>
Careful to hire people who will be comfortable with job	3.37	3.92	4.30
When a position needs to be filled, the best person gets it	2.93	3.46	4.12
There is a good match between the requirements of jobs and the skills	3.49	N/A	N/A
<b>Training &amp; Development</b>	<b>3.15</b>	<b>3.54</b>	<b>4.10</b>
People receive the orientation and training they need	2.92	3.01	3.65
When people do not perform, action is taken to help them	3.04	3.74	4.22
*Organization shows little interest in growth of its people	2.53	1.91	1.39
Opportunities for training are fair and equitable	3.17	3.31	3.90
<b>Respect for Members</b>	<b>3.65</b>	<b>3.86</b>	<b>4.42</b>
Decisions are made to respect the rights of individual members	3.23	N/A	N/A
People are treated well -- regardless of ethnicity, sex, age	3.95	3.75	4.42
Members are treated with respect and dignity	3.36	3.97	4.42
<b>Empowerment</b>	<b>3.05</b>	<b>2.96</b>	<b>3.69</b>
I have the authority and influence needed to carry out my responsibilities	4.07	N/A	N/A
*I am expected to do things without the necessary resources	2.93	2.74	1.87
I am asked to perform only those tasks for which I am trained	3.03	2.66	3.25
When asked to do something new, I am provided with time to practice	2.93	N/A	N/A

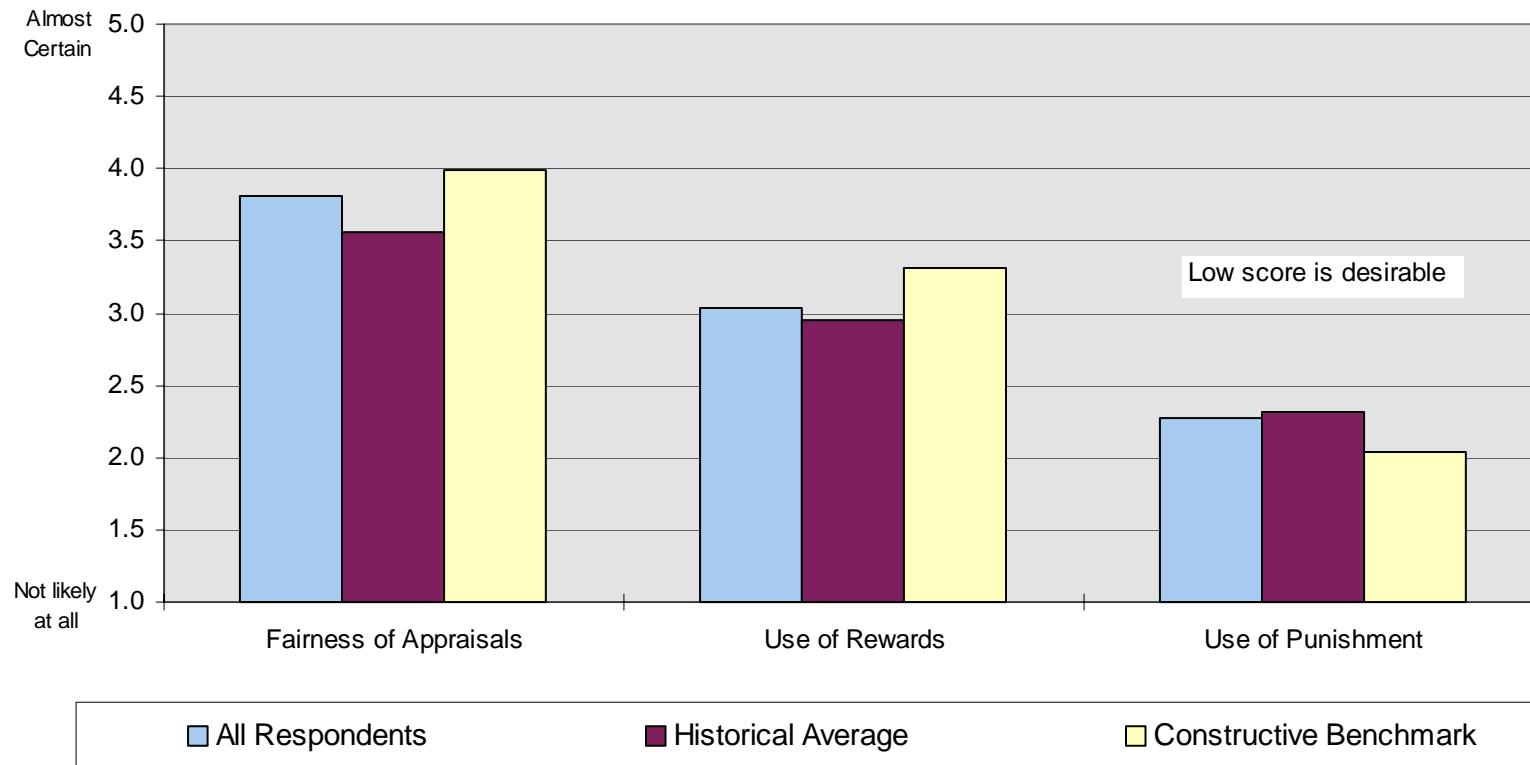
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## Appraisal and Reinforcement



**Appraisal and Reinforcement**  
(Mean Scores)

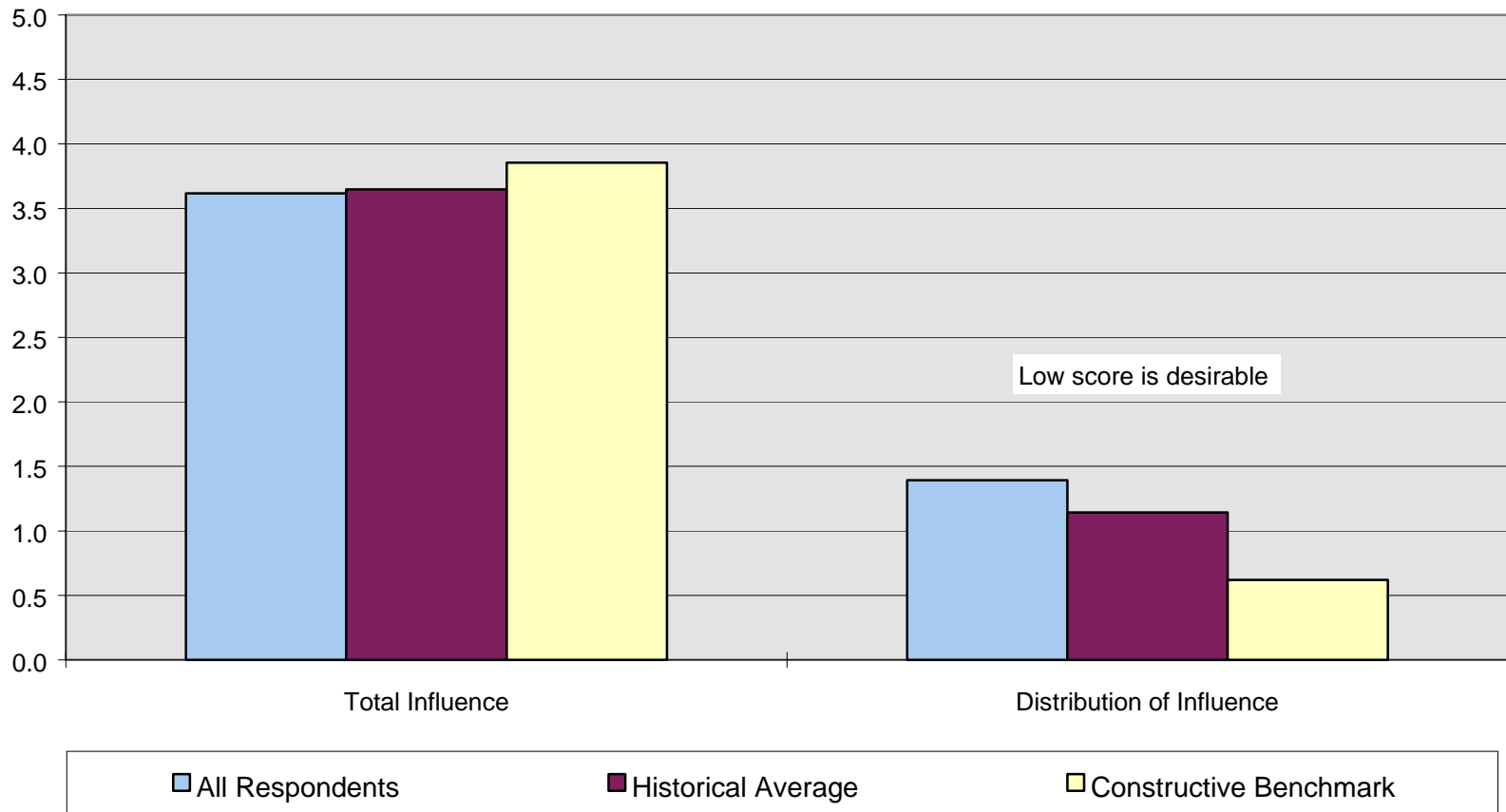
	<b>All Respondents</b>	<b>Historical Average</b>	<b>Constructive Benchmark</b>
<b>Fairness of Appraisals</b>	<b>3.81</b>	<b>3.56</b>	<b>3.99</b>
...will be evaluated fairly (without regard to race, etc.)	4.11	3.73	4.16
...will be based on real measures of performance	3.68	3.46	3.87
...will be based on performance rather than on favoritism	3.65	3.49	3.95
<b>Use of Rewards</b>	<b>3.03</b>	<b>2.95</b>	<b>3.31</b>
...your supervisor(s) will notice your good work	3.54	3.43	3.76
...you will get a bigger raise or bonus	2.16	2.05	2.33
...you will be praised	3.15	3.03	3.46
*...nothing will happen	2.72	2.74	2.33
<b>Use of Punishment</b>	<b>2.27</b>	<b>2.31</b>	<b>2.04</b>
...your supervisor(s) will openly criticize you	2.70	2.93	2.62
...you will be given less desirable tasks to do	1.90	1.92	1.70
...you will be punished in some other way	1.91	1.95	1.70
*...your supervisor(s) will help you to correct the problem	3.41	3.54	3.89

1 = Not likely at all; 5 = Almost certain

**Bold/Shaded items are the scale scores**

\* Responses to this reversed item are presented here in raw form  
(but were adjusted for the accompanying bar charts)

## Influence



## Distribution of Influence

*(Mean Scores)*

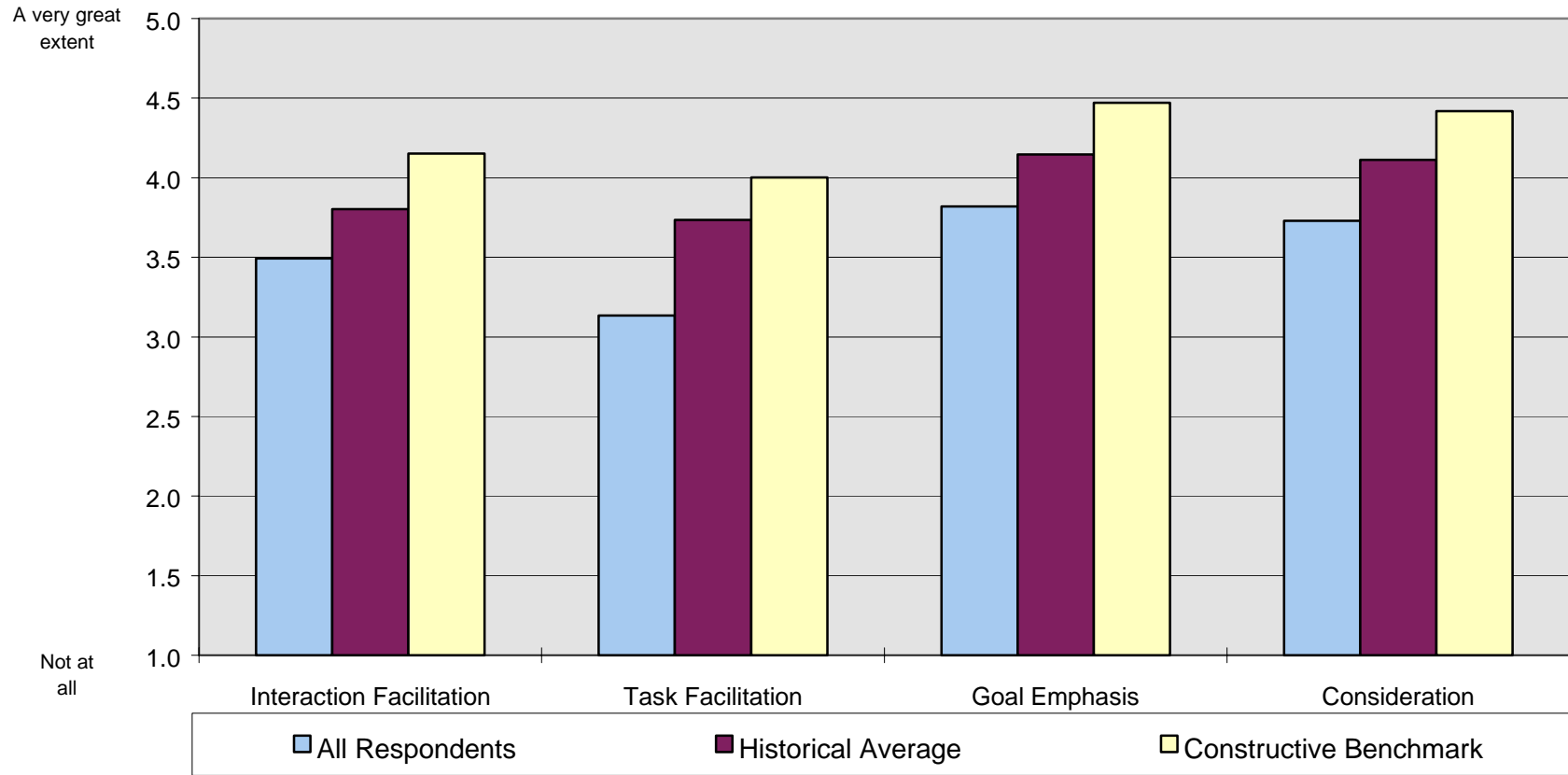
	<b>All Respondents</b>	<b>Historical Average</b>	<b>Constructive Benchmark</b>
<b>Total Influence</b>	<b>3.62</b>	<b>3.65</b>	<b>3.85</b>
<b>Distribution of Influence*</b>	<b>1.39</b>	<b>1.14</b>	<b>0.62</b>
The employees	2.88	2.98	3.46
Their immediate supervisors/managers	3.70	3.84	4.02
Higher-Level Managers	4.27	4.13	4.08

1 = None at all; 5 = Very great influence

\* Difference between the influence exercised  
by *Higher-Level Managers* versus *The Employees*

**Bold/Shaded items are the scale scores**

## Supervisory/Managerial Leadership



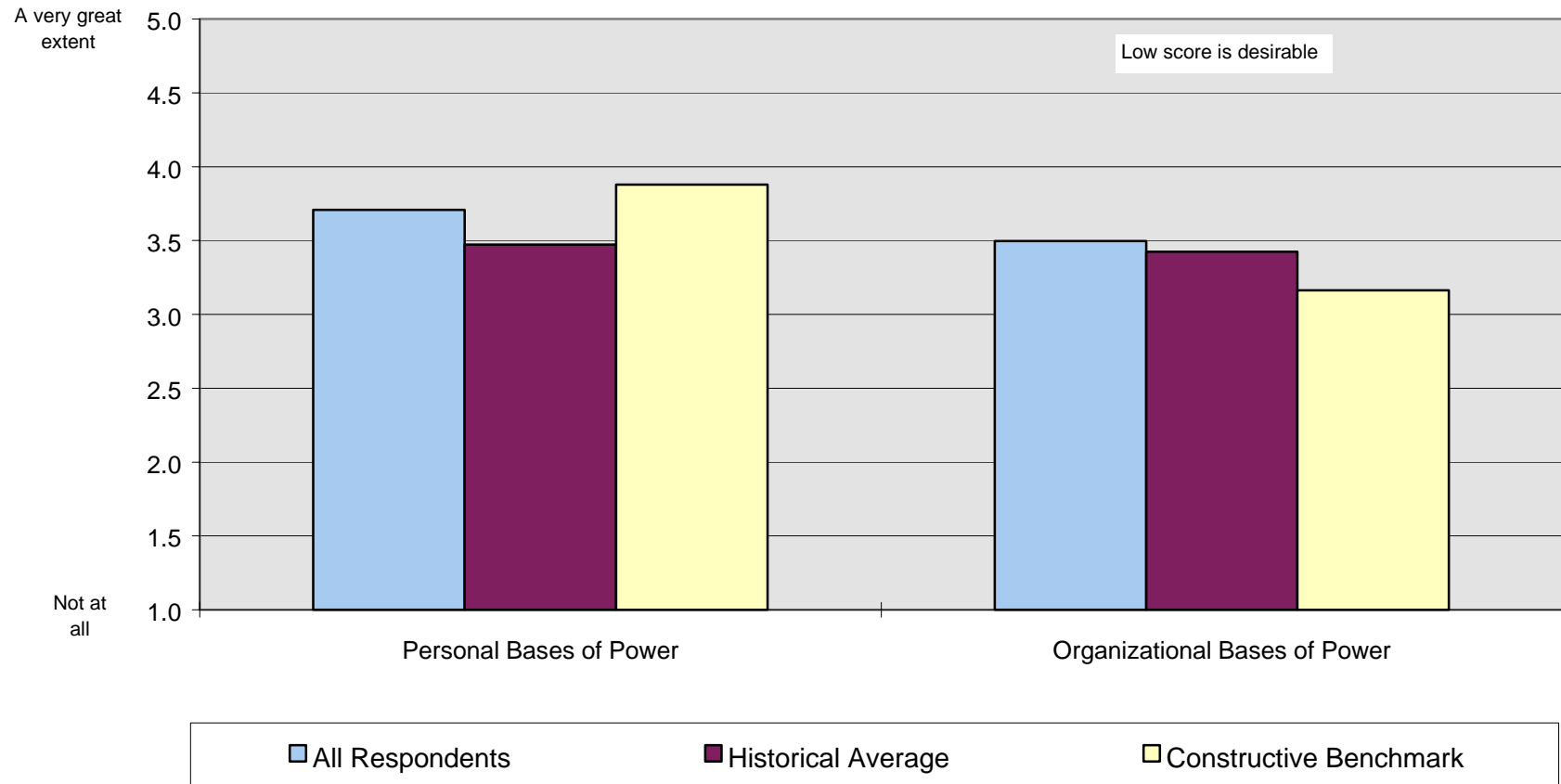
**Supervisory/Managerial Leadership**  
(Mean Scores)

	<b>All Respondents</b>	<b>Historical Average</b>	<b>Constructive Benchmark</b>
<b>Interaction Facilitation</b>	<b>3.49</b>	<b>3.80</b>	<b>4.15</b>
...encourages people to work as a team	3.65	4.23	4.55
...holds group meetings with you and your co-workers	3.30	3.44	3.70
...encourages members of your workgroup to exchange ideas	3.53	3.74	4.21
<b>Task Facilitation</b>	<b>3.13</b>	<b>3.74</b>	<b>4.00</b>
...offers ideas to help you solve work-related problems	3.54	4.19	4.53
...helps you plan your work	2.72	3.27	3.44
...shows you how to improve your work	3.14	3.74	4.03
<b>Goal Emphasis</b>	<b>3.82</b>	<b>4.15</b>	<b>4.47</b>
...sets an example by working hard	3.79	4.05	4.43
...maintains high standards of performance	3.83	4.12	4.41
...encourages people to give their best effort	3.83	4.26	4.57
<b>Consideration</b>	<b>3.73</b>	<b>4.11</b>	<b>4.42</b>
...pays attention to your opinions	3.58	3.97	4.29
...willingly listens to your problems	3.71	4.15	4.48
...is friendly and easy to approach	3.91	4.22	4.48

