

**FACTORS AFFECTING RESISTANCE TO CHANGE: A CASE STUDY
OF TWO NORTH TEXAS POLICE DEPARTMENTS**

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This study focuses on four common factors believed to affect resistance to change in public organizations. It contributes to existing literature by examining the effect of higher education and trust on the police officer's level of resistance to change and the effects of participation and communication on trust. 286 police officers from two north Texas towns responded to the survey. Regression analysis and bivariate correlations were used to determine the relationship between, resistance to change, and participation, trust, communication, information, and education and the relationship between trust and the other independent variable. The analysis failed to support previous research, which listed participation as the most important factor, but did support the concept that participation and communication improved trust.

INTRODUCTION

Managers in all types of organizations must face the issue of change. An organization's ability to change often determines its longevity. The need for organizational change can come from many directions. Environmental, legislative, economic or political forces act on organizations and mandate change (Bennis, 1966). In today's world of high technology, dramatic innovation is often necessary in order for a company to be competitive (Ott, 1996; Coch and French, 1948).

Law enforcement is no different. Law enforcement agencies must change constantly to keep up with changes in criminal offenses, changes in legislation, and changes in public opinion (Sykes, 1992). However, due to the quasi-military structure and the inherent bureaucracy, law enforcement agencies often fall behind (Sykes, 1992). When these agencies fail to change the responsibility inevitably falls on the top administrator in the organization. Therefore it is in the best interest of administrators to identify the factors that affect resistance to change and implement a strategy for reducing the resistance (Stojkovic et al. 1998).

Organizational change has been defined as a planned alteration in the normal patterns or activities within an organization, which is initiated from a position of authority and intended to improve the organizational effectiveness (Argyris, 1970; Ott, 1996; Beckhad, 1969). This definition is accurate for both the corporate world and law enforcement. Furthermore, resistance has been defined as any act designed or implemented to inhibit progress toward organizational change (Coch and French, 1948).

Resistance can manifest itself in many forms, from verbal complaints to organized actions by embattled groups, such as labor strikes (Coch and French, 1948; De Meuse and McDaris, 1994).

Many authors, perhaps the most famous being Lewin (1947) and Coch and French (1948), have attempted to identify the factors that affect resistance to organizational change. The lists of factors range in number from 2 to 16, depending on which study you examine. A review of these suggested that there are at least four prominent factors. These include employee participation in the change process, trust in management, communication processes, and the quality of the information available. Although not specifically found in previous research, we believe that education is also a major factor affecting the employee's level of resistance to change. These four factors, as well as the employee's educational level will be discussed below. This is followed by a section, which outlines previous research on resistance to change specifically in law enforcement.

FACTORS AFFECTING EMPLOYEE RESISTANCE TO CHANGE

The general view of factors that affect resistance to change developed out of a need to understand organizational dynamics and improve organizational effectiveness (Coch and French, 1948). As stated previously, the research identifies a wide variety of factors that affect resistance to change (Gray, 1984); the most cited of these being employee participation in the change process, the communication process, information/knowledge available, and trust in management (Argyris, 1970; Coch and French, 1948; Lewin, 1947; Ott, 1996; and Weinbach, 1994). Furthermore these authors believed that an open communication process and participation improved trust and therefore these also had an indirect effect on the employee's resistance to change (Coch and French, 1948; Lewin, 1947; Grensing, 2000; Applebaum et al., 1999; and DiFonzo and Bordia, 1998) Each of these factors, as well as the employee's education level, is discussed below.

Participation

Lewin's concept of, "quasi-stationary equilibrium"(1947), states that to affect change in an organization, management should reduce the level of force acting against change. Lewin believed that the best way to do this was through employee participation in the change process. This is because participation allows employees to experience a sense of ownership in the products of the change. Lewin also felt that this participation would improve the level of trust between the employees and management.