1 = Not at all; 5 = To a very great extent

**Bold/Shaded items are the scale scores**

## Supervisory/Managerial Sources of Power



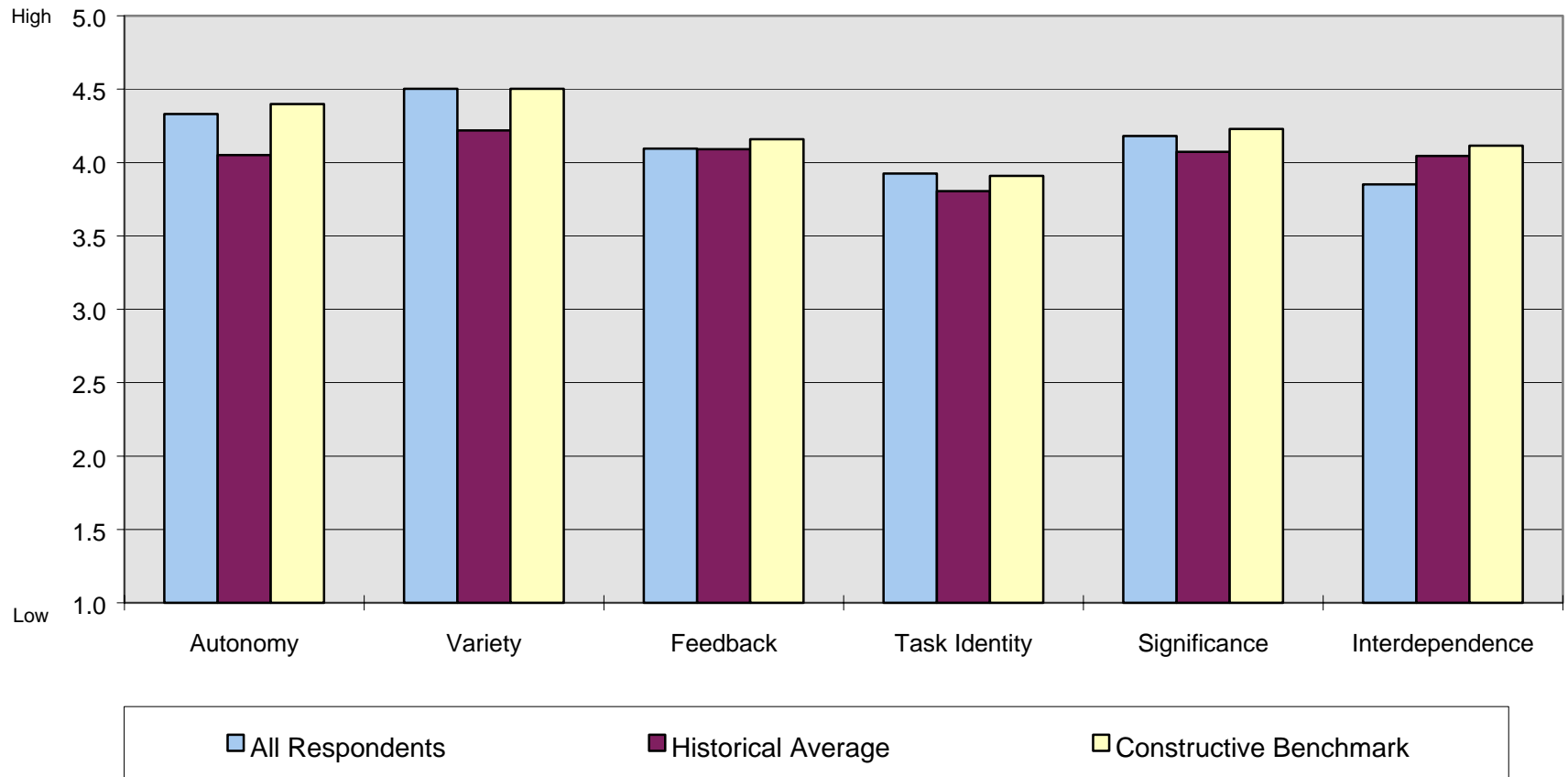
**Supervisory/Managerial Sources of Power**  
(Mean Scores)

	<b>All Respondents</b>	<b>Historical Average</b>	<b>Constructive Benchmark</b>
<b>Personal Bases of Power</b>	<b>3.71</b>	<b>3.47</b>	<b>3.88</b>
...knows what has to be done to reach our objectives	3.77	3.66	3.91
...takes into consideration my own requests/suggestions	3.62	3.46	3.95
...is the kind of person whose approval I value	3.73	3.29	3.77
<b>Organizational Bases of Power</b>	<b>3.50</b>	<b>3.42</b>	<b>3.16</b>
...can influence how much money I make	3.25	3.10	2.87
...has the formal authority to make decisions	3.90	3.77	3.61
...could make things difficult for me if he/she wanted to	3.34	3.41	3.01

1 = Not at all; 5 = To a very great extent

**Bold/Shaded items are the scale scores**

## Job Design



**Job Design**  
(Mean Scores)

	<b>All Respondents</b>	<b>Historical Average</b>	<b>Constructive Benchmark</b>
<b>Autonomy</b>	<b>4.33</b>	<b>4.05</b>	<b>4.40</b>
It is my responsibility to decide how my job gets done	4.42	4.20	4.44
I am allowed to plan how my work is carried out	4.24	3.91	4.36
<b>Variety</b>	<b>4.50</b>	<b>4.22</b>	<b>4.50</b>
I get to do a lot of different things on my job	4.42	4.19	4.46
My job requires that I use a variety of different skills	4.59	4.25	4.55
<b>Feedback</b>	<b>4.10</b>	<b>4.09</b>	<b>4.16</b>
Just doing the work required by my job provides feedback	4.00	3.82	3.91
I can see how well I'm doing even if no one tells me	4.19	4.36	4.41
*The design of my job makes it difficult to monitor my performance	2.00	N/A	N/A
<b>Task Identity</b>	<b>3.92</b>	<b>3.81</b>	<b>3.91</b>
My job involves performing a complete service	3.94	3.84	3.95
My job allows me to do a "whole piece" of work	3.90	3.77	3.86
*My job limits me to only a small fragment of some larger task	2.11	N/A	N/A
<b>Significance</b>	<b>4.18</b>	<b>4.07</b>	<b>4.23</b>
A lot of people can be affected by how well I do my work	4.41	4.36	4.50
My job has a significant impact on the work/lives of others	3.96	3.78	3.95
*Poor performance on my part would have little or no impact on others	1.42	N/A	N/A
<b>Interdependence</b>	<b>3.85</b>	<b>4.04</b>	<b>4.11</b>
In order to perform my job, I must cooperate with others	3.50	3.85	3.80
*My job is basically a "one person show"	1.80	1.76	1.57
The work activities of others require adjustments in my own activities	3.49	N/A	N/A

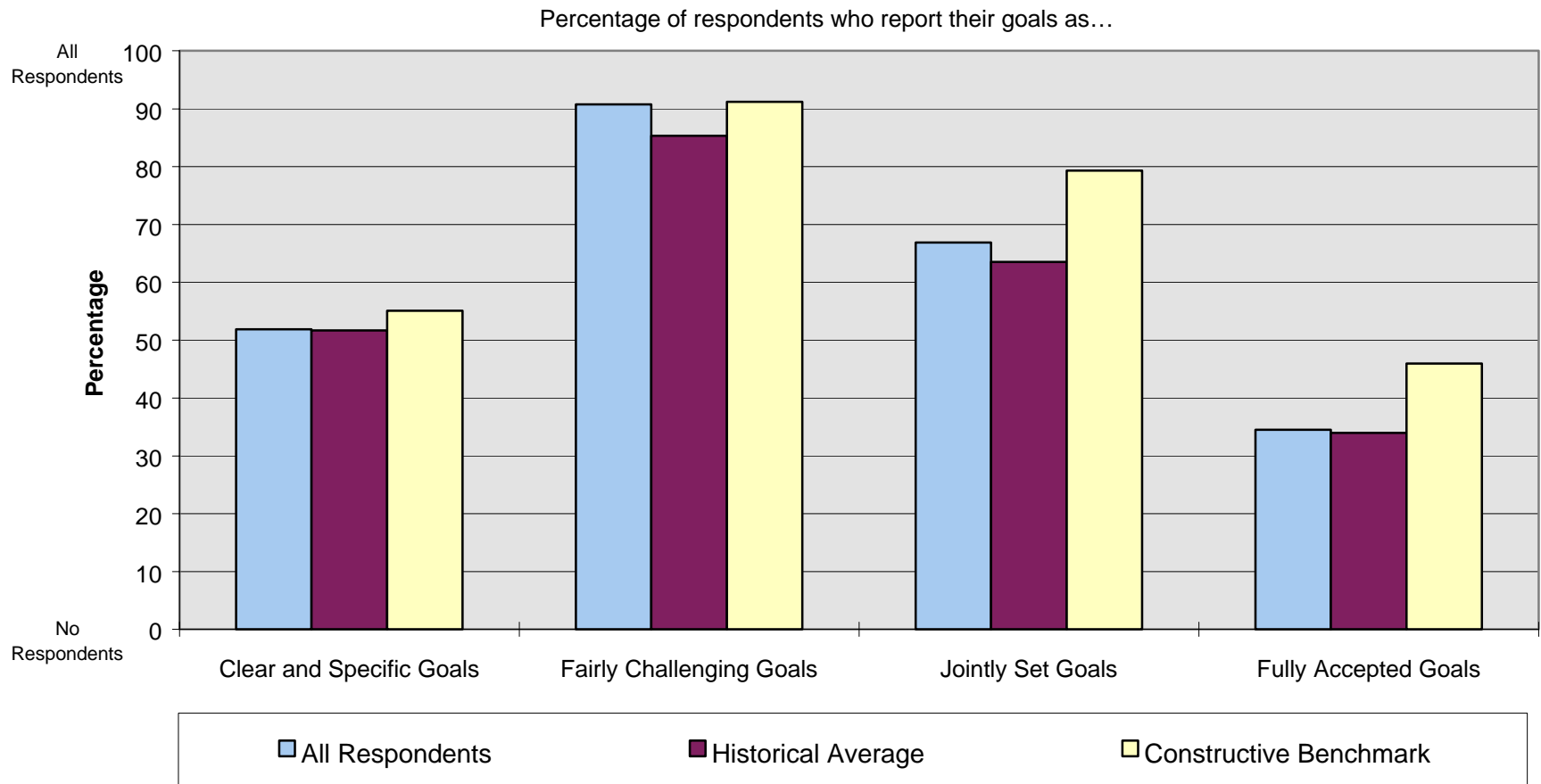
1 = Disagree; 5 = Agree

**Bold/Shaded items are the scale scores**

\* Responses to this reversed item are presented here in raw form  
(but were adjusted for the accompanying bar charts)

N/A = Historical Average and Constructive Benchmark data is not available for this new OEI item. These items are excluded from the scale scores.

## Individual Goals



**Individual Goals**  
(Percentage of Respondents)

	All Respondents	Historical Average	Constructive Benchmark
<b>Goal Clarity</b>			
<i>Clear Goals</i>	51.86	51.68	55.05
Moderately Clear Goals	43.16	42.90	41.81
Unclear Goals	4.98	5.42	3.13
<b>Goal Difficulty</b>			
Difficult Goals	4.91	3.12	1.58
<i>Fairly Challenging Goals</i>	90.76	85.31	91.23
Easy Goals	4.33	11.57	7.19
<b>Participative Goal Setting</b>			
Set by Supervisor	27.54	29.01	15.08
<i>Set Jointly</i>	66.88	63.53	79.33
Set by You	5.58	7.46	5.59
<b>Goal Acceptance</b>			
Marginally Accepted	7.59	7.42	1.40
Generally Accepted	57.87	58.62	52.65
<i>Fully Accepted</i>	34.52	33.96	45.94

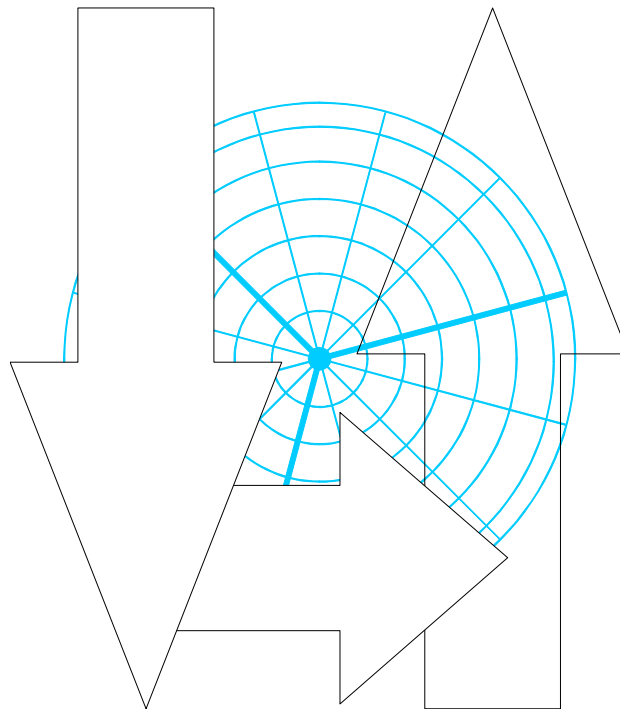
Response Options in *Italics* are the desired responses

# Readership Institute - Impact Study

July 2000

## Section 9

Levers for Change – By Culture Type



human synergistics/  
center for applied research, inc.

# Levers for Change by Culture Type

In the previous section we looked at how levers for change might apply to the culture depicted by the aggregate scores of the Impact Newspapers. In this section we examine the relationship between each of the “levers for change” and the four different culture types. Levers for change, as discussed in the previous section, are the factors, practices and characteristics that shape culture. By examining the results of the levers for change on each culture type, we can identify the general actions that can be undertaken in order to close culture gaps.

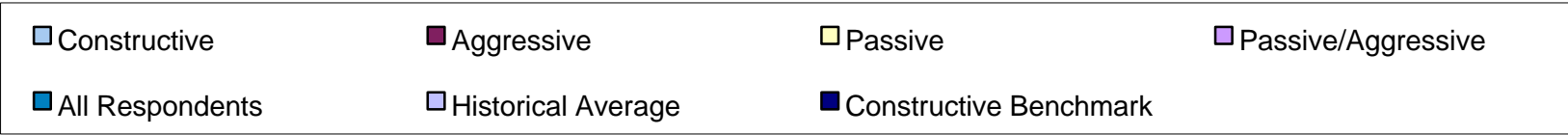
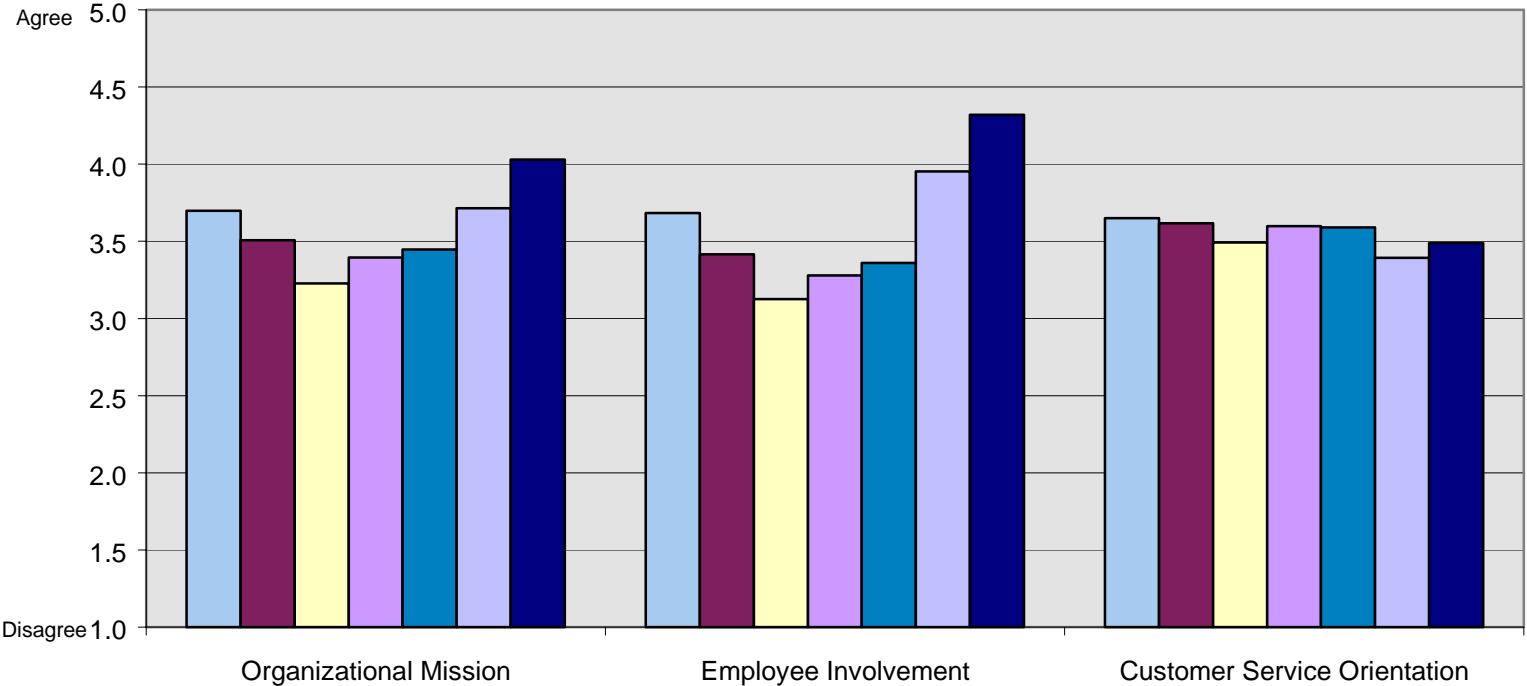
## *Interpreting Results for Levers for Change*

Included in this section of the report are barcharts and tables that compare results along the levers for change for each of the four culture types into which the Impact Newspapers fall, the Historical Averages, and the Constructive Benchmarks.

The barcharts provide a visual comparison of the average (mean) scale scores of the different culture types, the Historical Average sample, and the Constructive Benchmark sample. Thus you can compare any culture type with any other culture type on each of the factors, practices and characteristics that shape culture. The tables include item-level results as well as the scale scores.

Descriptions of the levers for change as well as implications of high and low scores are included in the previous section of this report.

### Philosophy and Values



## Philosophy and Values

(Mean Scores)

	Grp. 1	Grp. 2	Grp. 3	Grp. 4	Grp. 5	Grp. 6	All Resp.	Hist. Avg.	Const. Benchmk
<b>Organizational Mission</b>	<b>3.70</b>	<b>3.51</b>	<b>3.23</b>	<b>3.39</b>	<b>0.00</b>	<b>0.00</b>	<b>3.45</b>	<b>3.72</b>	<b>4.03</b>
Objectives/priorities are clear and understood by members	3.95	3.71	3.47	3.64	0.00	0.00	3.68	3.76	4.15
People have a clear understanding of mission and role	3.86	3.61	3.44	3.51	0.00	0.00	3.59	3.86	4.09
Widely-shared philosophy provides employees an understanding	3.46	3.23	2.99	3.11	0.00	0.00	3.19	4.05	3.97
Ceremonies are held to celebrate outstanding work	3.34	3.31	2.64	3.11	0.00	0.00	3.11	2.94	3.73
Members' actions illustrate philosophy and priorities	3.88	3.67	3.58	3.60	0.00	0.00	3.67	3.96	4.20
<b>Employee Involvement</b>	<b>3.68</b>	<b>3.42</b>	<b>3.12</b>	<b>3.28</b>	<b>0.00</b>	<b>0.00</b>	<b>3.36</b>	<b>3.95</b>	<b>4.32</b>
Management is interested in employees' suggestions	3.67	3.36	3.13	3.29	0.00	0.00	3.34	3.91	4.25
Employees are actively involved in improving organization	3.76	3.48	3.14	3.31	0.00	0.00	3.41	3.99	4.32
*There's little chance of getting anything done about ideas	2.38	2.59	2.90	2.76	0.00	0.00	2.67	2.03	1.61
<b>Customer Service Orientation</b>	<b>3.65</b>	<b>3.62</b>	<b>3.49</b>	<b>3.60</b>	<b>0.00</b>	<b>0.00</b>	<b>3.59</b>	<b>3.39</b>	<b>3.49</b>
Your department is responsible for client satisfaction	4.32	4.31	4.34	4.35	0.00	0.00	4.33	4.21	4.17
You are encouraged to emphasize the perspective and needs of customers	4.06	3.93	3.88	3.98	0.00	0.00	3.96	N/A	N/A
You are relied on to provide information about customers	3.47	3.47	3.23	3.43	0.00	0.00	3.40	2.81	2.95
Your organization relies on you to help win customers and generate sales	3.40	3.56	3.48	3.55	0.00	0.00	3.51	3.09	3.11
The organization responds effectively to changing needs of clients	3.41	3.13	2.92	3.06	0.00	0.00	3.12	3.46	3.73

1 = Disagree; 5 = Agree

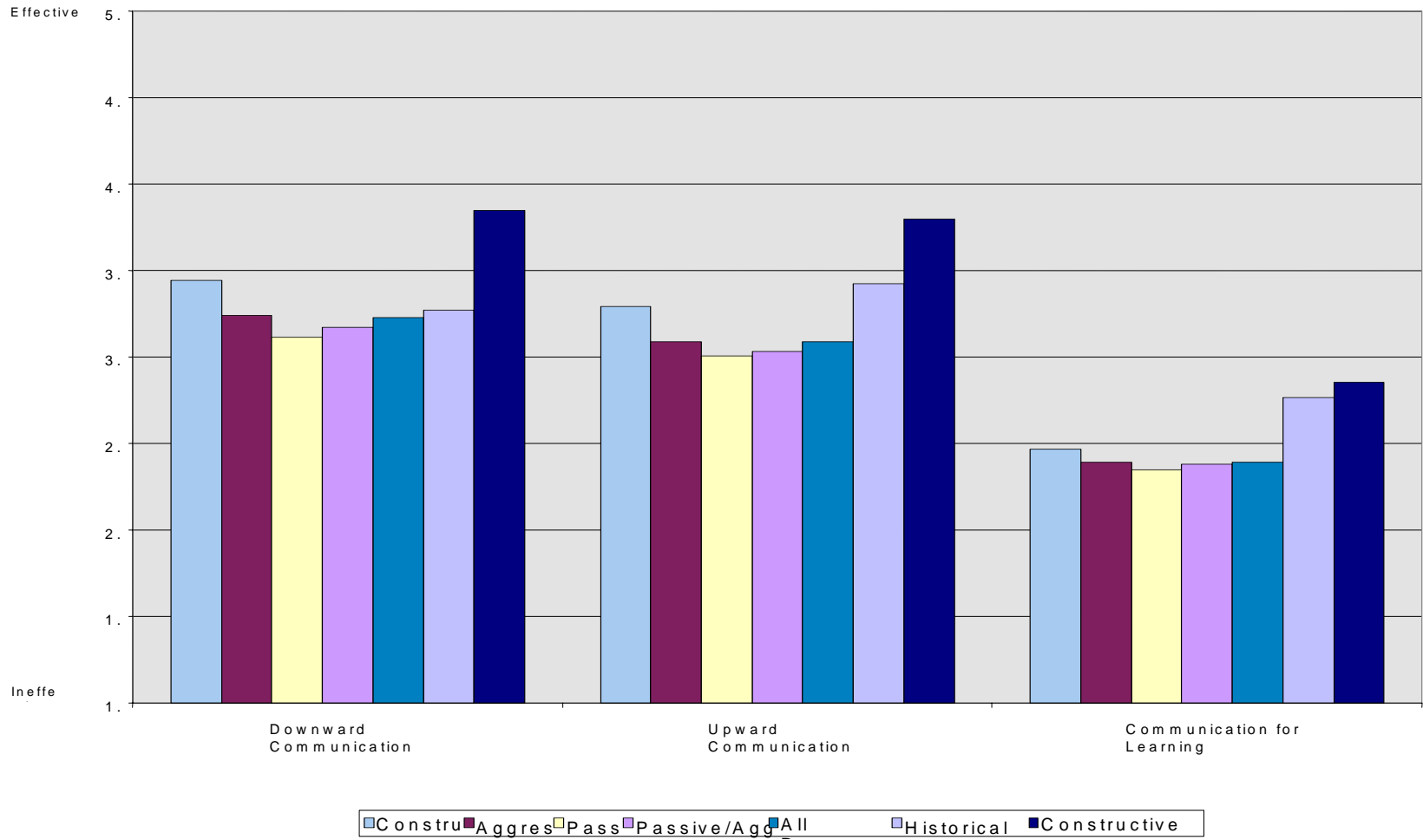
**Bold/Shaded items are the scale scores**

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(but were adjusted for the accompanying bar charts)

N/A = Historical Average and Constructive Benchmark data is not  
available for this new OEI item. These items are excluded from the scale scores.

<b>Subgroup Key:</b>	
Grp. 1 Culture Stratum: Constructive	
Grp. 2 Culture Stratum: Aggressive	
Grp. 3 Culture Stratum: Passive	
Grp. 4 Culture Stratum: Passive/Aggressive	

### Quality of Communication



## Downward Communication

(How would you characterize the information that employees receive about the organization?)

(Mean Scores)

Communication Items:	Grp. 1	Grp. 2	Grp. 3	Grp. 4	Grp. 5	Grp. 6	All Resp.	Hist. Avg.	Const. Benchmk
<b>Downward Communication</b>	<b>3.45</b>	<b>3.24</b>	<b>3.12</b>	<b>3.17</b>	<b>0.00</b>	<b>0.00</b>	<b>3.23</b>	<b>3.28</b>	<b>3.85</b>
Timely (not Delayed)	3.63	3.41	3.22	3.31	0.00	0.00	3.38	3.23	3.75
Complete (not Sketchy)	3.61	3.37	3.13	3.25	0.00	0.00	3.32	3.21	4.10
Straight from the source (not Through too many channels)	3.29	3.03	2.93	2.99	0.00	0.00	3.05	3.20	3.75
Credible (not Questionable)	3.98	3.71	3.52	3.64	0.00	0.00	3.70	3.69	4.42
In-Depth (not Superficial)	3.29	3.11	2.99	3.03	0.00	0.00	3.09	3.20	3.72
Through formal channels (not Through the "grapevine")	3.36	3.14	3.04	3.12	0.00	0.00	3.15	3.23	3.60
Anticipated and understood (not Unexpected and surprising)	3.17	3.02	2.92	2.97	0.00	0.00	3.01	3.21	3.47
Consistent and confirmatory (not Changing and confusing)	3.30	3.11	3.08	3.05	0.00	0.00	3.12	3.16	3.92
Easily processed (not Information overload)	3.37	3.27	3.23	3.16	0.00	0.00	3.25	3.34	3.94

**Bold/Shaded item is the scale score**

<b>Subgroup Key:</b>	
Grp. 1 Culture Stratum: Constructive	
Grp. 2 Culture Stratum: Aggressive	
Grp. 3 Culture Stratum: Passive	
Grp. 4 Culture Stratum: Passive/Aggressive	

## Upward Communication

(How would you characterize the information that employees send upward?)

(Mean Scores)

Communication Items:	Grp.	Grp.	Grp.	Grp.	Grp.	Grp.	All	Hist.	Const.
	1	2	3	4	5	6	Resp.	Avg.	Benchmk
<b>Upward Communication</b>	<b>3.29</b>	<b>3.09</b>	<b>3.01</b>	<b>3.03</b>	<b>0.00</b>	<b>0.00</b>	<b>3.09</b>	<b>3.42</b>	<b>3.80</b>
Forthright (not Censored)	3.29	3.11	3.05	3.05	0.00	0.00	3.12	3.37	3.83
Provided voluntary (not Provided only when demanded)	3.37	3.17	3.07	3.07	0.00	0.00	3.16	3.63	3.93
Whatever needs to be said (not Only what they want to hear)	3.31	3.03	2.98	2.97	0.00	0.00	3.05	3.46	3.77
Positive--suggestions (not Negative--complaints)	3.01	2.88	2.82	2.88	0.00	0.00	2.89	3.28	3.40
Honest and complete (not Filtered and distorted)	3.48	3.25	3.20	3.19	0.00	0.00	3.26	3.66	4.05
How we can make things work (not "Why things won't work")	3.16	3.02	2.96	2.99	0.00	0.00	3.03	3.07	3.47
Accepted (not Rejected)	3.30	3.08	2.96	3.03	0.00	0.00	3.08	3.40	3.73
Understood (not Misinterpreted)	3.48	3.24	3.15	3.20	0.00	0.00	3.25	3.56	4.11
Acted On (not Ignored)	3.20	3.01	2.86	2.91	0.00	0.00	2.98	3.39	3.89

**Bold/Shaded item is the scale score**

Subgroup Key:
Grp. 1 Culture Stratum: Constructive
Grp. 2 Culture Stratum: Aggressive
Grp. 3 Culture Stratum: Passive
Grp. 4 Culture Stratum: Passive/Aggressive

## Communication for Learning

(How would you characterize communication in the organization?)

(Mean Scores)

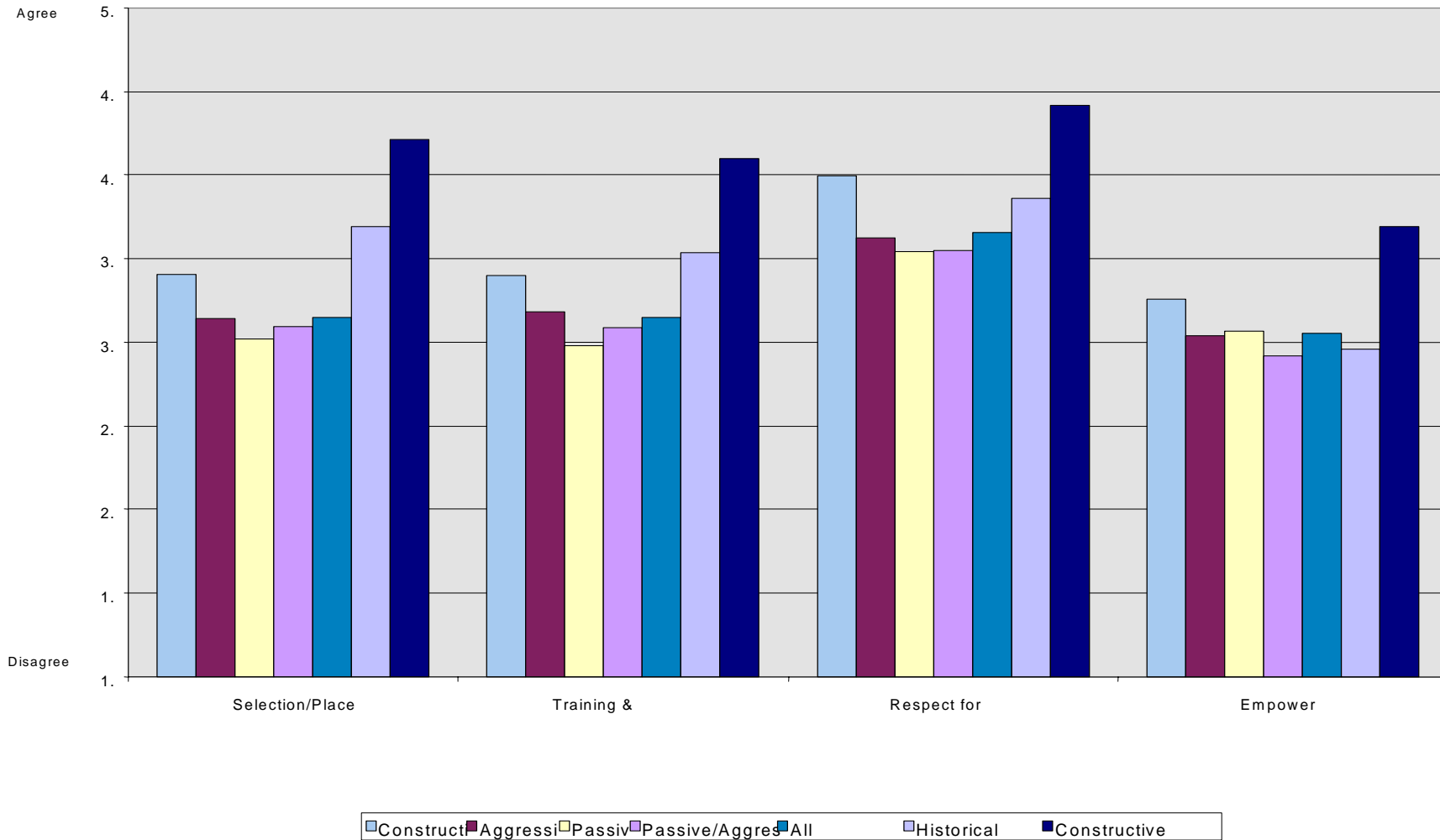
Communication Items:	Grp. 1	Grp. 2	Grp. 3	Grp. 4	Grp. 5	Grp. 6	All Resp.	Hist. Avg.	Const. Benchmk
<b>Communication for Learning</b>	<b>2.47</b>	<b>2.39</b>	<b>2.35</b>	<b>2.38</b>	<b>0.00</b>	<b>0.00</b>	<b>2.39</b>	<b>2.77</b>	<b>2.86</b>
Emphasizes the big picture (not Emphasizes micro-management)	3.51	3.30	3.09	3.14	0.00	0.00	3.25	N/A	N/A
To promote discussion (not To communicate decisions)	2.47	2.38	2.30	2.35	0.00	0.00	2.37	2.70	2.80
How do we learn from mistakes (not Who do we blame for mistakes)	3.54	3.19	3.08	3.10	0.00	0.00	3.21	N/A	N/A
Reflects a team perspective (not Reflects individual viewpoints)	3.06	2.95	2.75	2.92	0.00	0.00	2.92	N/A	N/A
Focused on the organization (not On units/departments)	2.47	2.41	2.40	2.41	0.00	0.00	2.42	2.83	2.91
Concerned with interdependencies (not Concerned with isolated jobs-tasks)	2.87	2.76	2.68	2.69	0.00	0.00	2.74	N/A	N/A

**Shaded/Italicized item is the scale score**

N/A = Historical Average and Constructive Benchmark data is not available for this new OEI item. These items are excluded from the scale scores.

<b>Subgroup Key:</b>	
Grp. 1 Culture Stratum: Constructive	
Grp. 2 Culture Stratum: Aggressive	
Grp. 3 Culture Stratum: Passive	
Grp. 4 Culture Stratum: Passive/Aggressive	

### Human Resource Management



## Human Resource Management

(Mean Scores)

	<b>Grp. 1</b>	<b>Grp. 2</b>	<b>Grp. 3</b>	<b>Grp. 4</b>	<b>Grp. 5</b>	<b>Grp. 6</b>	<b>All Resp.</b>	<b>Hist. Avg.</b>	<b>Const. Benchmk</b>
<b>Selection/Placement</b>	<b>3.41</b>	<b>3.14</b>	<b>3.02</b>	<b>3.10</b>	<b>0.00</b>	<b>0.00</b>	<b>3.15</b>	<b>3.69</b>	<b>4.21</b>
Careful to hire people who will be comfortable with job	3.59	3.35	3.29	3.31	0.00	0.00	3.37	3.92	4.30
When a position needs to be filled, the best person gets it	3.23	2.94	2.75	2.89	0.00	0.00	2.93	3.46	4.12
There is a good match between the requirements of jobs and the skills	3.71	3.51	3.34	3.45	0.00	0.00	3.49	N/A	N/A
<b>Training &amp; Development</b>	<b>3.40</b>	<b>3.18</b>	<b>2.98</b>	<b>3.09</b>	<b>0.00</b>	<b>0.00</b>	<b>3.15</b>	<b>3.54</b>	<b>4.10</b>
People receive the orientation and training they need	3.15	2.91	2.87	2.82	0.00	0.00	2.92	3.01	3.65
When people do not perform, action is taken to help them	3.25	3.10	2.82	3.03	0.00	0.00	3.04	3.74	4.22
*Organization shows little interest in growth of its people	2.27	2.47	2.76	2.58	0.00	0.00	2.53	1.91	1.39
Opportunities for training are fair and equitable	3.47	3.20	2.98	3.09	0.00	0.00	3.17	3.31	3.90
<b>Respect for Members</b>	<b>4.00</b>	<b>3.62</b>	<b>3.54</b>	<b>3.55</b>	<b>0.00</b>	<b>0.00</b>	<b>3.65</b>	<b>3.86</b>	<b>4.42</b>
Decisions are made to respect the rights of individual members	3.54	3.23	3.04	3.19	0.00	0.00	3.23	N/A	N/A
People are treated well -- regardless of ethnicity, sex, age	4.26	3.93	3.85	3.85	0.00	0.00	3.95	3.75	4.42
Members are treated with respect and dignity	3.74	3.31	3.24	3.25	0.00	0.00	3.36	3.97	4.42
<b>Empowerment</b>	<b>3.26</b>	<b>3.04</b>	<b>3.07</b>	<b>2.92</b>	<b>0.00</b>	<b>0.00</b>	<b>3.05</b>	<b>2.96</b>	<b>3.69</b>
I have the authority and influence needed to carry out my responsibilities	4.26	4.11	3.93	4.02	0.00	0.00	4.07	N/A	N/A
*I am expected to do things without the necessary resources	2.65	2.93	2.93	3.11	0.00	0.00	2.93	2.74	1.87
I am asked to perform only those tasks for which I am trained	3.16	3.01	3.06	2.95	0.00	0.00	3.03	2.66	3.25
When asked to do something new, I am provided with time to practice	3.13	2.88	2.97	2.81	0.00	0.00	2.93	N/A	N/A

1 = Disagree; 5 = Agree

**Bold/Shaded items are the scale scores**

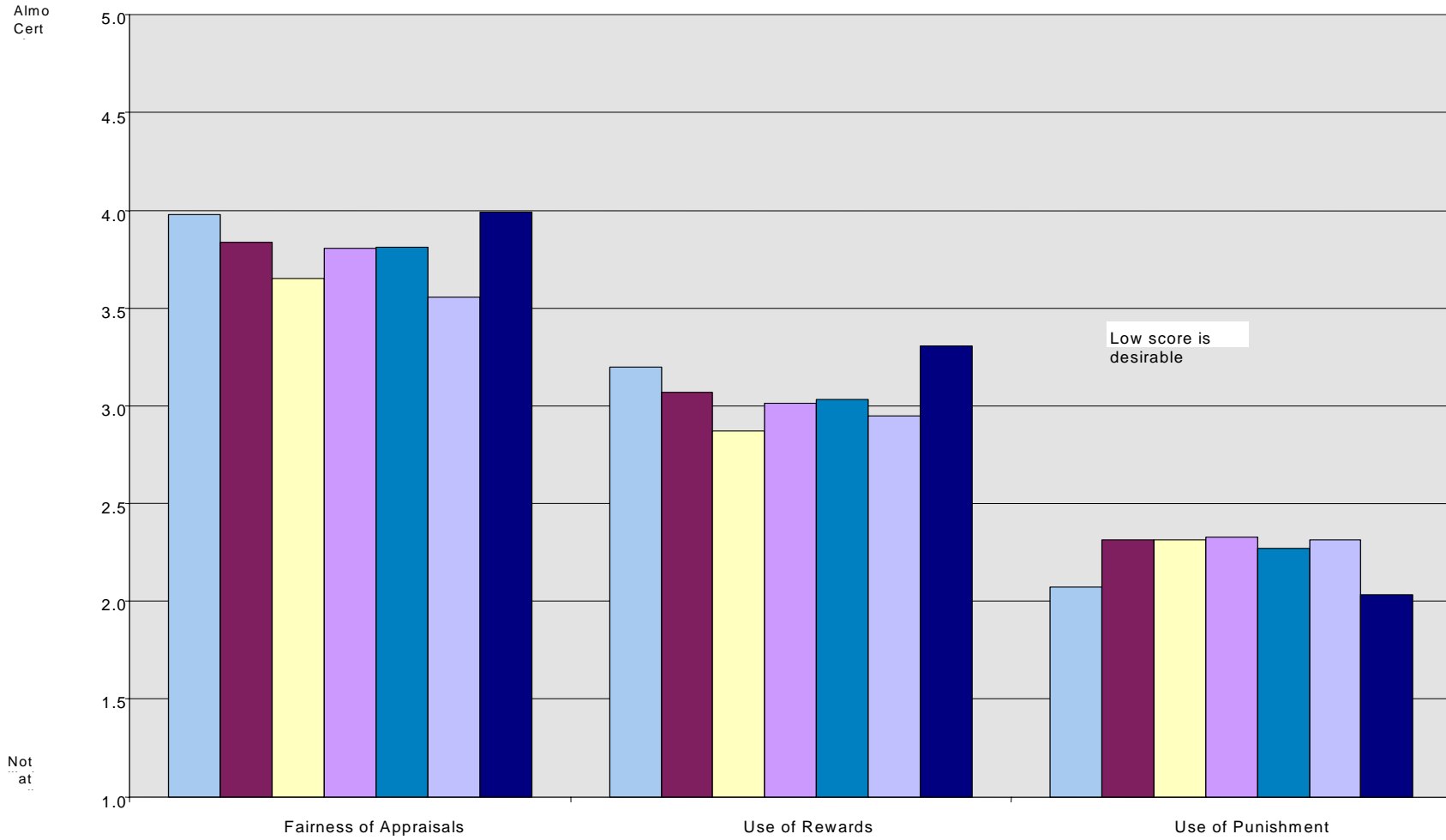
\* Responses to this reversed item are presented here in raw form (but were adjusted for the accompanying bar charts)

<b>Subgroup Key:</b>	
Grp. 1 Culture Stratum: Constructive	
Grp. 2 Culture Stratum: Aggressive	
Grp. 3 Culture Stratum: Passive	
Grp. 4 Culture Stratum: Passive/Aggressive	

N/A = Historical Average and Constructive Benchmark data is not available for this new OEI item. These items are excluded from the scale scores.