In another seminal study of resistance to change, Coch and French (1948) also highlighted the need for group and employee participation in change. Coch and French studied the workers of a clothing manufacturer who performed jobs that were frequently changing. The company faced substantial resistance from the workers, which manifested in several ways. Workers repeatedly filed grievances and their efficiency stayed very low, even after several weeks in the changed job. Turnover was found to be directly related to the change in job task. Workers repeatedly organized production restrictions and exhibited overt aggression toward management.

Through interviews with the workers of the plant, Coch and French discovered that the job change represented a loss of status, engendered fear of unknown consequences and resulted in a distrust of the managers involved. Coch and French divided the workers into two groups, an experimental group and a control group. The experimental group was asked to actively participate in all areas of the change process, where as the control group received no intervention. Coch and French observed a dramatic reduction in the levels of resistance to change in the experimental group, and virtually no change in the control group. The more employees were allowed to participate the more their progress after a change improved and their levels of resistance decreased. Coch and French also reported observing an increase in the worker's level of trust in management as a result of their increased participation.

More recently other authors have recognized the need for employee participation in the change process. Argyris' (1970) concept of "internal commitment" is similar to Lewin's concept of employee ownership of the change process and the products of the

change. Argyris felt that unless employees were allowed to participate in the change process they would fail to see the need for change or the consequences of the change and therefore would resist the change. Authors such as Hickins (1998), Cohen, (1994), and Weinbach (1994) have also recognized employee participation as crucial to the implementation of changes in the workplace. Applebaum et al. (1999) reported that participation in the decision making process improves trust levels and reduces resistance to change. Therefore participation may also have an indirect effect on resistance to change by improving employee trust in management.

The Organizational Communication Process

Several authors have highlighted the importance of communication between employees and management during the change process (Applebaum et al., 1999; Barrier, 1998; DiFonzo and Bordia, 1998; Grensing, 2000, McCallum, 1997; Ott, 1996; Weinbach, 1994). They have noted that an open communication policy allows for the employees to communicate concerns, dislikes, and acceptance. Open communication also provides management with feedback during the change process. This, in turn, reduces the level of resistance to change. For example, Coch and French (1948) reported lower levels of resistance to change in the experimental group where open communication was encouraged and facilitated through workshops. Lewin (1952) believed that open communication channels reduced the levels of resistance to change because it reduced the fear of the unknown and improved a workers ability to see the need for change.

Similarly several authors believe the communication process is crucial in developing trust between management and employees (Applebaum et al., 1999; Barrier,

1998; DiFonzo and Bordia, 1998; Gensing, 2000, McCallum, 1997). These authors agree that maintaining open and productive lines of communication improves the level of trust and reduces the amount of resistance to change in employees.

It is important to differentiate between the communication process and the actual information exchanged or the quality and reliability of the information (discussed later). Communication is merely the means with which to distribute the information. In other words, communication is the medium, or the process the organization has established to transfer information. Through open communications employees and management can produce a cooperative effort to change the organization.

Quality of Information

Unlike the communication process the “information exchanged and knowledge” concept actually addresses the quality of information available to the employee during the change process. Issues such as “fear of unknown consequences of change” and “the inability to see the need for change” are common in resistance to change research (Gardner, 1987; Hickins, 1998; Wienbach, 1994). The literature indicates that without valid and reliable information employees will resist change in an effort to maintain their commonality and familiarity. Schein (1980) stated that for an organization to be effective it needed to cultivate an atmosphere of reliable and valid communication, which provides for integration and employee commitment to the organizational goals. Lewin (1947) recognized change often requires employees to relax or relinquish many of the cultural norms that provide them with stability; furthermore, he believed that this fear of unknown consequences has a direct relationship to resistance to change. Likewise, Coch and

French (1948) identified fear of unknown consequences in their study. Workers in the control group were not provided any information about the need for change or the change process and therefore experienced high levels of anxiety and fear, which resulted in overt acts of resistance to change. The workers were unable to predict the outcomes of change and were therefore faced with fear and uncertainty.