### Appraisal and Reinforcement



Constructive Aggressive Passive Passive/Aggressive All Historical Constructive

## Appraisal and Reinforcement

(Mean Scores)

	Grp. 1	Grp. 2	Grp. 3	Grp. 4	Grp. 5	Grp. 6	All Resp.	Hist. Avg.	Const. Benchmk
<b>Fairness of Appraisals</b>	<b>3.98</b>	<b>3.84</b>	<b>3.65</b>	<b>3.80</b>	<b>0.00</b>	<b>0.00</b>	<b>3.81</b>	<b>3.56</b>	<b>3.99</b>
...will be evaluated fairly (without regard to race, etc.)	4.26	4.13	3.99	4.08	0.00	0.00	4.11	3.73	4.16
...will be based on real measures of performance	3.85	3.71	3.49	3.68	0.00	0.00	3.68	3.46	3.87
...will be based on performance rather than on favoritism	3.83	3.67	3.47	3.65	0.00	0.00	3.65	3.49	3.95
<b>Use of Rewards</b>	<b>3.20</b>	<b>3.07</b>	<b>2.87</b>	<b>3.01</b>	<b>0.00</b>	<b>0.00</b>	<b>3.03</b>	<b>2.95</b>	<b>3.31</b>
...your supervisor(s) will notice your good work	3.72	3.57	3.40	3.52	0.00	0.00	3.54	3.43	3.76
...you will get a bigger raise or bonus	2.28	2.23	1.95	2.16	0.00	0.00	2.16	2.05	2.33
...you will be praised	3.30	3.20	3.00	3.12	0.00	0.00	3.15	3.03	3.46
*...nothing will happen	2.53	2.71	2.87	2.74	0.00	0.00	2.72	2.74	2.33
<b>Use of Punishment</b>	<b>2.08</b>	<b>2.31</b>	<b>2.32</b>	<b>2.33</b>	<b>0.00</b>	<b>0.00</b>	<b>2.27</b>	<b>2.31</b>	<b>2.04</b>
...your supervisor(s) will openly criticize you	2.45	2.77	2.76	2.75	0.00	0.00	2.70	2.93	2.62
...you will be given less desirable tasks to do	1.74	1.94	1.90	1.96	0.00	0.00	1.90	1.92	1.70
...you will be punished in some other way	1.74	1.95	1.90	1.98	0.00	0.00	1.91	1.95	1.70
*...your supervisor(s) will help you to correct the problem	3.63	3.41	3.30	3.37	0.00	0.00	3.41	3.54	3.89

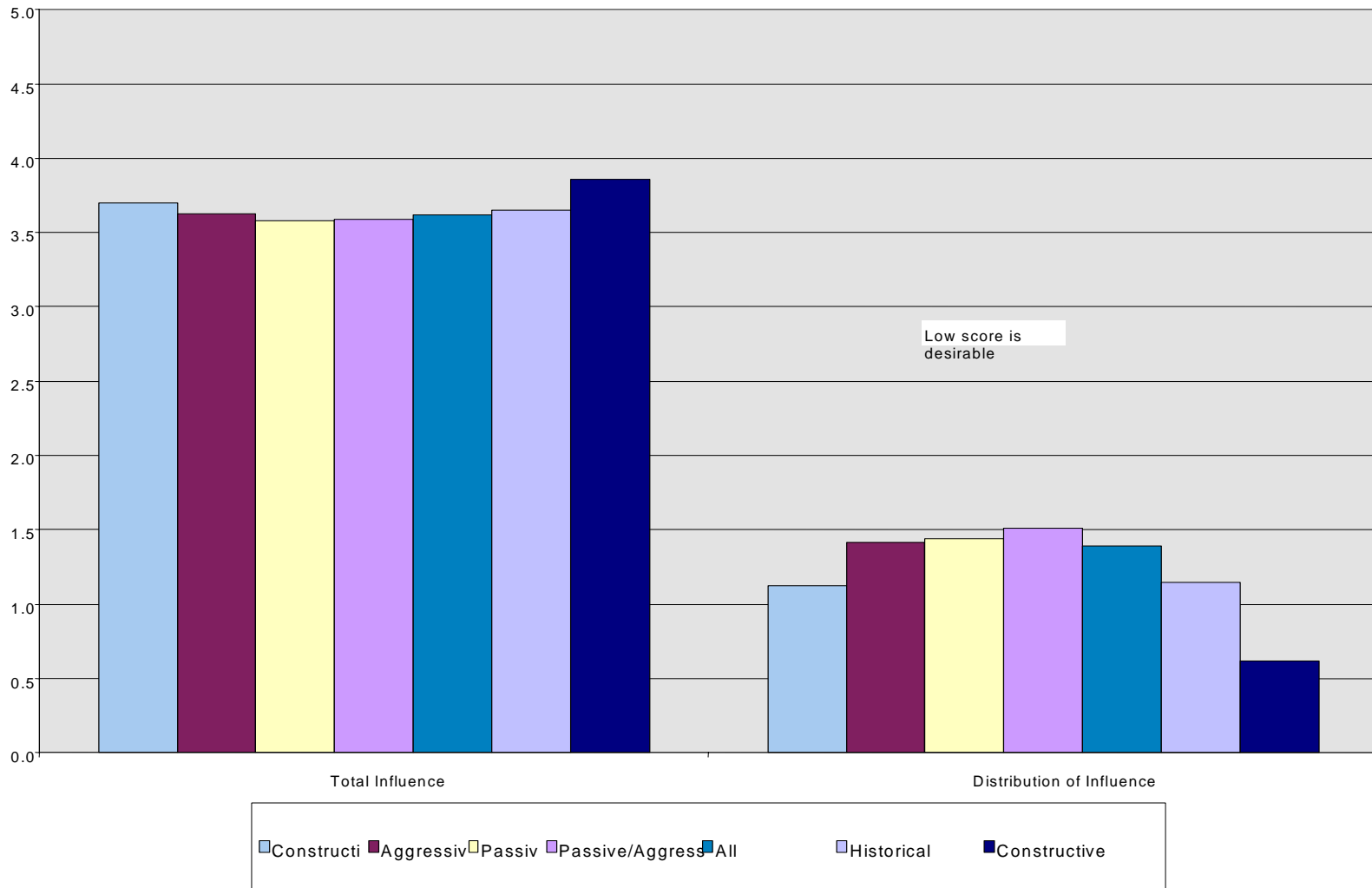
1 = Not likely at all; 5 = Almost certain

**Bold/Shaded items are the scale scores**

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(but were adjusted for the accompanying bar charts)

<b>Subgroup Key:</b>	
Grp. 1 Culture Stratum: Constructive	
Grp. 2 Culture Stratum: Aggressive	
Grp. 3 Culture Stratum: Passive	
Grp. 4 Culture Stratum: Passive/Aggressive	

### Influence



### Distribution of Influence

(Mean Scores)

	Grp. 1	Grp. 2	Grp. 3	Grp. 4	Grp. 5	Grp. 6	All Resp.	Hist. Avg.	Const. Benchmk
<b>Total Influence</b>	<b>3.70</b>	<b>3.62</b>	<b>3.58</b>	<b>3.59</b>	<b>0.00</b>	<b>0.00</b>	<b>3.62</b>	<b>3.65</b>	<b>3.85</b>
<b>Distribution of Influence*</b>	<b>1.12</b>	<b>1.42</b>	<b>1.44</b>	<b>1.51</b>	<b>0.00</b>	<b>0.00</b>	<b>1.39</b>	<b>1.14</b>	<b>0.62</b>
The employees	3.07	2.89	2.82	2.79	0.00	0.00	2.88	2.98	3.46
Their immediate supervisors/managers	3.83	3.69	3.66	3.66	0.00	0.00	3.70	3.84	4.02
Higher-Level Managers	4.19	4.30	4.26	4.31	0.00	0.00	4.27	4.13	4.08

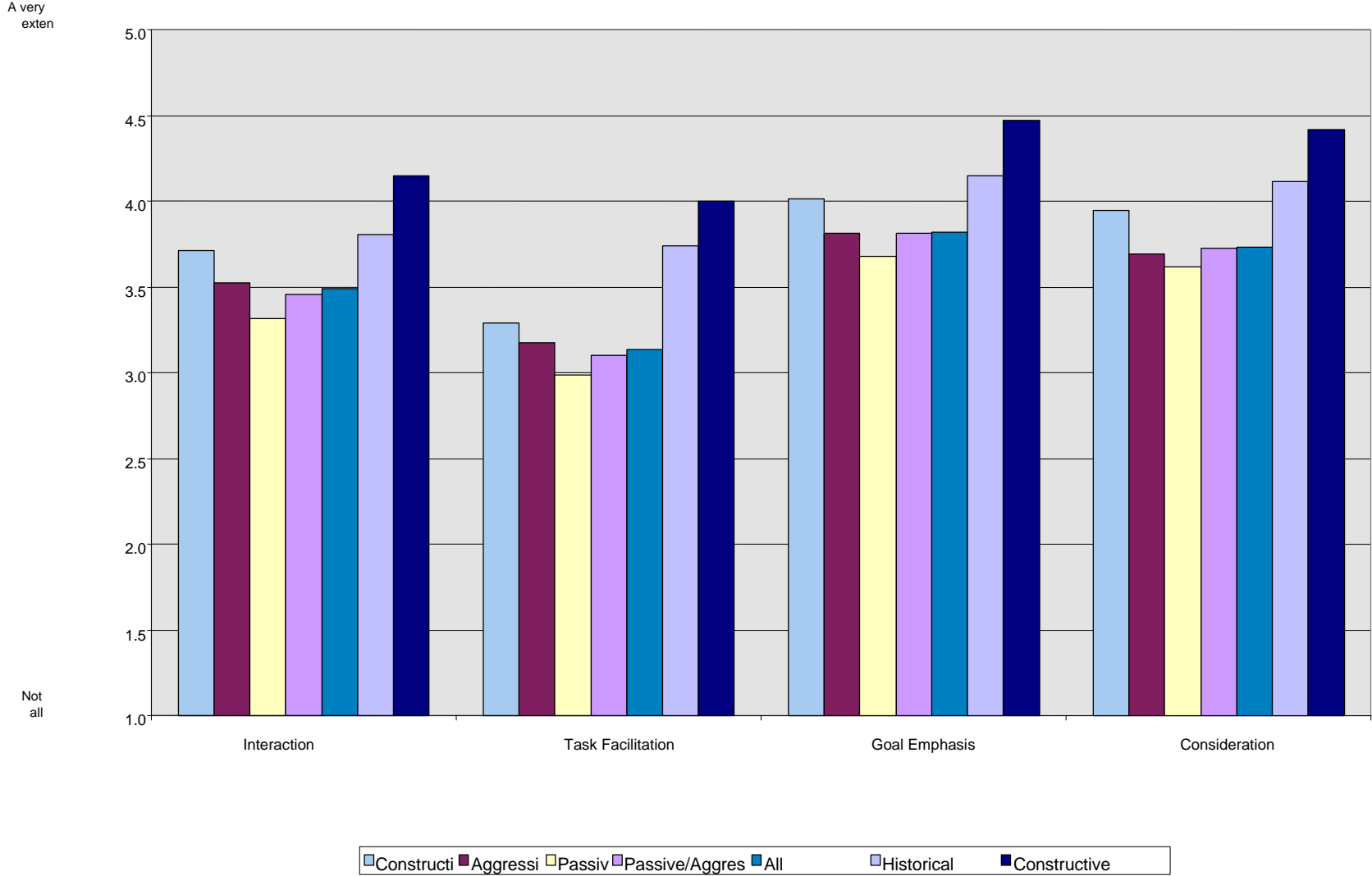
1 = None at all; 5 = Very great influence

\* Difference between the influence exercised  
by *Higher-Level Managers* versus *The Employees*

**Bold/Shaded items are the scale scores**

<b>Subgroup Key:</b>	
Grp. 1	Culture Stratum: Constructive
Grp. 2	Culture Stratum: Aggressive
Grp. 3	Culture Stratum: Passive
Grp. 4	Culture Stratum: Passive/Aggressive

Supervisory/Managerial Leadership



## Supervisory/Managerial Leadership

(Mean Scores)

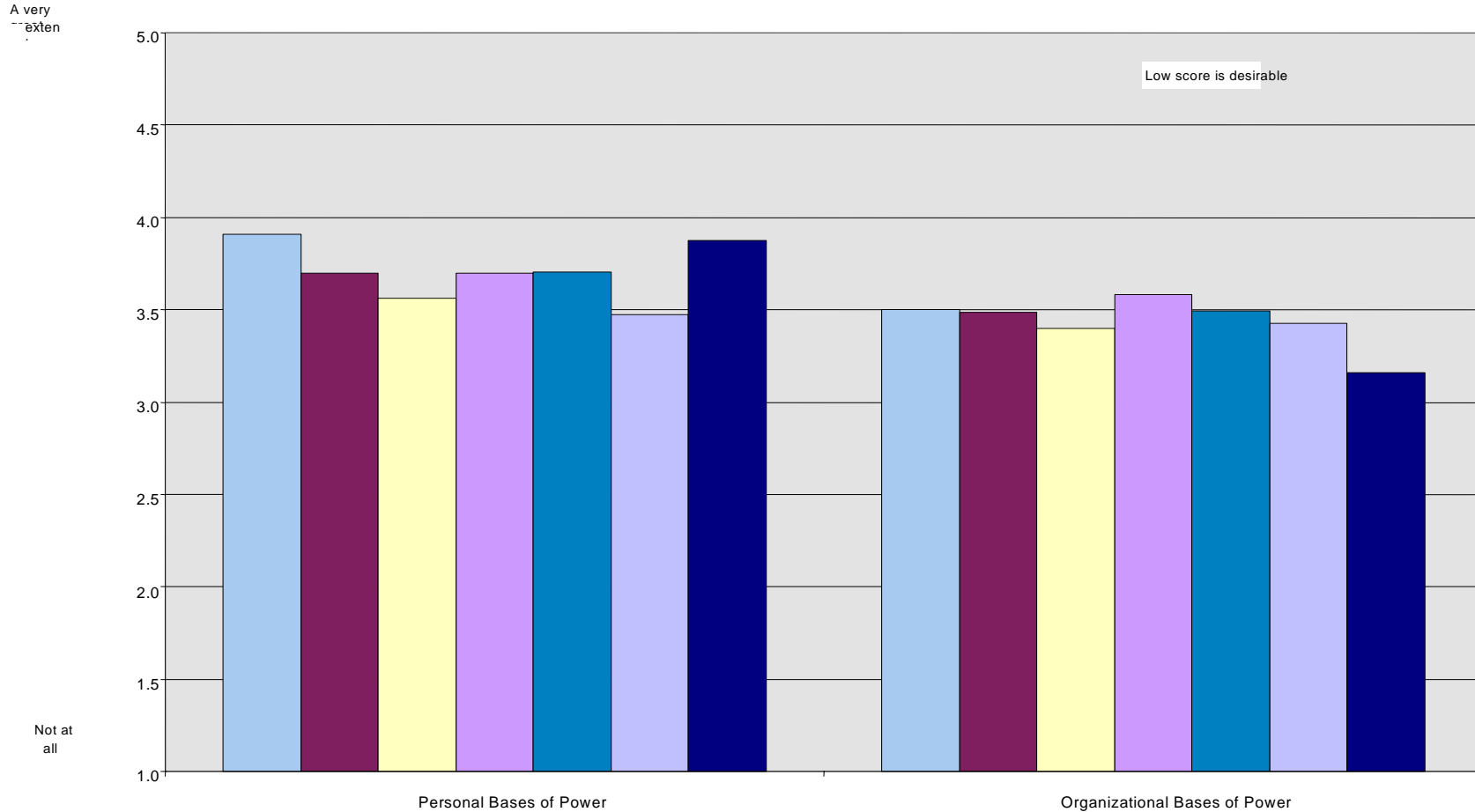
	Grp. 1	Grp. 2	Grp. 3	Grp. 4	Grp. 5	Grp. 6	All Resp.	Hist. Avg.	Const. Benchmk
<b>Interaction Facilitation</b>	<b>3.71</b>	<b>3.53</b>	<b>3.32</b>	<b>3.45</b>	<b>0.00</b>	<b>0.00</b>	<b>3.49</b>	<b>3.80</b>	<b>4.15</b>
...encourages people to work as a team	3.86	3.67	3.47	3.64	0.00	0.00	3.65	4.23	4.55
...holds group meetings with you and your co-workers	3.52	3.33	3.17	3.22	0.00	0.00	3.30	3.44	3.70
...encourages members of your workgroup to exchange ideas	3.76	3.58	3.31	3.50	0.00	0.00	3.53	3.74	4.21
<b>Task Facilitation</b>	<b>3.29</b>	<b>3.18</b>	<b>2.99</b>	<b>3.10</b>	<b>0.00</b>	<b>0.00</b>	<b>3.13</b>	<b>3.74</b>	<b>4.00</b>
...offers ideas to help you solve work-related problems	3.67	3.57	3.38	3.54	0.00	0.00	3.54	4.19	4.53
...helps you plan your work	2.87	2.78	2.59	2.67	0.00	0.00	2.72	3.27	3.44
...shows you how to improve your work	3.33	3.18	3.00	3.09	0.00	0.00	3.14	3.74	4.03
<b>Goal Emphasis</b>	<b>4.01</b>	<b>3.81</b>	<b>3.68</b>	<b>3.81</b>	<b>0.00</b>	<b>0.00</b>	<b>3.82</b>	<b>4.15</b>	<b>4.47</b>
...sets an example by working hard	3.99	3.76	3.68	3.80	0.00	0.00	3.79	4.05	4.43
...maintains high standards of performance	4.02	3.87	3.67	3.81	0.00	0.00	3.83	4.12	4.41
...encourages people to give their best effort	4.03	3.82	3.69	3.83	0.00	0.00	3.83	4.26	4.57
<b>Consideration</b>	<b>3.94</b>	<b>3.69</b>	<b>3.62</b>	<b>3.72</b>	<b>0.00</b>	<b>0.00</b>	<b>3.73</b>	<b>4.11</b>	<b>4.42</b>
...pays attention to your opinions	3.78	3.57	3.44	3.56	0.00	0.00	3.58	3.97	4.29
...willingly listens to your problems	3.92	3.65	3.60	3.70	0.00	0.00	3.71	4.15	4.48
...is friendly and easy to approach	4.12	3.85	3.81	3.90	0.00	0.00	3.91	4.22	4.48

1 = Not at all; 5 = To a very great extent

**Bold/Shaded items are the scale scores**

<b>Subgroup Key:</b>	
Grp. 1	Culture Stratum: Constructive
Grp. 2	Culture Stratum: Aggressive
Grp. 3	Culture Stratum: Passive
Grp. 4	Culture Stratum: Passive/Aggressive

### Supervisory/Managerial Sources of Power



Constructive Aggressive Passive Passive/Aggressive All Historical Constructive

## Supervisory/Managerial Sources of Power

(Mean Scores)

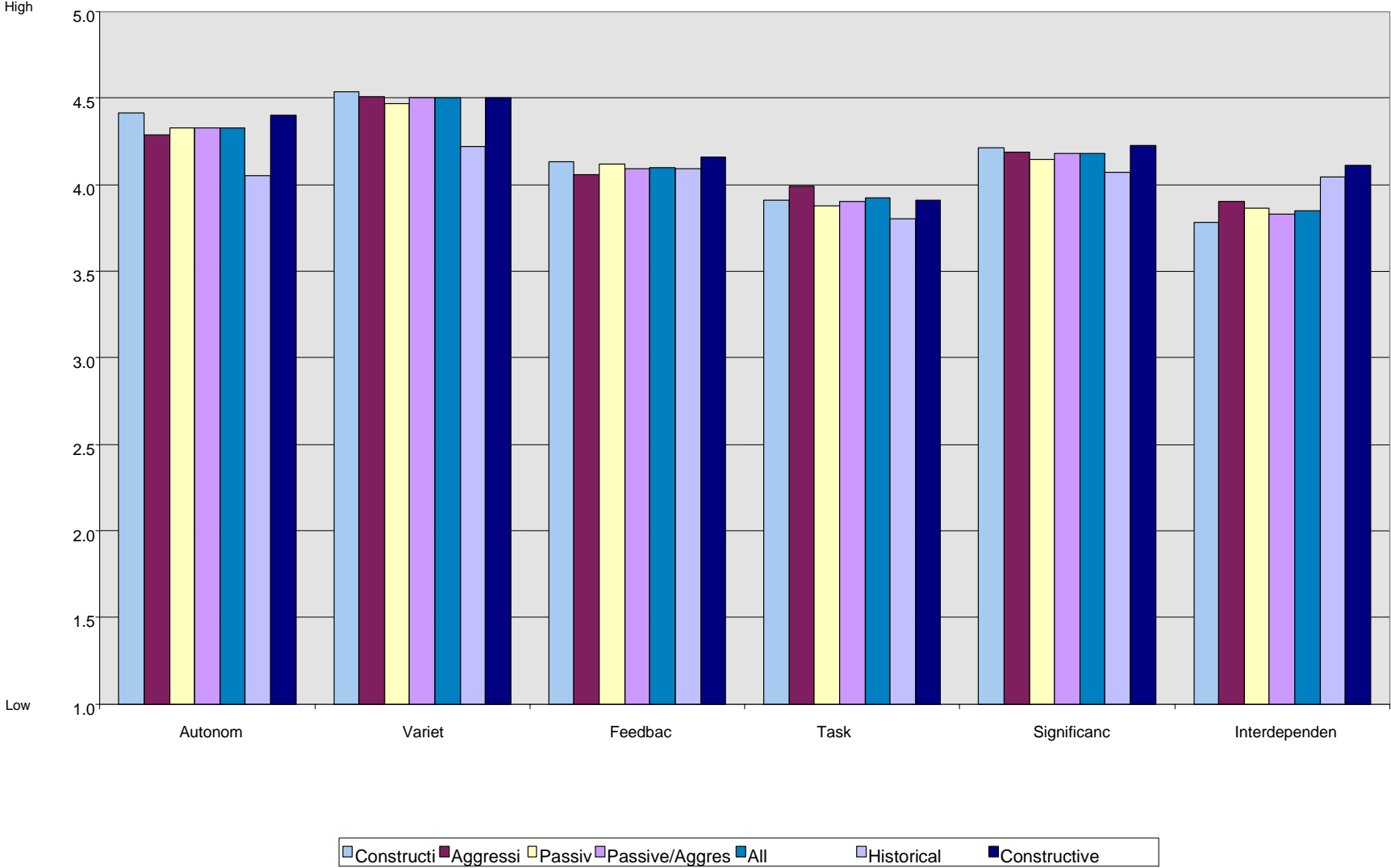
	<b>Grp. 1</b>	<b>Grp. 2</b>	<b>Grp. 3</b>	<b>Grp. 4</b>	<b>Grp. 5</b>	<b>Grp. 6</b>	<b>All Resp.</b>	<b>Hist. Avg.</b>	<b>Const. Benchmk</b>
<b>Personal Bases of Power</b>	<b>3.91</b>	<b>3.70</b>	<b>3.56</b>	<b>3.70</b>	<b>0.00</b>	<b>0.00</b>	<b>3.71</b>	<b>3.47</b>	<b>3.88</b>
...knows what has to be done to reach our objectives	3.99	3.78	3.60	3.75	0.00	0.00	3.77	3.66	3.91
...takes into consideration my own requests/suggestions	3.81	3.63	3.46	3.61	0.00	0.00	3.62	3.46	3.95
...is the kind of person whose approval I value	3.92	3.69	3.61	3.74	0.00	0.00	3.73	3.29	3.77
<b>Organizational Bases of Power</b>	<b>3.50</b>	<b>3.49</b>	<b>3.40</b>	<b>3.58</b>	<b>0.00</b>	<b>0.00</b>	<b>3.50</b>	<b>3.42</b>	<b>3.16</b>
...can influence how much money I make	3.34	3.26	3.02	3.36	0.00	0.00	3.25	3.10	2.87
...has the formal authority to make decisions	4.01	3.88	3.79	3.96	0.00	0.00	3.90	3.77	3.61
...could make things difficult for me if he/she wanted to	3.16	3.33	3.38	3.42	0.00	0.00	3.34	3.41	3.01

1 = Not at all; 5 = To a very great extent

**Bold/Shaded items are the scale scores**

<b>Subgroup Key:</b>	
Grp. 1	Culture Stratum: Constructive
Grp. 2	Culture Stratum: Aggressive
Grp. 3	Culture Stratum: Passive
Grp. 4	Culture Stratum: Passive/Aggressive

**Job Design**



**Job Design**  
(Mean Scores)

	<b>Grp. 1</b>	<b>Grp. 2</b>	<b>Grp. 3</b>	<b>Grp. 4</b>	<b>Grp. 5</b>	<b>Grp. 6</b>	<b>All Resp.</b>	<b>Hist. Avg.</b>	<b>Const. Benchmk</b>
<b>Autonomy</b>	<b>4.41</b>	<b>4.29</b>	<b>4.33</b>	<b>4.33</b>	<b>0.00</b>	<b>0.00</b>	<b>4.33</b>	<b>4.05</b>	<b>4.40</b>
It is my responsibility to decide how my job gets done	4.49	4.37	4.42	4.42	0.00	0.00	4.42	4.20	4.44
I am allowed to plan how my work is carried out	4.34	4.20	4.23	4.23	0.00	0.00	4.24	3.91	4.36
<b>Variety</b>	<b>4.53</b>	<b>4.51</b>	<b>4.47</b>	<b>4.50</b>	<b>0.00</b>	<b>0.00</b>	<b>4.50</b>	<b>4.22</b>	<b>4.50</b>
I get to do a lot of different things on my job	4.46	4.41	4.39	4.41	0.00	0.00	4.42	4.19	4.46
My job requires that I use a variety of different skills	4.60	4.61	4.55	4.59	0.00	0.00	4.59	4.25	4.55
<b>Feedback</b>	<b>4.13</b>	<b>4.06</b>	<b>4.12</b>	<b>4.09</b>	<b>0.00</b>	<b>0.00</b>	<b>4.10</b>	<b>4.09</b>	<b>4.16</b>
Just doing the work required by my job provides feedback	4.07	3.96	4.00	3.98	0.00	0.00	4.00	3.82	3.91
I can see how well I'm doing even if no one tells me	4.20	4.16	4.23	4.20	0.00	0.00	4.19	4.36	4.41
*The design of my job makes it difficult to monitor my performance	1.91	2.01	2.04	2.03	0.00	0.00	2.00	N/A	N/A
<b>Task Identity</b>	<b>3.91</b>	<b>3.99</b>	<b>3.88</b>	<b>3.90</b>	<b>0.00</b>	<b>0.00</b>	<b>3.92</b>	<b>3.81</b>	<b>3.91</b>
My job involves performing a complete service	3.87	4.05	3.88	3.93	0.00	0.00	3.94	3.84	3.95
My job allows me to do a "whole piece" of work	3.95	3.93	3.87	3.88	0.00	0.00	3.90	3.77	3.86
*My job limits me to only a small fragment of some larger task	2.11	2.05	2.19	2.13	0.00	0.00	2.11	N/A	N/A
<b>Significance</b>	<b>4.21</b>	<b>4.19</b>	<b>4.14</b>	<b>4.18</b>	<b>0.00</b>	<b>0.00</b>	<b>4.18</b>	<b>4.07</b>	<b>4.23</b>
A lot of people can be affected by how well I do my work	4.48	4.39	4.37	4.40	0.00	0.00	4.41	4.36	4.50
My job has a significant impact on the work/lives of others	3.95	3.98	3.91	3.96	0.00	0.00	3.96	3.78	3.95
*Poor performance on my part would have little or no impact on others	1.35	1.41	1.46	1.45	0.00	0.00	1.42	N/A	N/A
<b>Interdependence</b>	<b>3.78</b>	<b>3.90</b>	<b>3.86</b>	<b>3.83</b>	<b>0.00</b>	<b>0.00</b>	<b>3.85</b>	<b>4.04</b>	<b>4.11</b>
In order to perform my job, I must cooperate with others	3.34	3.59	3.52	3.49	0.00	0.00	3.50	3.85	3.80
*My job is basically a "one person show"	1.78	1.79	1.79	1.83	0.00	0.00	1.80	1.76	1.57
The work activities of others require adjustments in my own activities	3.36	3.55	3.48	3.52	0.00	0.00	3.49	N/A	N/A

1 = Disagree; 5 = Agree

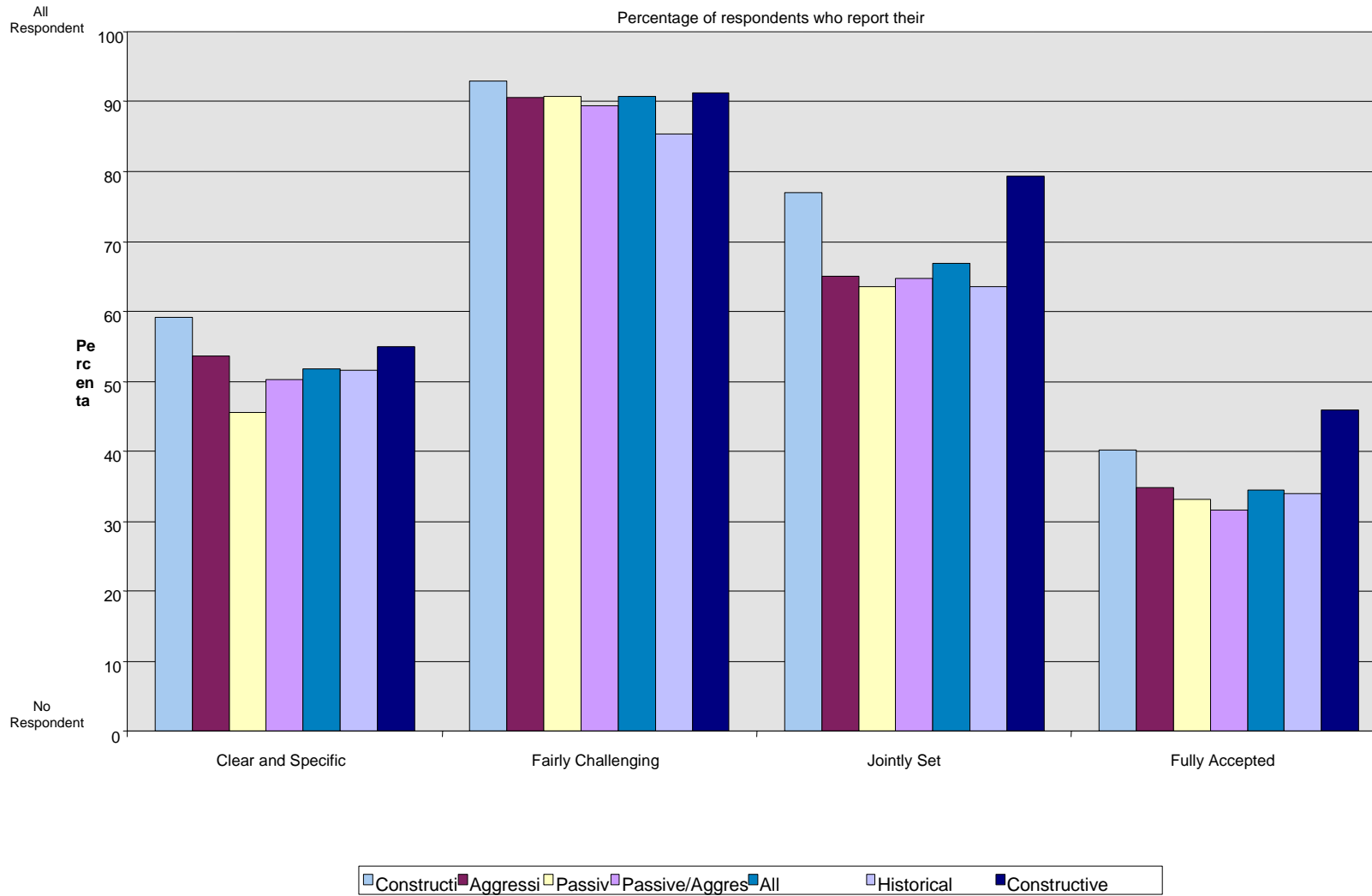
**Bold/Shaded items are the scale scores**

\* Responses to this reversed item are presented here in raw form  
(but were adjusted for the accompanying bar charts)

N/A = Historical Average and Constructive Benchmark data is not available for this new OEI item. These items are excluded from the scale scores.

<b>Subgroup Key:</b>	
Grp. 1 Culture Stratum: Constructive	
Grp. 2 Culture Stratum: Aggressive	
Grp. 3 Culture Stratum: Passive	
Grp. 4 Culture Stratum: Passive/Aggressive	

### Individual Goals



**Individual Goals**  
(Percentage of Respondents)

	<b>Grp. 1</b>	<b>Grp. 2</b>	<b>Grp. 3</b>	<b>Grp. 4</b>	<b>Grp. 5</b>	<b>Grp. 6</b>	<b>All Resp.</b>	<b>Hist. Avg.</b>	<b>Const. Benchmk</b>
<b>Goal Clarity</b>									
<i>Clear Goals</i>	59.17	53.65	45.49	50.31	0.00	0.00	51.86	51.68	55.05
Moderately Clear Goals	38.19	41.15	48.71	44.05	0.00	0.00	43.16	42.90	41.81
Unclear Goals	2.64	5.20	5.80	5.65	0.00	0.00	4.98	5.42	3.13
<b>Goal Difficulty</b>									
Difficult Goals	3.37	5.55	3.67	6.31	0.00	0.00	4.91	3.12	1.58
<i>Fairly Challenging Goals</i>	92.96	90.63	90.69	89.45	0.00	0.00	90.76	85.31	91.23
Easy Goals	3.67	3.81	5.63	4.23	0.00	0.00	4.33	11.57	7.19
<b>Participative Goal Setting</b>									
Set by Supervisor	17.82	30.72	28.50	29.93	0.00	0.00	27.54	29.01	15.08
<i>Set Jointly</i>	76.99	65.10	63.54	64.74	0.00	0.00	66.88	63.53	79.33
Set by You	5.20	4.18	7.96	5.34	0.00	0.00	5.58	7.46	5.59
<b>Goal Acceptance</b>									
Marginally Accepted	3.91	8.49	7.63	9.08	0.00	0.00	7.59	7.42	1.40
Generally Accepted	55.81	56.73	59.27	59.34	0.00	0.00	57.87	58.62	52.65
<i>Fully Accepted</i>	40.20	34.78	33.10	31.58	0.00	0.00	34.52	33.96	45.94

Response Options in *Italics* are the desired responses

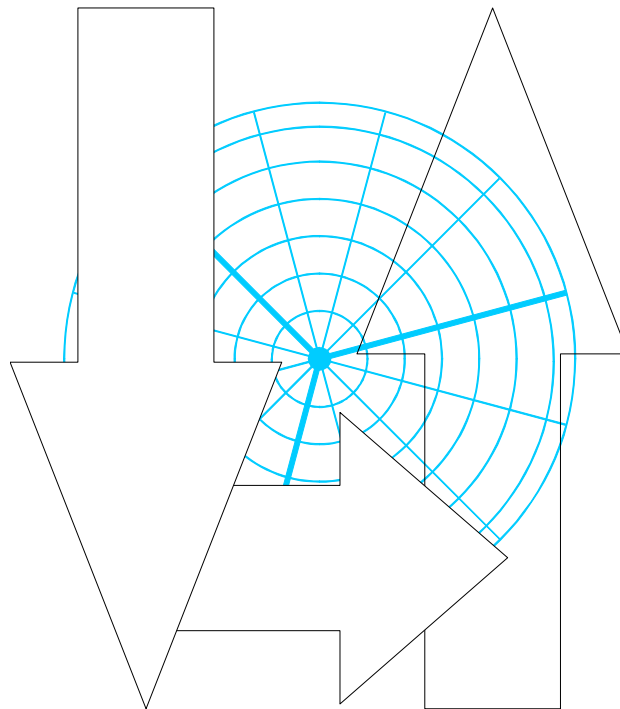
<b>Subgroup Key:</b>	
Grp. 1 Culture Stratum: Constructive	
Grp. 2 Culture Stratum: Aggressive	
Grp. 3 Culture Stratum: Passive	
Grp. 4 Culture Stratum: Passive/Aggressive	

# Readership Institute - Impact Study

July 2000

## Section 10

Levers for Change – By Department



human synergistics/  
center for applied research, inc.