In Weinbach's (1994) analysis of factors that affect resistance to change he listed employee uncertainty and misunderstanding the change process or the need for change as major contributing factors that increase resistance to change. Both factors deal with the employee's access to quality information. It seems logical that the availability of valid and reliable information limits employee's fears of unknown consequences by providing the necessary information about the change process and the ultimate organizational goal.

Trust of Management and the Organization

Organizations have been found to face major resistance to change when the bonds of trust have not been cultivated or are broken by some act. Schein (1980) recognized that an organization must have an atmosphere of "support and freedom from threat" to allow for effective change. Coch and French (1948) found that workers, who exhibited high levels of resistance to change, also reported low levels of trust in management. They concluded that an increase in trust reduces the levels of resistance to change.

Employee trust includes questions of credibility, reliability, and sincerity. Employees faced with change deal with issues such as potential loss of status, fear of the unknown consequences of change, and the inability to express concerns. Weinbach (1994) listed "lack of confidence in the change agent" as one factor affecting resistance to

change. Weinbach suggested that if workers did not trust in management or change agents, they would resist potential changes. Gardner (1987) also identified a lack of trust in management as a factor that increased the levels of resistance to change.

The discussion of trust above, demonstrates the direct relationship between trust and resistance to change. However, most of the authors referenced above also noted that trust can be affected by the level of participation in the change process and the amount of communication/information available to the employee (Lewin, 1947; Coch and French, 1948; Bennis, 1966; Bennis, 1984, and Schein, 1980). More recently authors such as Grensing (2000), Applebaum et al. (1999), DiFonzo and Bordia (1998), and Barrier, (1998) have recognized that employee trust reduces resistance to change and participation and communication improve employee trust.

Education

Although the literature does not specifically address the employee's educational level it seems reasonable that education, and more specifically higher education would reduce resistance to change in organizations by creating a sense of open-mindedness, creativity, and a willingness to change in the recipient. Higher education, defined as instruction obtained at a university or college, has long been thought to improve a person's communication skills, their ability to interpret and understand information, their performance in problem solving areas, and to broaden their belief system thereby reducing the tendency to be dogmatic (Roberg, 1978).

FACTORS AFFECTING EMPLOYEE RESISTANCE TO CHANGE IN LAW ENFORCEMENT

The research in law enforcement agencies has also identified several factors that affect resistance to change. It seems to some that change in law enforcement goes against its very role in society, that of maintaining order and control (Cordner, 1992). Sparrow (1988), in fact, believed that police officers were more prone to resist change because the system itself was set up to facilitate the status quo. Although the vast majority of the literature is not based on empirical studies, the list of factors that affect resistance to change in law enforcement is very similar to that of the general organizational literature. Officer participation, trust in management, communication processes, and quality of information are recognized by several authors to affect resistance to change in law enforcement (Gray, 1984; Holton and Holton, 1992; De Meuse and McDaris, 1994; Hellriegel et al., 1983; Wilson and McLaren, 1977). These factors and the effects of higher education on officer's resistance to change are discussed briefly below.

Participation

The effects of officer participation in the decision process are also evident in the research on criminal justice organizations and police departments. Harvey (1990) believed that officers would accept change faster when involved in the decision-making process. More and Wegener (1996) also believed that an officer's involvement in the change process was crucial to the success of the change. Southerland (1992) differentiated between a closed organizational system, where departmental decisions are made at the highest level

of administration, and an open system which fostered participation, open communication, and trust in the management of the department. Furthermore, Kirkpatrick (1985) has stated that people who would be affected by the change should be allowed to participate in the decision-making process in order to facilitate change.