# Levers for Change – by Department

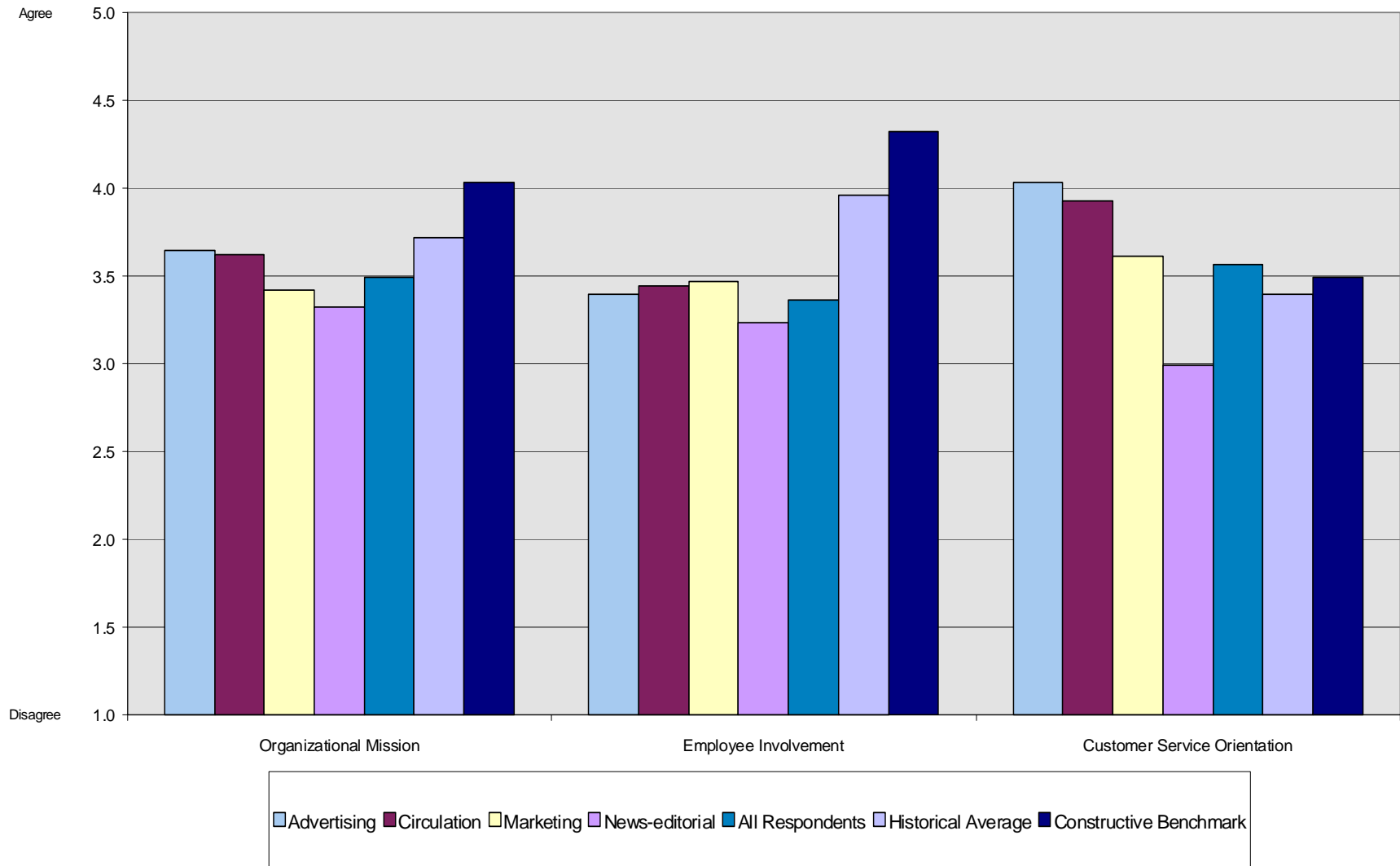
We previously looked at levers for change for the overall group of Impact Newspapers. In this section we look at levers for change and how they might apply to each of the four departments that has the most impact on readership – news, advertising, marketing and circulation. Levers for change are the factors, practices and characteristics that shape culture.

## ***Interpreting Departmental Results for Levers for Change***

Included in this section of the report are barcharts and tables that compare results along the levers for change for each of the four departments, the results of the newspaper industry, our Historical Averages, and our Constructive Benchmarks. The barcharts provide a visual comparison of the average (mean) scale scores of each of the groups. The tables include item-level results as well as the scale scores.

Descriptions of the levers for change as well as implications of high and low scores are included in the “Levers for Change – All Impact Newspapers” section of this report. You may want to refer back to them.

## Philosophy and Values



## Philosophy and Values

(Mean Scores)

	Grp. 1	Grp. 2	Grp. 3	Grp. 4	Grp. 5	Grp. 6	All Resp.	Hist. Avg.	Const. Benchmk
<b>Organizational Mission</b>	<b>3.64</b>	<b>3.61</b>	<b>3.42</b>	<b>3.32</b>	<b>0.00</b>	<b>0.00</b>	<b>3.49</b>	<b>3.72</b>	<b>4.03</b>
Objectives/priorities are clear and understood by members	3.80	3.88	3.47	3.57	0.00	0.00	3.70	3.76	4.15
People have a clear understanding of mission and role	3.74	3.78	3.34	3.46	0.00	0.00	3.61	3.86	4.09
Widely-shared philosophy provides employees an understanding	3.34	3.47	3.15	2.97	0.00	0.00	3.22	4.05	3.97
Ceremonies are held to celebrate outstanding work	3.57	3.21	3.29	3.02	0.00	0.00	3.25	2.94	3.73
Members' actions illustrate philosophy and priorities	3.75	3.73	3.84	3.59	0.00	0.00	3.69	3.96	4.20
<b>Employee Involvement</b>	<b>3.39</b>	<b>3.44</b>	<b>3.47</b>	<b>3.23</b>	<b>0.00</b>	<b>0.00</b>	<b>3.36</b>	<b>3.95</b>	<b>4.32</b>
Management is interested in employees' suggestions	3.39	3.49	3.40	3.10	0.00	0.00	3.32	3.91	4.25
Employees are actively involved in improving organization	3.54	3.58	3.53	3.25	0.00	0.00	3.43	3.99	4.32
*There's little chance of getting anything done about ideas	2.75	2.74	2.53	2.66	0.00	0.00	2.67	2.03	1.61
<b>Customer Service Orientation</b>	<b>4.03</b>	<b>3.92</b>	<b>3.61</b>	<b>2.99</b>	<b>0.00</b>	<b>0.00</b>	<b>3.56</b>	<b>3.39</b>	<b>3.49</b>
Your department is responsible for client satisfaction	4.70	4.69	4.18	3.79	0.00	0.00	4.29	4.21	4.17
You are encouraged to emphasize the perspective and needs of customers	4.21	4.35	4.07	3.46	0.00	0.00	3.93	N/A	N/A
You are relied on to provide information about customers	3.91	3.76	3.46	2.65	0.00	0.00	3.35	2.81	2.95
Your organization relies on you to help win customers and generate sales	4.27	4.00	3.55	2.56	0.00	0.00	3.47	3.09	3.11
The organization responds effectively to changing needs of clients	3.22	3.24	3.26	2.94	0.00	0.00	3.13	3.46	3.73

1 = Disagree; 5 = Agree

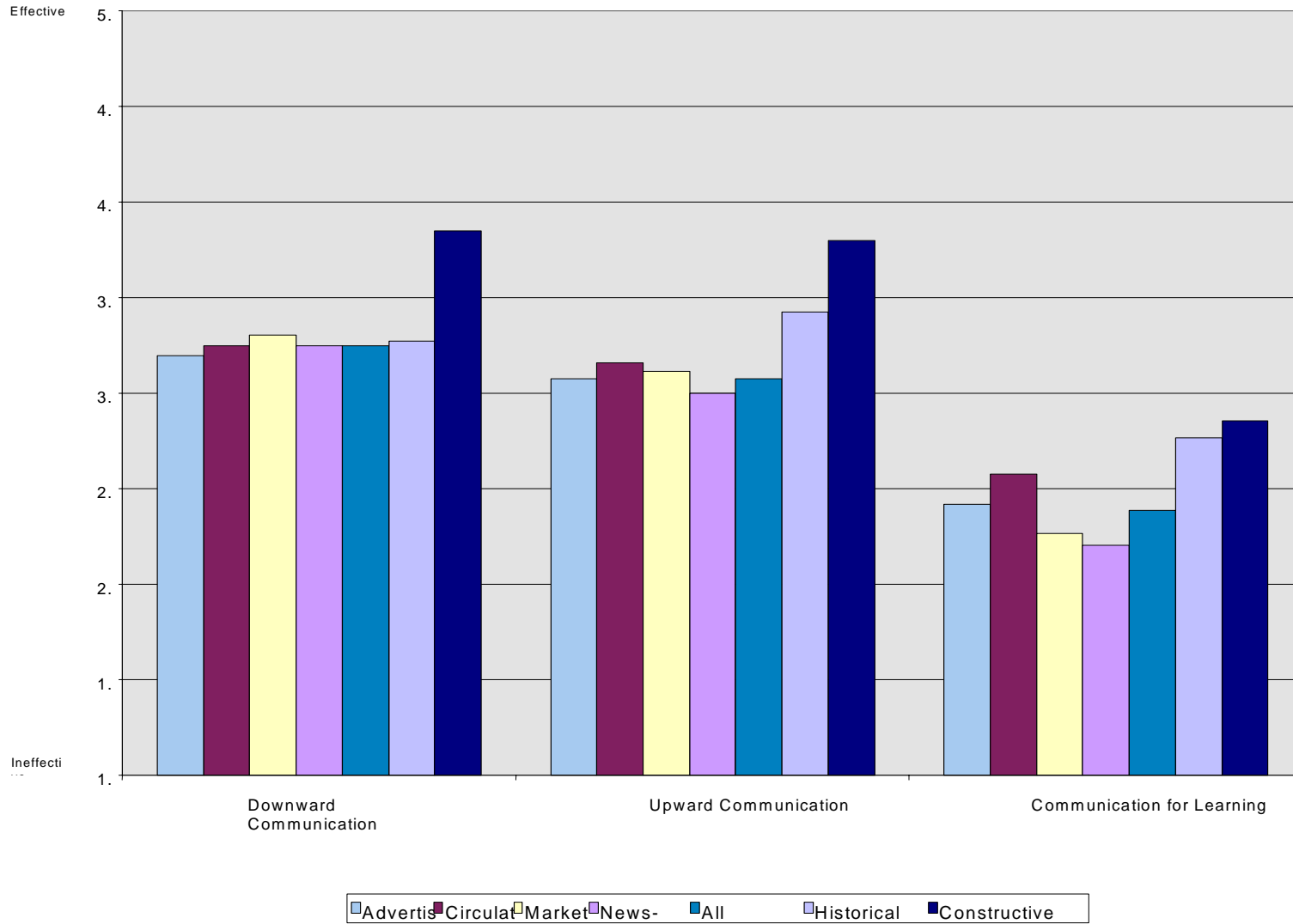
**Bold/Shaded items are the scale scores**

\* Responses to this reversed item are presented here in raw form  
(but were adjusted for the accompanying bar charts)

N/A = Historical Average and Constructive Benchmark data is not  
available for this new OEI item. These items are excluded from the scale scores.

Subgroup Key:	
Grp. 1	Advertising
Grp. 2	Circulation
Grp. 3	Marketing
Grp. 4	News-editorial

### Quality of Communication



## Downward Communication

(How would you characterize the information that employees receive about the organization?)

(Mean Scores)

Communication Items:	Grp.	Grp.	Grp.	Grp.	Grp.	Grp.	All	Hist.	Const.
	1	2	3	4	5	6	Resp.	Avg.	Benchmk
<b>Downward Communication</b>	<b>3.20</b>	<b>3.25</b>	<b>3.30</b>	<b>3.25</b>	<b>0.00</b>	<b>0.00</b>	<b>3.25</b>	<b>3.28</b>	<b>3.85</b>
Timely (not Delayed)	3.32	3.39	3.39	3.44	0.00	0.00	3.41	3.23	3.75
Complete (not Sketchy)	3.38	3.46	3.35	3.26	0.00	0.00	3.36	3.21	4.10
Straight from the source (not Through too many channels)	2.94	3.06	3.07	3.09	0.00	0.00	3.06	3.20	3.75
Credible (not Questionable)	3.70	3.67	3.88	3.69	0.00	0.00	3.70	3.69	4.42
In-Depth (not Superficial)	3.16	3.09	3.18	3.03	0.00	0.00	3.11	3.20	3.72
Through formal channels (not Through the "grapevine")	3.16	3.23	3.13	3.18	0.00	0.00	3.19	3.23	3.60
Anticipated and understood (not Unexpected and surprising)	2.97	2.98	3.11	3.05	0.00	0.00	3.03	3.21	3.47
Consistent and confirmatory (not Changing and confusing)	3.09	3.20	3.21	3.13	0.00	0.00	3.15	3.16	3.92
Easily processed (not Information overload)	3.04	3.17	3.42	3.39	0.00	0.00	3.23	3.34	3.94

**Bold/Shaded item is the scale score**

Subgroup Key:	
Grp. 1	Advertising
Grp. 2	Circulation
Grp. 3	Marketing
Grp. 4	News-editorial

## Upward Communication

(How would you characterize the information that employees send upward?)

(Mean Scores)

Communication Items:	Grp.	Grp.	Grp.	Grp.	Grp.	Grp.	All	Hist.	Const.
	1	2	3	4	5	6	Resp.	Avg.	Benchmk
<b>Upward Communication</b>	<b>3.07</b>	<b>3.16</b>	<b>3.12</b>	<b>3.00</b>	<b>0.00</b>	<b>0.00</b>	<b>3.08</b>	<b>3.42</b>	<b>3.80</b>
Forthright (not Censored)	3.00	3.12	2.86	3.09	0.00	0.00	3.07	3.37	3.83
Provided voluntary (not Provided only when demanded)	3.08	3.19	3.11	3.14	0.00	0.00	3.13	3.63	3.93
Whatever needs to be said (not Only what they want to hear)	2.95	3.06	2.96	3.00	0.00	0.00	3.01	3.46	3.77
Positive--suggestions (not Negative--complaints)	2.95	3.01	3.15	2.77	0.00	0.00	2.92	3.28	3.40
Honest and complete (not Filtered and distorted)	3.27	3.31	3.19	3.17	0.00	0.00	3.24	3.66	4.05
How we can make things work (not "Why things won't work")	3.11	3.13	3.16	2.93	0.00	0.00	3.06	3.07	3.47
Accepted (not Rejected)	3.08	3.22	3.17	2.89	0.00	0.00	3.06	3.40	3.73
Understood (not Misinterpreted)	3.22	3.31	3.29	3.17	0.00	0.00	3.24	3.56	4.11
Acted On (not Ignored)	3.00	3.07	3.14	2.83	0.00	0.00	2.98	3.39	3.89

**Bold/Shaded item is the scale score**

Subgroup Key:	
Grp. 1	Advertising
Grp. 2	Circulation
Grp. 3	Marketing
Grp. 4	News-editorial

## Communication for Learning

(How would you characterize communication in the organization?)

(Mean Scores)

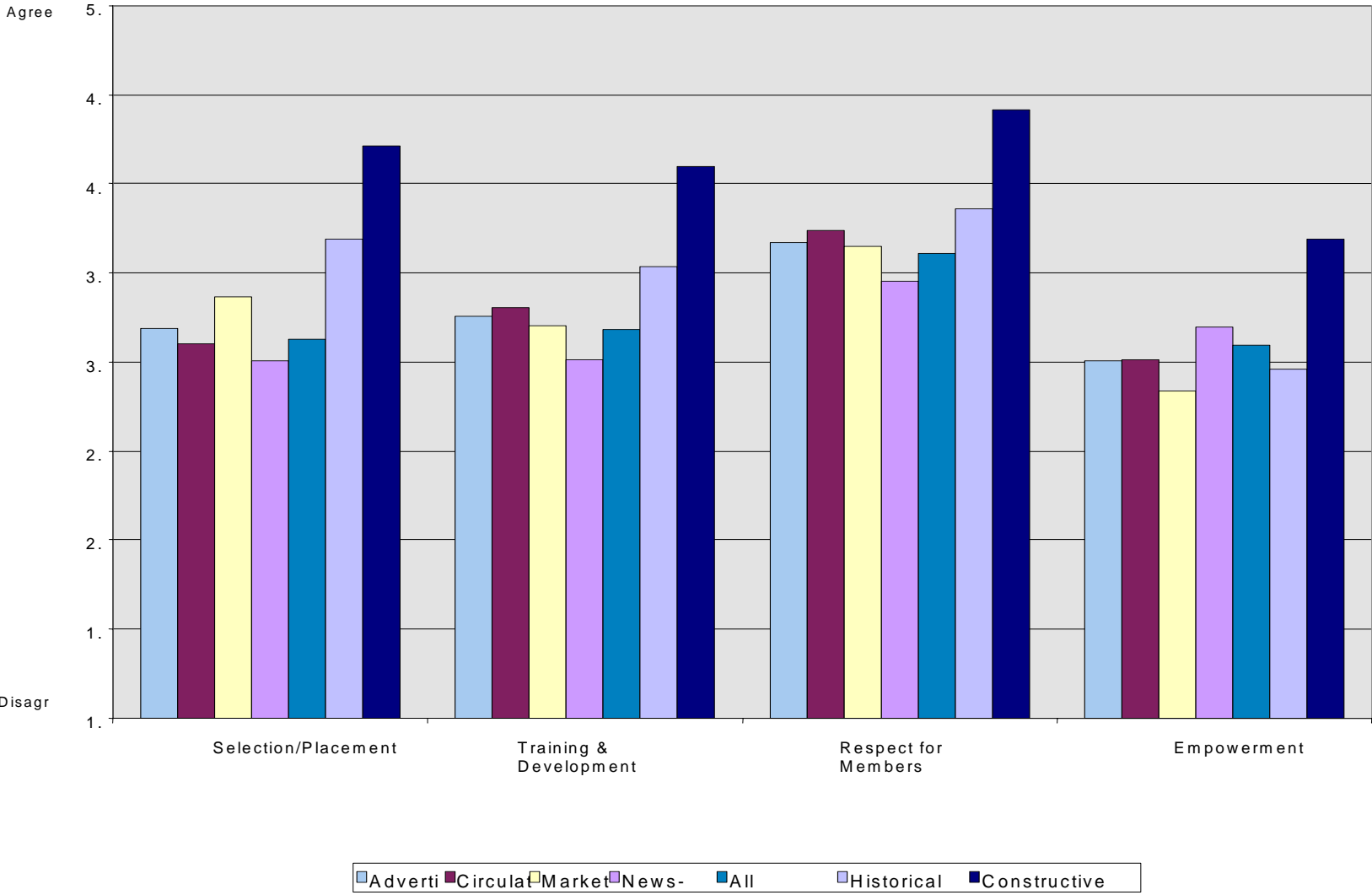
Communication Items:	Grp. 1	Grp. 2	Grp. 3	Grp. 4	Grp. 5	Grp. 6	All Resp.	Hist. Avg.	Const. Benchmk
<b>Communication for Learning</b>	<b>2.42</b>	<b>2.57</b>	<b>2.27</b>	<b>2.20</b>	<b>0.00</b>	<b>0.00</b>	<b>2.39</b>	<b>2.77</b>	<b>2.86</b>
Emphasizes the big picture (not Emphasizes micro-management)	3.27	3.36	3.37	3.21	0.00	0.00	3.29	N/A	N/A
To promote discussion (not To communicate decisions)	2.38	2.59	2.13	2.14	0.00	0.00	2.35	2.70	2.80
How do we learn from mistakes (not Who do we blame for mistakes)	3.22	3.38	3.22	3.07	0.00	0.00	3.21	N/A	N/A
Reflects a team perspective (not Reflects individual viewpoints)	3.06	3.10	2.88	2.75	0.00	0.00	2.93	N/A	N/A
Focused on the organization (not On units/departments)	2.46	2.56	2.41	2.27	0.00	0.00	2.42	2.83	2.91
Concerned with interdependencies (not Concerned with isolated jobs-tasks)	2.79	2.84	2.83	2.61	0.00	0.00	2.75	N/A	N/A

**Bold/Shaded item is the scale score**

N/A = Historical Average and Constructive Benchmark data is not available for this new OEI item. These items are excluded from the scale scores.

Subgroup Key:	
Grp. 1	Advertising
Grp. 2	Circulation
Grp. 3	Marketing
Grp. 4	News-editorial

### Human Resource Management



## Human Resource Management (Mean Scores)

	Grp. 1	Grp. 2	Grp. 3	Grp. 4	Grp. 5	Grp. 6	All Resp.	Hist. Avg.	Const. Benchmk
<b>Selection/Placement</b>	<b>3.19</b>	<b>3.10</b>	<b>3.36</b>	<b>3.01</b>	<b>0.00</b>	<b>0.00</b>	<b>3.13</b>	<b>3.69</b>	<b>4.21</b>
Careful to hire people who will be comfortable with job	3.49	3.32	3.66	3.34	0.00	0.00	3.40	3.92	4.30
When a position needs to be filled, the best person gets it	2.89	2.89	3.07	2.67	0.00	0.00	2.86	3.46	4.12
There is a good match between the requirements of jobs and the skills	3.57	3.47	3.49	3.41	0.00	0.00	3.49	N/A	N/A
<b>Training &amp; Development</b>	<b>3.26</b>	<b>3.31</b>	<b>3.20</b>	<b>3.01</b>	<b>0.00</b>	<b>0.00</b>	<b>3.18</b>	<b>3.54</b>	<b>4.10</b>
People receive the orientation and training they need	3.02	3.16	2.83	2.83	0.00	0.00	2.99	3.01	3.65
When people do not perform, action is taken to help them	3.17	3.25	3.12	2.79	0.00	0.00	3.05	3.74	4.22
*Organization shows little interest in growth of its people	2.43	2.41	2.42	2.61	0.00	0.00	2.49	1.91	1.39
Opportunities for training are fair and equitable	3.26	3.22	3.29	3.03	0.00	0.00	3.18	3.31	3.90
<b>Respect for Members</b>	<b>3.67</b>	<b>3.74</b>	<b>3.65</b>	<b>3.46</b>	<b>0.00</b>	<b>0.00</b>	<b>3.61</b>	<b>3.86</b>	<b>4.42</b>
Decisions are made to respect the rights of individual members	3.28	3.37	3.25	3.07	0.00	0.00	3.24	N/A	N/A
People are treated well -- regardless of ethnicity, sex, age	3.99	4.01	3.89	3.75	0.00	0.00	3.90	3.75	4.42
Members are treated with respect and dignity	3.35	3.47	3.42	3.16	0.00	0.00	3.32	3.97	4.42
<b>Empowerment</b>	<b>3.00</b>	<b>3.01</b>	<b>2.84</b>	<b>3.20</b>	<b>0.00</b>	<b>0.00</b>	<b>3.09</b>	<b>2.96</b>	<b>3.69</b>
I have the authority and influence needed to carry out my responsibilities	3.99	4.02	4.11	4.02	0.00	0.00	4.03	N/A	N/A
*I am expected to do things without the necessary resources	2.89	2.88	3.07	2.96	0.00	0.00	2.89	2.74	1.87
I am asked to perform only those tasks for which I am trained	2.90	2.90	2.75	3.35	0.00	0.00	3.08	2.66	3.25
When asked to do something new, I am provided with time to practice	2.94	3.13	2.93	2.76	0.00	0.00	2.94	N/A	N/A

1 = Disagree; 5 = Agree

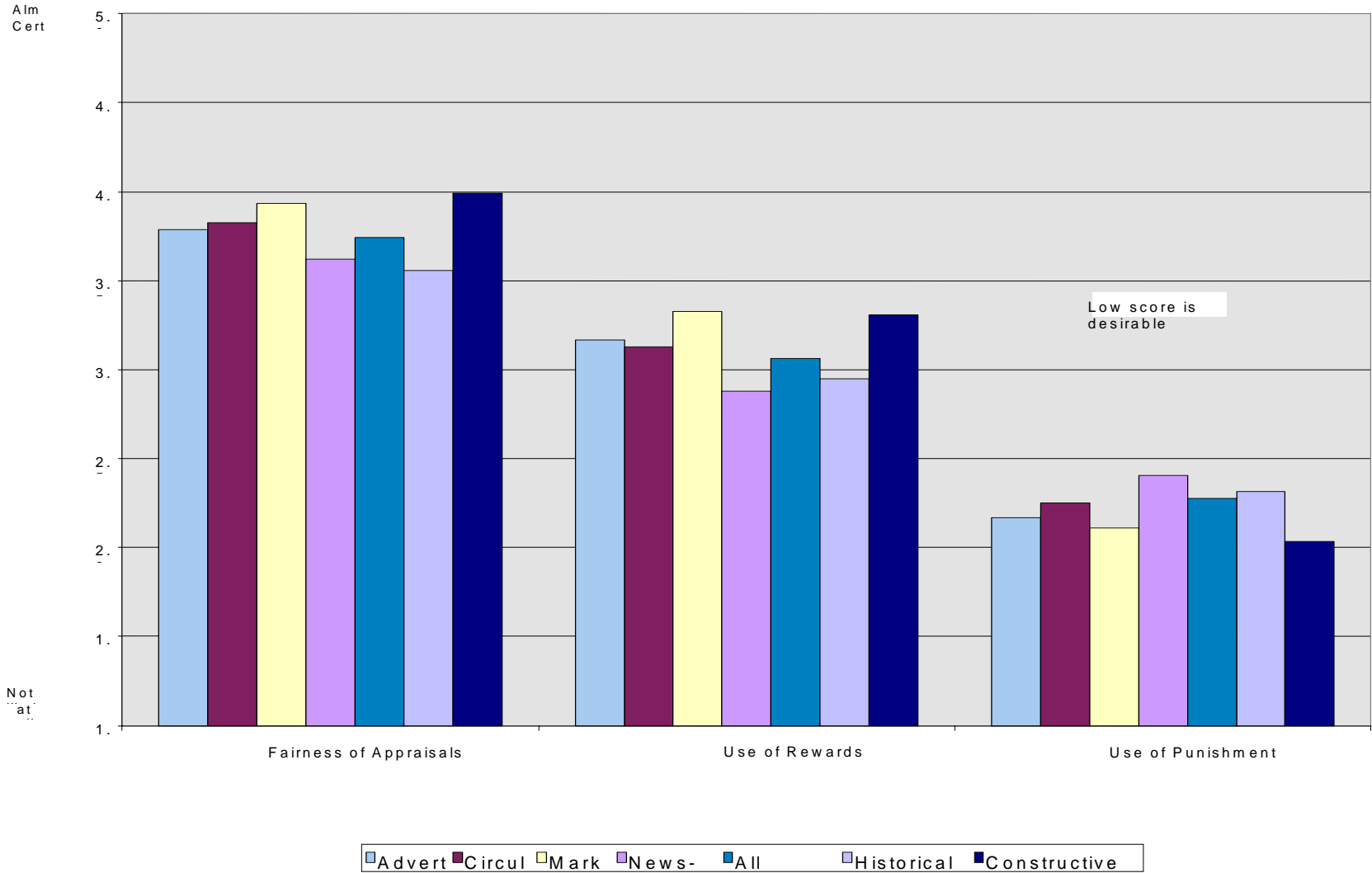
**Bold/Shaded items are the scale scores**

\* Responses to this reversed item are presented here in raw form (but were adjusted for the accompanying bar charts)

Subgroup Key:	
Grp. 1	Advertising
Grp. 2	Circulation
Grp. 3	Marketing
Grp. 4	News-editorial

N/A = Historical Average and Constructive Benchmark data is not available for this new OEI item. These items are excluded from the scale scores.

### Appraisal and Reinforcement



## Appraisal and Reinforcement

(Mean Scores)

	Grp. 1	Grp. 2	Grp. 3	Grp. 4	Grp. 5	Grp. 6	All Resp.	Hist. Avg.	Const. Benchmk
<b>Fairness of Appraisals</b>	<b>3.79</b>	<b>3.82</b>	<b>3.93</b>	<b>3.62</b>	<b>0.00</b>	<b>0.00</b>	<b>3.74</b>	<b>3.56</b>	<b>3.99</b>
...will be evaluated fairly (without regard to race, etc.)	4.11	4.08	4.22	3.94	0.00	0.00	4.04	3.73	4.16
...will be based on real measures of performance	3.68	3.73	3.77	3.45	0.00	0.00	3.61	3.46	3.87
...will be based on performance rather than on favoritism	3.58	3.67	3.80	3.46	0.00	0.00	3.58	3.49	3.95
<b>Use of Rewards</b>	<b>3.16</b>	<b>3.13</b>	<b>3.32</b>	<b>2.88</b>	<b>0.00</b>	<b>0.00</b>	<b>3.06</b>	<b>2.95</b>	<b>3.31</b>
...your supervisor(s) will notice your good work	3.64	3.67	3.87	3.41	0.00	0.00	3.57	3.43	3.76
...you will get a bigger raise or bonus	2.31	2.25	2.34	1.97	0.00	0.00	2.20	2.05	2.33
...you will be praised	3.26	3.16	3.56	3.06	0.00	0.00	3.18	3.03	3.46
*...nothing will happen	2.55	2.56	2.47	2.92	0.00	0.00	2.69	2.74	2.33
<b>Use of Punishment</b>	<b>2.17</b>	<b>2.25</b>	<b>2.11</b>	<b>2.40</b>	<b>0.00</b>	<b>0.00</b>	<b>2.28</b>	<b>2.31</b>	<b>2.04</b>
...your supervisor(s) will openly criticize you	2.51	2.65	2.44	2.82	0.00	0.00	2.66	2.93	2.62
...you will be given less desirable tasks to do	1.86	1.96	1.77	2.00	0.00	0.00	1.93	1.92	1.70
...you will be punished in some other way	1.90	1.93	1.76	1.99	0.00	0.00	1.94	1.95	1.70
*...your supervisor(s) will help you to correct the problem	3.60	3.54	3.53	3.19	0.00	0.00	3.42	3.54	3.89

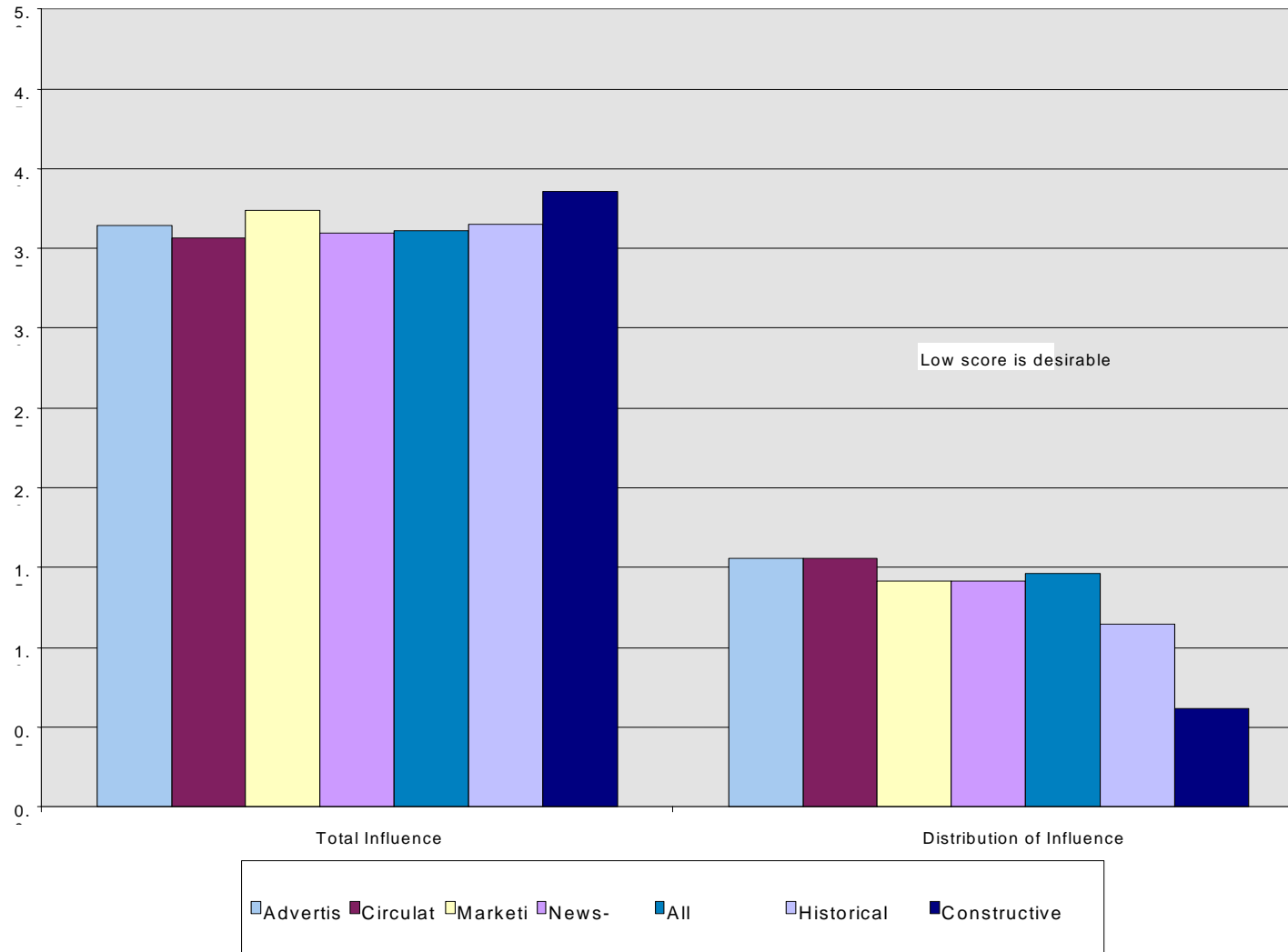
1 = Not likely at all; 5 = Almost certain

**Bold/Shaded items are the scale scores**

\* Responses to this reversed item are presented here in raw form (but were adjusted for the accompanying bar charts)

Subgroup Key:	
Grp. 1	Advertising
Grp. 2	Circulation
Grp. 3	Marketing
Grp. 4	News-editorial

### Influence



## Distribution of Influence

(Mean Scores)

	<b>Grp. 1</b>	<b>Grp. 2</b>	<b>Grp. 3</b>	<b>Grp. 4</b>	<b>Grp. 5</b>	<b>Grp. 6</b>	<b>All Resp.</b>	<b>Hist. Avg.</b>	<b>Const. Benchmk</b>
<b>Total Influence</b>	<b>3.64</b>	<b>3.56</b>	<b>3.74</b>	<b>3.59</b>	<b>0.00</b>	<b>0.00</b>	<b>3.61</b>	<b>3.65</b>	<b>3.85</b>
<b>Distribution of Influence*</b>	<b>1.56</b>	<b>1.56</b>	<b>1.41</b>	<b>1.41</b>	<b>0.00</b>	<b>0.00</b>	<b>1.46</b>	<b>1.14</b>	<b>0.62</b>
The employees	2.82	2.77	3.02	2.85	0.00	0.00	2.85	2.98	3.46
Their immediate supervisors/managers	3.72	3.59	3.78	3.67	0.00	0.00	3.68	3.84	4.02
Higher-Level Managers	4.38	4.33	4.43	4.26	0.00	0.00	4.31	4.13	4.08

1 = None at all; 5 = Very great influence

\* Difference between the influence exercised  
by *Higher-Level Managers* versus *The Employees*

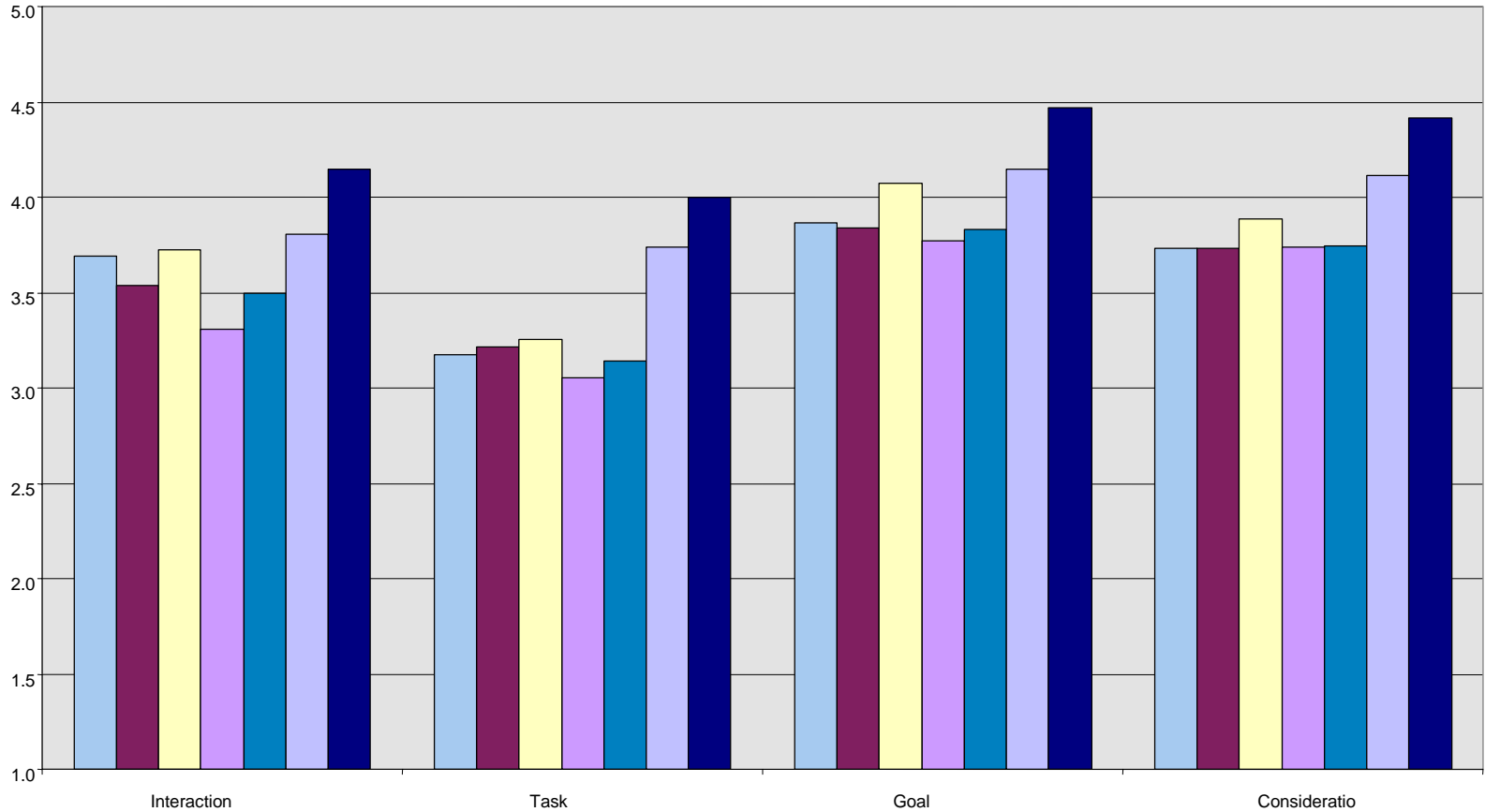
**Bold/Shaded items are the scale scores**

<b>Subgroup Key:</b>	
Grp. 1	Advertising
Grp. 2	Circulation
Grp. 3	Marketing
Grp. 4	News-editorial

### Supervisory/Managerial Leadership

A very extent

Not at all



■ Advertising 
 ■ Circulation 
 ■ Marketing 
 ■ News 
 ■ All 
 ■ Historical 
 ■ Constructive

## Supervisory/Managerial Leadership

(Mean Scores)