Trust in Management

Law enforcement organizations are not immune to problems of trust. In fact, the hierarchical structure of law enforcement agencies and nature of the police may create an organizational culture of distrust and isolation (Sparrow, 1988). Sparrow has concluded that as management seeks to control the behavior of officers, it separates and isolates itself from the lower ranking members of the department. An open management style that decentralizes the levels of control fosters a greater trust in management by making them more accessible for redress (Southerland, 1992). Other authors have noted that resistance to change can be minimized by supervisors demonstrating a “genuine” concern for officers, thereby fostering trust (More and Wegener, 1996).

Communication Processes

Several researchers have noted a need for open communication in law enforcement agencies. Southerland (1992) believed that open communication channels are essential for improvements and changes within law enforcement agencies. Furthermore, Southerland identified the levels of hierarchy as a significant barrier to effective communication. These organizations experience higher levels of resistance to change because they, in effect, restrict the employee’s input or avenues for redress and limit their ability to participate in the change process. Schein (1980) stated that for an

organization to be effective it needed to cultivate an atmosphere of reliable and valid communication, which provides for integration and employee commitment to the organizational goals. Through open communications employees and management can produce a cooperative effort to change the organization. Sparrow (1988) stated that communicating the new values was the principal task that police administrators face when proposing change. Several other authors have also recognized the need for a high level of communication in law enforcement agencies during times of change (Garfield, 1986; Kirkpatrick, 1985; Hellriegel et al., 1983).

Quality of Information

Gray (1984) stated that officers in law enforcement agencies were less resistant to change when they had a strong knowledge of the need for change and the change process. Authors such as Bittner (1990), More and Wegener (1996), Southerland (1992), and Cordner (1992) also recognized the value of reliable and valid information being available for officers during the change process. Furthermore, administrators of many departments isolate themselves with numerous ranks and endless policies, which, in turn, encourage officers to question decisions made by the top administrators as “out of touch with reality” (Sykes, 1992; Sparrow, 1988).

Education

Officer’s educational level has long been a source for hot debate (Worden, 1990). Proponents of educated police officers believe that education would improve performance, reduce use of force, improve community relationships, and improve the officer’s ability to fashion flexible solutions to complex problems (Worden, 1990; Muir,

1977, Vollmer, 1936). Opponents claim that educated officers are more likely to become frustrated and less likely to remain in law enforcement (Worden, 1990). Roberg (1978) identified a relationship between a college education and officers being more open-minded, which seems to suggest a higher education would reduce resistance to change. However, the vast majority of literature fails to address the issue of education and resistance to change directly.

SUMMARY OF THE FACTORS AFFECTING RESISTANCE TO CHANGE IN BOTH ORGANIZATIONAL AND LAW ENFORCEMENT LITERATURE

Although the lists of factors affecting resistance to change described in studies range from 2 to 16, four factors appear in almost all of the literature. First, the need for employee participation in the change process allows employees to develop ownership for the new process and improves the level of trust between employees and management. Second, the organization must have a system of communication in place to allow for employee redress and feedback, which also improves the level of trust within the organization. Third, employees must have quality information to reduce the uncertainty created by an organizational change. And fourth, employees need to have a high level of trust in management to feel comfortable with loss of status issues associated with change. Maintaining open lines of communication and allowing employees to participate in the change process may engender this trust. Finally, higher education, although not often specifically covered in the literature, seems a logical addition to this list of factors affecting resistance to change both in organizational and law enforcement literature.

When considering indirect effects, past research suggests that the independent variables such as participation and communication may also have a direct effect on

employee's trust in management. As discussed previously, several authors have noted that participation in the change process has improved the employee's level of trust and thereby, reduced the level of resistance to change. Likewise, authors have noted that higher communication levels also improved the employee's levels of trust in management and therefore reduced the levels of resistance to change.

Figure 1 about here

METHODOLOGY

Provided below is first, a review of the data collection process. This is followed by a description of the dependent and independent variables and a review of the statistical procedures used.