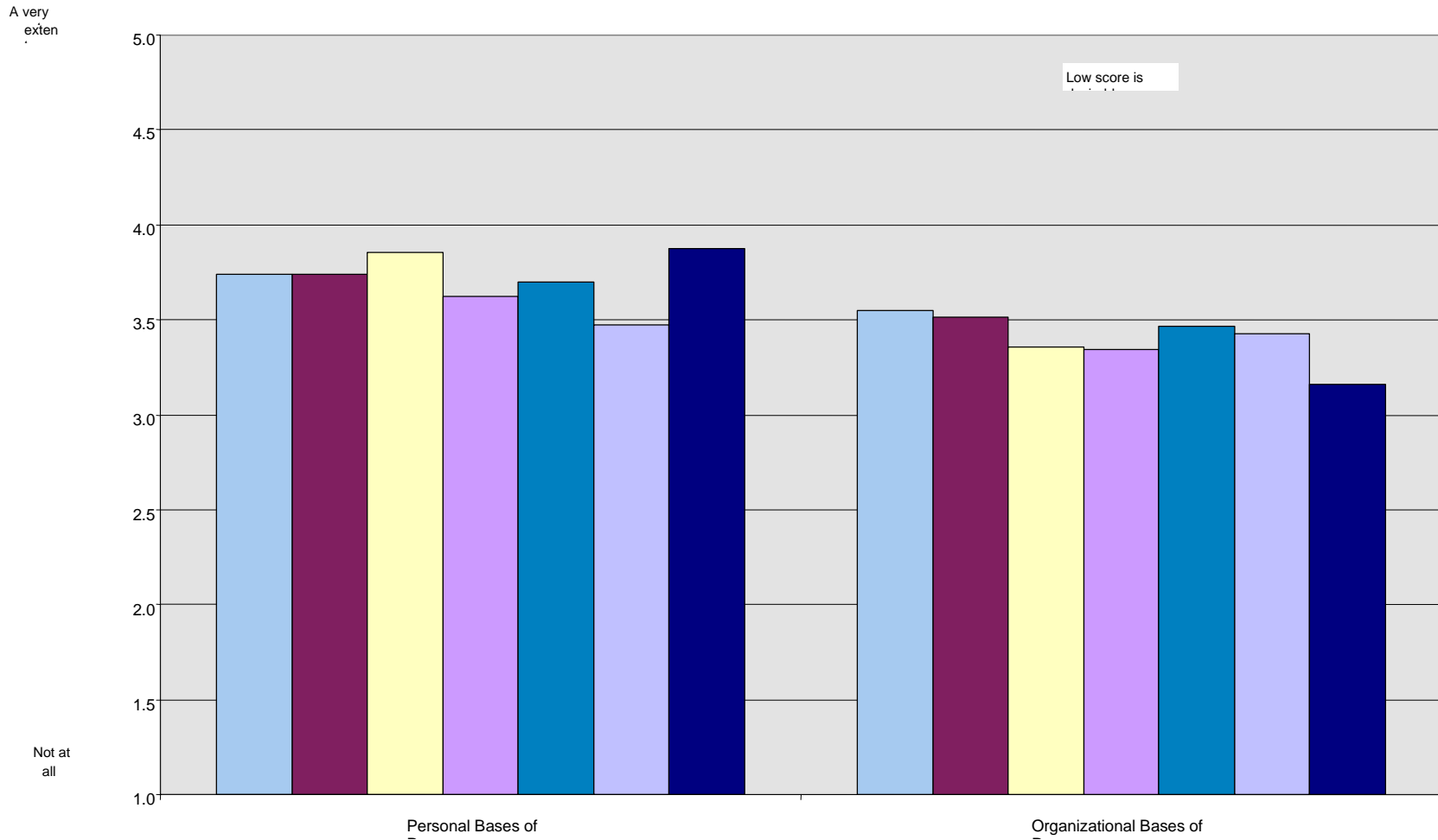
	Grp. 1	Grp. 2	Grp. 3	Grp. 4	Grp. 5	Grp. 6	All Resp.	Hist. Avg.	Const. Benchmk
<b>Interaction Facilitation</b>	<b>3.69</b>	<b>3.54</b>	<b>3.72</b>	<b>3.31</b>	<b>0.00</b>	<b>0.00</b>	<b>3.50</b>	<b>3.80</b>	<b>4.15</b>
...encourages people to work as a team	3.78	3.74	3.85	3.52	0.00	0.00	3.67	4.23	4.55
...holds group meetings with you and your co-workers	3.62	3.39	3.42	2.96	0.00	0.00	3.28	3.44	3.70
...encourages members of your workgroup to exchange ideas	3.67	3.49	3.89	3.44	0.00	0.00	3.54	3.74	4.21
<b>Task Facilitation</b>	<b>3.18</b>	<b>3.22</b>	<b>3.25</b>	<b>3.05</b>	<b>0.00</b>	<b>0.00</b>	<b>3.14</b>	<b>3.74</b>	<b>4.00</b>
...offers ideas to help you solve work-related problems	3.64	3.64	3.76	3.42	0.00	0.00	3.56	4.19	4.53
...helps you plan your work	2.66	2.76	2.78	2.75	0.00	0.00	2.73	3.27	3.44
...shows you how to improve your work	3.23	3.25	3.22	2.99	0.00	0.00	3.15	3.74	4.03
<b>Goal Emphasis</b>	<b>3.87</b>	<b>3.84</b>	<b>4.08</b>	<b>3.77</b>	<b>0.00</b>	<b>0.00</b>	<b>3.83</b>	<b>4.15</b>	<b>4.47</b>
...sets an example by working hard	3.76	3.79	3.99	3.83	0.00	0.00	3.81	4.05	4.43
...maintains high standards of performance	3.93	3.87	4.16	3.73	0.00	0.00	3.85	4.12	4.41
...encourages people to give their best effort	3.91	3.86	4.07	3.76	0.00	0.00	3.85	4.26	4.57
<b>Consideration</b>	<b>3.73</b>	<b>3.73</b>	<b>3.89</b>	<b>3.74</b>	<b>0.00</b>	<b>0.00</b>	<b>3.74</b>	<b>4.11</b>	<b>4.42</b>
...pays attention to your opinions	3.52	3.57	3.88	3.62	0.00	0.00	3.59	3.97	4.29
...willingly listens to your problems	3.74	3.74	3.78	3.68	0.00	0.00	3.72	4.15	4.48
...is friendly and easy to approach	3.94	3.90	4.00	3.91	0.00	0.00	3.92	4.22	4.48

1 = Not at all; 5 = To a very great extent

**Bold/Shaded items are the scale scores**

Subgroup Key:	
Grp. 1	Advertising
Grp. 2	Circulation
Grp. 3	Marketing
Grp. 4	News-editorial

### Supervisory/Managerial Sources



■ Advertisin 
 ■ Circulatio 
 ■ Marketin 
 ■ News- 
 ■ All 
 ■ Historical 
 ■ Constructive

## Supervisory/Managerial Sources of Power

(Mean Scores)

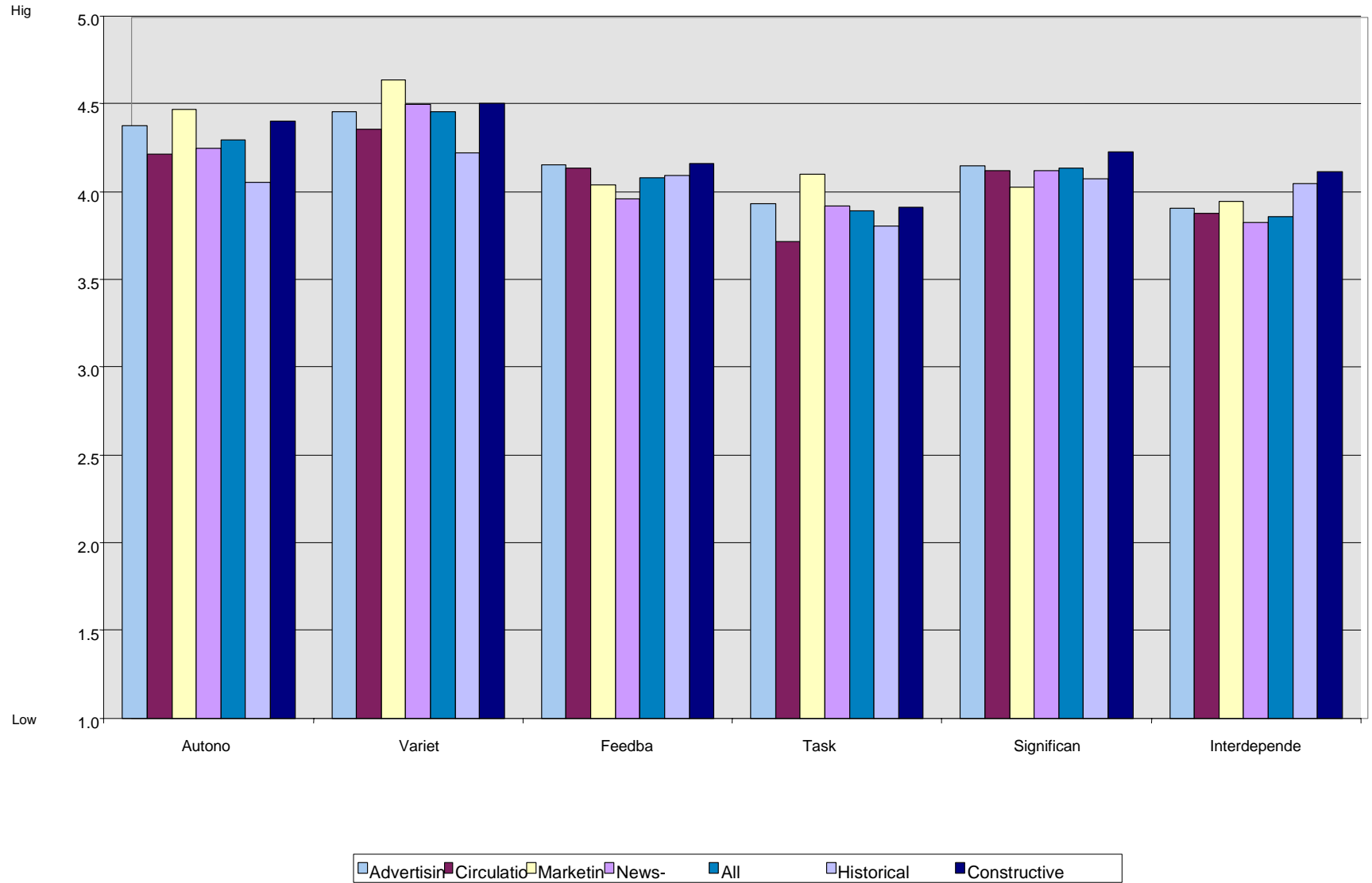
	Grp. 1	Grp. 2	Grp. 3	Grp. 4	Grp. 5	Grp. 6	All Resp.	Hist. Avg.	Const. Benchmk
<b>Personal Bases of Power</b>	<b>3.74</b>	<b>3.74</b>	<b>3.86</b>	<b>3.62</b>	<b>0.00</b>	<b>0.00</b>	<b>3.70</b>	<b>3.47</b>	<b>3.88</b>
...knows what has to be done to reach our objectives	3.88	3.85	3.83	3.61	0.00	0.00	3.77	3.66	3.91
...takes into consideration my own requests/suggestions	3.58	3.60	3.84	3.62	0.00	0.00	3.62	3.46	3.95
...is the kind of person whose approval I value	3.75	3.78	3.90	3.63	0.00	0.00	3.72	3.29	3.77
<b>Organizational Bases of Power</b>	<b>3.55</b>	<b>3.51</b>	<b>3.36</b>	<b>3.35</b>	<b>0.00</b>	<b>0.00</b>	<b>3.47</b>	<b>3.42</b>	<b>3.16</b>
...can influence how much money I make	3.36	3.22	3.34	3.03	0.00	0.00	3.23	3.10	2.87
...has the formal authority to make decisions	3.92	3.96	3.85	3.74	0.00	0.00	3.87	3.77	3.61
...could make things difficult for me if he/she wanted to	3.36	3.36	2.89	3.26	0.00	0.00	3.31	3.41	3.01

1 = Not at all; 5 = To a very great extent

**Bold/Shaded items are the scale scores**

Subgroup Key:	
Grp. 1	Advertising
Grp. 2	Circulation
Grp. 3	Marketing
Grp. 4	News-editorial

### Job



## Job Design

(Mean Scores)

	Grp. 1	Grp. 2	Grp. 3	Grp. 4	Grp. 5	Grp. 6	All Resp.	Hist. Avg.	Const. Benchmk
<b>Autonomy</b>	<b>4.37</b>	<b>4.21</b>	<b>4.47</b>	<b>4.25</b>	<b>0.00</b>	<b>0.00</b>	<b>4.29</b>	<b>4.05</b>	<b>4.40</b>
It is my responsibility to decide how my job gets done	4.47	4.31	4.58	4.32	0.00	0.00	4.38	4.20	4.44
I am allowed to plan how my work is carried out	4.28	4.12	4.35	4.17	0.00	0.00	4.20	3.91	4.36
<b>Variety</b>	<b>4.45</b>	<b>4.35</b>	<b>4.64</b>	<b>4.49</b>	<b>0.00</b>	<b>0.00</b>	<b>4.45</b>	<b>4.22</b>	<b>4.50</b>
I get to do a lot of different things on my job	4.31	4.28	4.57	4.38	0.00	0.00	4.35	4.19	4.46
My job requires that I use a variety of different skills	4.59	4.42	4.70	4.60	0.00	0.00	4.56	4.25	4.55
<b>Feedback</b>	<b>4.15</b>	<b>4.13</b>	<b>4.04</b>	<b>3.96</b>	<b>0.00</b>	<b>0.00</b>	<b>4.07</b>	<b>4.09</b>	<b>4.16</b>
Just doing the work required by my job provides feedback	4.02	3.98	3.90	3.85	0.00	0.00	3.95	3.82	3.91
I can see how well I'm doing even if no one tells me	4.28	4.28	4.18	4.07	0.00	0.00	4.20	4.36	4.41
*The design of my job makes it difficult to monitor my performance	1.91	2.03	2.03	2.00	0.00	0.00	1.99	N/A	N/A
<b>Task Identity</b>	<b>3.93</b>	<b>3.71</b>	<b>4.10</b>	<b>3.92</b>	<b>0.00</b>	<b>0.00</b>	<b>3.89</b>	<b>3.81</b>	<b>3.91</b>
My job involves performing a complete service	4.06	3.73	4.10	3.83	0.00	0.00	3.90	3.84	3.95
My job allows me to do a "whole piece" of work	3.80	3.69	4.09	4.00	0.00	0.00	3.89	3.77	3.86
*My job limits me to only a small fragment of some larger task	2.15	2.34	1.84	2.11	0.00	0.00	2.15	N/A	N/A
<b>Significance</b>	<b>4.14</b>	<b>4.12</b>	<b>4.02</b>	<b>4.12</b>	<b>0.00</b>	<b>0.00</b>	<b>4.13</b>	<b>4.07</b>	<b>4.23</b>
A lot of people can be affected by how well I do my work	4.38	4.41	4.39	4.29	0.00	0.00	4.35	4.36	4.50
My job has a significant impact on the work/lives of others	3.90	3.84	3.66	3.94	0.00	0.00	3.91	3.78	3.95
*Poor performance on my part would have little or no impact on others	1.42	1.43	1.37	1.45	0.00	0.00	1.45	N/A	N/A
<b>Interdependence</b>	<b>3.91</b>	<b>3.87</b>	<b>3.94</b>	<b>3.82</b>	<b>0.00</b>	<b>0.00</b>	<b>3.86</b>	<b>4.04</b>	<b>4.11</b>
In order to perform my job, I must cooperate with others	3.52	3.44	3.65	3.54	0.00	0.00	3.51	3.85	3.80
*My job is basically a "one person show"	1.71	1.69	1.77	1.90	0.00	0.00	1.80	1.76	1.57
The work activities of others require adjustments in my own activities	3.46	3.59	3.62	3.39	0.00	0.00	3.47	N/A	N/A

1 = Disagree; 5 = Agree

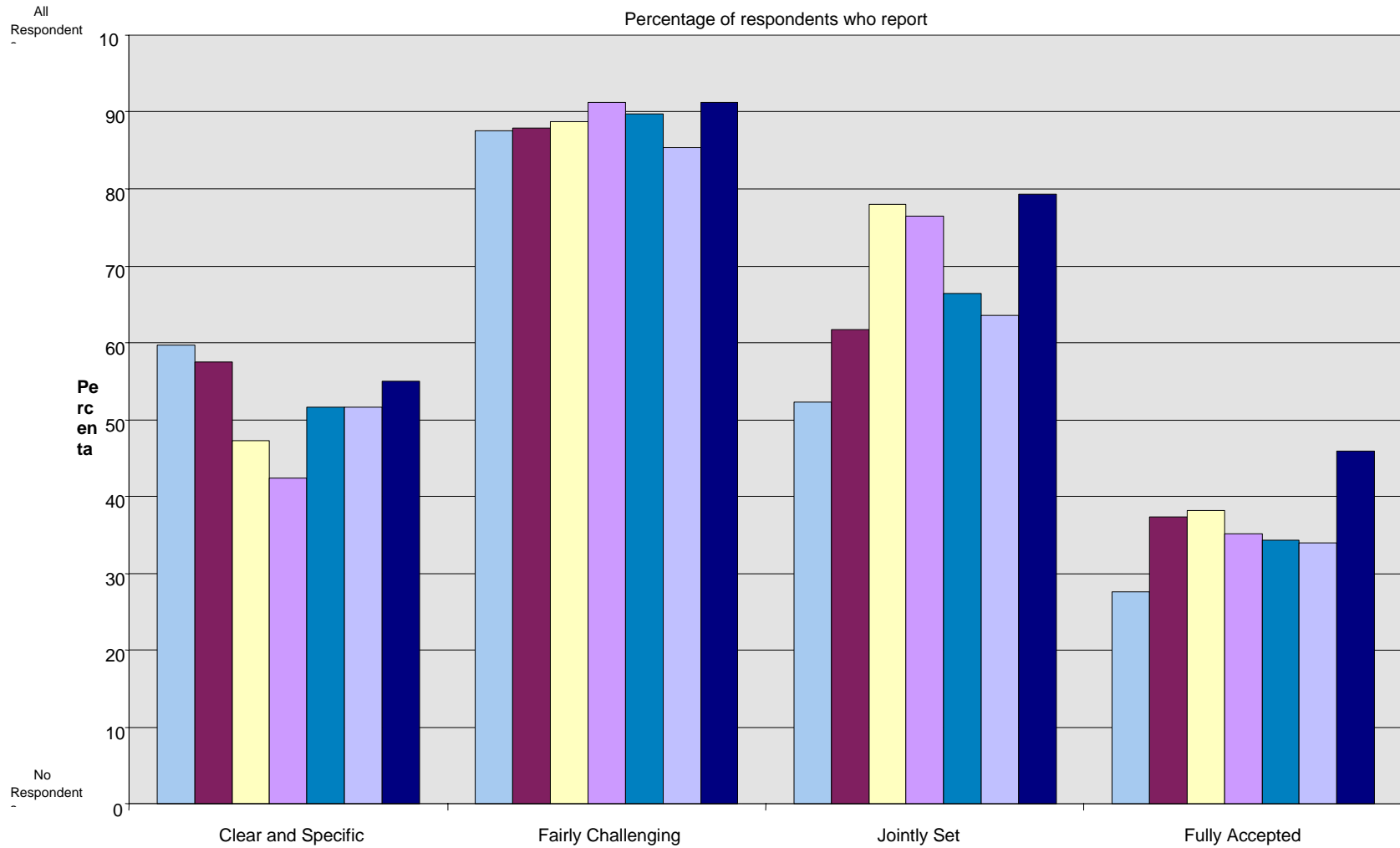
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Subgroup Key:	
Grp. 1	Advertising
Grp. 2	Circulation
Grp. 3	Marketing
Grp. 4	News-editorial

## Individual Goals



■ Advertisers  
 ■ Circulation  
 ■ Market  
 ■ News-  
 ■ All  
 ■ Historical  
 ■ Constructive

**Individual Goals**  
(Percentage of Respondents)

	<b>Grp. 1</b>	<b>Grp. 2</b>	<b>Grp. 3</b>	<b>Grp. 4</b>	<b>Grp. 5</b>	<b>Grp. 6</b>	<b>All Resp.</b>	<b>Hist. Avg.</b>	<b>Const. Benchmk</b>
<b>Goal Clarity</b>									
<i>Clear Goals</i>	59.65	57.45	47.21	42.38	0.00	0.00	51.69	51.68	55.05
Moderately Clear Goals	36.68	38.92	46.70	49.94	0.00	0.00	43.05	42.90	41.81
Unclear Goals	3.67	3.63	6.09	7.68	0.00	0.00	5.26	5.42	3.13
<b>Goal Difficulty</b>									
Difficult Goals	8.84	6.78	6.15	2.53	0.00	0.00	5.36	3.12	1.58
<i>Fairly Challenging Goals</i>	87.48	87.92	88.72	91.33	0.00	0.00	89.67	85.31	91.23
Easy Goals	3.68	5.30	5.13	6.13	0.00	0.00	4.98	11.57	7.19
<b>Participative Goal Setting</b>									
Set by Supervisor	43.21	34.02	20.41	16.61	0.00	0.00	28.18	29.01	15.08
<i>Set Jointly</i>	52.31	61.65	78.06	76.54	0.00	0.00	66.45	63.53	79.33
Set by You	4.48	4.33	1.53	6.85	0.00	0.00	5.37	7.46	5.59
<b>Goal Acceptance</b>									
Marginally Accepted	11.86	7.87	4.59	5.61	0.00	0.00	8.09	7.42	1.40
Generally Accepted	60.50	54.82	57.14	59.28	0.00	0.00	57.52	58.62	52.65
<i>Fully Accepted</i>	27.63	37.30	38.27	35.11	0.00	0.00	34.37	33.96	45.94

Response Options in *Italics* are the desired responses

<b>Subgroup Key:</b>	
Grp. 1	Advertising
Grp. 2	Circulation
Grp. 3	Marketing
Grp. 4	News-editorial

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Human Synergistics/Center for Applied Research, Inc.  
216 Campus Drive, Arlington Heights IL 60004  
phone: (847) 590-0995 fax: (847) 590-0997  
e-mail: info@hscar.com; <http://www.hscar.com>  
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