Data Collection Process

This study was conducted by using data collected from two North Texas police departments in 2000. The two departments were chosen because of similarities in size, similarities in the socio-economic status of the citizens they serve, proximity to the researchers, and a large variation in the educational requirements of the officers. The survey data consist of 31 questions with 26 of these in a Likert format. When ever possible questions were taken from a 1990 survey funded by the Texas Advanced Research Program (Yeatts and Hyten, 1998). The questions had to be modified slightly to fit law enforcement organizations. The survey instrument was then given to high-level police executives to pre-test the instrument's validity. Approximately 687 survey instruments were distributed to police officers in the two departments. The survey instruments were distributed through inter-office mail with the help of members of the departments. Officers were given at least two weeks to respond with a reminder sent through inter-office mail after the first week. The survey was self-administered and the officers had the option of anonymously mailing the survey instrument back to investigators or depositing the survey in a sealed box in one of the Department's briefing areas. 286 survey instruments were received, which was approximately a 42% return rate.

Independent and Dependent Variables

Research has suggested that factors affecting employee resistance to change are employee participation in the change process, employee trust in management of the organization, organizational communication process, and information exchange/knowledge. An additional factor, educational level, was introduced by this study. Multiple questions were used to measure each concept, with the exception of the officer's educational level. Due to inherent problems with determining the level of education achieved, the officer's were asked to respond with one of five choices; high school or G.E.D., associates degree, bachelors degree, masters degree, and doctorate (Sherman, 1980; Worden, 1990). Appendix A provides the questions that were used to measure each concept.

An index was created for each of the concepts studied. All indices were checked for reliability and standardized alphas ranged from .73 to .86 with the exception of "Quality of information" and "Communication". These two concepts were combined due to high collinearity to create an index with a standardized alpha score of .82. Again Appendix A details the questions used for each of the five independent variables, the dependent variable, and the alpha scores related to the reliability of the four indices.

The dependent variable used for this study was "employee openness to change", a reciprocal statement of resistance to change. Four questions were combined into an index variable that had a standardized reliability alpha score of .73. The four questions used for this index were:

1. I am open to change in the workplace.
2. I accept changes in the workplace when made by lieutenants and above.
3. I accept changes in the workplace when made by a supervisor.
4. I resist change in the workplace. (Reversed prior to creating the index)

In the second regression analysis, the indexed variable for trust in management became the dependent variable and the indexed variables for participation and communication/information became the independent variables. None of the questions used to create the indices were changed therefore the alpha scores remained the same.

Table 1 about here

Data Analysis

Regression analysis was the primary means of determining the effects of “participation”, “communication/information”, “trust”, and “education” on “openness to change”. Bivariate Correlations were used to check for collinearity. Multivariate regression analysis was used to determine the individual effects of participation, trust, communication/information, and education on openness to change when holding the other independent variables constant. Finally, regression was used to analyze the relationship between trust in management as a dependent variable and participation and communication/information as independent.

Limitations

A primary limitation of this study was the non-random selection of the two police department. This drastically limits any inferences of the results to other departments. However, due to financial constraints, these departments were chosen in an effort to obtain the most variation in education. Furthermore, the survey instrument failed to differentiate between the communication process and the actual information exchanged.

As discussed earlier, employees may resist change when they feel they have no outlet for redress or grievance. Alternatively, employees may resist change when they do not have adequate information about the need for change or the consequences of the change.

A second limitation was “common method variance”, or measuring the dependent and independent variables within the same instrument. This can result in inflated correlations between the dependent and independent variables. However, measuring the concept of “openness to change” through observation would not have been practical given time and financial constraints.

An additional limitation was that the results of the survey demonstrated very little variation in the educational level of the respondents. The lack of variation in the response may mitigate the significance of the respondent’s education. Furthermore, the responses to the variable “participation” were dramatically skewed toward low participation in the change process, which could have diminished the significance of participation in the change process. And finally, a higher response rate would have given us more confidence that the findings were representative of the two police departments.

FINDINGS

The bivariate correlations demonstrated that as levels of participation, trust, and communication/information increased, so did levels of openness to change. The analysis also demonstrated, however, that an officer’s educational level had no significant effect on the officer’s openness to change (See Table 2). The multiple regression analysis showed that the four independent variables accounted for 12 percent of the variance in the openness to change index and that only trust had a significant effect when controlling

for the other independent variables (see Table 3). The findings of the bivariate correlations seem to support previous research, which has found that participation, trust, and communication/information positively affect openness to change. However, the multiple regression failed to support the literature finding that the four independent variables considered had significant effects.

Lastly, a subsequent regression model, which used trust as the dependent variable and participation and communication/information as the independent variables, demonstrated the importance of participation and communication/information in building the necessary trust in management (Adjusted $R^2 = .470$) (See Table 4 and Figure 2).

Tables 2-4 about here

Figure 2 about here

IMPLICATIONS

The results of the analysis demonstrate a positive relationship between three of the independent variables; participation, trust, and communication/information and the dependent variable, employee's openness to change. However, the analysis showed no significant relationship between education and the officer's openness to change. The lack of variation in the respondent's educational level could account for the lack of significance in that relationship. Furthermore, multiple regression identified only trust as having a significant direct effect on the officer's openness to change.

While the existence of a correlation between the independent variables, except for education, and the dependent variable support previous research, it appears clear that the effects of participation and communication/information are minimal and occur only

through their effects on trust. This contradicts research conducted by Coch and French (1948) that found that employee participation was the most important factor that affected resistance to change. However, Coch and French (1948) did recognize the need for trust in management, as did several other authors (Schein, 1980; and Weinbach, 1994).

At first these results may seem atypical, but many authors have recognized the interdependence of these variables in creating an organizational culture that is conducive of trust and change (Yeatts and Hyten, 1998; Gray, 1984; Southerland, 1992; Sparrow, 1988; Ott, 1996). Some authors believe that the factors that affect law enforcement may be unique due to the nature of the job, including the potential for violence and trauma, and the social isolation caused by shift work (Sparrow, 1988). Furthermore, as Bittner (1990) noted, law enforcement recruitment standards and efforts have gone largely unchanged over the last fifty years engendering the paramilitary model of police work, which dictates obedience to orders and a mutual trust among management and line officers. It is possible that law enforcement is somewhat unique because of the high demands of the job and this differentiation increases the effect of trust on resistance to change.

An alternative explanation for the somewhat atypical results is that the survey instrument failed to identify other factors that could contribute to an officer's resistance to change, such as tenure, morale, and work conditions. Furthermore the lack of variation in participation in the change process could have accounted for the lack of a significant relationship with resistance to change. As stated previously law enforcement agencies are structured as paramilitary organizations with a rigid hierarchy based on command and

control. An empowered employee is an ideal not yet realized by most departments. This, however, demonstrates the need for police department administrators to include line personnel in the decision making process. Lastly, the variable for education also lacked significant variation, which could have contributed to the insignificant effect education had on resistance to change.

When considering the implication specifically for police department, the second aspect of this study provides valuable information for improving officer's trust in management, thereby reducing the officer's level of resistance. Department administrators should make efforts to improve communication and increase the amount of participation in the decision making process, thereby encouraging an atmosphere of trust and improving the officer's openness to change. This is extremely evident in the regression analysis that used trust in management as the dependent variable and participation and communication/information as independent variables. The results demonstrated a significant positive relationship between trust in management and participation and communication/information. This supports authors such as, Coch and French (1948), Schein (1980) and Weinbach (1994) who believed that trust in management resulted from improved participation and the management's ability to communicate the need and the result of change.

Police departments must make concerted efforts to include members and stakeholders in the decision making process, thereby increasing member participation and inevitably reducing resistance to change. This study demonstrates the need for increased participation as factor that improves employee trust in management. Often times,

however, this concept goes against the basic paramilitary model of command and control, and causes department administrators to overlook their department's human resource. Departments that fail to recognize the need for employee participation will be less effective in meeting the ever-changing needs of their citizens and employees.

Participation alone may not be enough. Police departments must also take steps to develop and maintain a level of communication that engenders trust in management and reduces the level of resistance to change. Police administrators have to overcome the traditional hierarchical model of communication and establish open and free channels of communication that allow for the dissemination of information and the return of valuable feedback. Coch and French (1948) noted that communication improved the employee's level of trust in the management and thereby reduced the level of resistance to change.

It is important for today's police administrator to understand the need for open communication and participation. These two factors engender trust in the management and, in turn, reduce the employee's level of resistance to change. Administrators should go to great length to ensure that not only do they provide stakeholders and department members the ability to participate in the decision making process, they must also communicate the need for the change, the intended consequences, and the change strategy. Administrators that successfully combine these two concepts will create a sense of trust between the management and employees. Administrators that fail to eliminate, or at least reduce, the traditional barrier will face resistance from employees during the change process.

CONCLUSION

This study examined four factors identified in the literature as having an effect on employee openness to change. The results failed to support most of the previous research, which demonstrated that employee participation was the most crucial factor. The data also failed to support any relationship between an education and the employee's level of openness to change. However, an examination of indirect effects demonstrated support for previous research by showing a significant positive relationship between employee's trust in management and their participation in decision making as well as the communication and information system in the organizations. Further studies are needed to determine the true place of trust in law enforcement and other factors that might affect resistance to change among police officers.

APPENDIX

Appendix A: Questions used to measure variables.

A copy of the survey instrument is available upon request.

Openness to change: (Standardized item alpha = .7333)

1. I am open to change in the workplace.
2. I accept changes in the workplace when made by a supervisor.
3. I resist change in the workplace.
4. I accept changes in the workplace when made by the lieutenants and above.

Participation in the change process: (Standardized item alpha = .8485)

1. I participate in the decision making within the department.
2. Officers in my department have a say in most of the decisions made by lieutenants and above.
3. Officers in my department participate in:
scheduling.
policy creation.
decisions on benefits.
disciplinary decisions.
4. Lieutenants and above, use my input when making changes.

Communication and information exchange: (Standardized item alpha = .8240)

1. The communication process often involves too many levels of management.
2. Officers in my department receive relevant information.
3. Officers in my department receive reliable information.
4. I get most of my information about the department through the “grapevine”.
5. Officers in my department get the facts and information they need to do a good job.
6. Officers in my department have ample opportunity to exchange information and ideas with management.
7. Officers in my department receive accurate information.

Trust in management or the organization: (Standardized item alpha = .8642)

1. I can trust lieutenants and above to make the right decisions.
2. I can trust lieutenants and above to treat me fairly during times of change in the workplace.
3. I can trust my immediate supervisor to lend me a hand.
4. If I get into difficulties at work, I know my immediate supervisor will help me out.
5. I feel quite confident that lieutenants and above will treat me fairly.
6. I can trust the department to always treat me fairly.

TABLE 1: Descriptive Statistics for the Independent and Dependent Variables

Independent and Dependent Variables	Descriptive Statistics			
	Mean	Standard Deviation	Variance	Range
Openness to Change	15.11	2.38	5.66	12
Participation in the Change Process	13.85	4.99	24.94	26
Communication and Information Exchange	22.59	5.07	25.68	25
Trust in Management	17.70	5.11	26.12	23
Education	2.59	.85	.72	4

Table 2: Bi-variate Correlation Coefficients For Factors Affecting Openness To Change

CORRELATION COEFFICIENTS FOR FACTORS AFFECTING OPENNESS TO CHANGE	OPENNESS TO CHANGE		
	Pearson's Correlation Coefficient	Significance	
Participation	.195	.001	N=279
Communication/Information	.231	.000	N=276
Trust	.351	.000	N=282
Education	.013	.829	N=284

Table 3: Factors Affecting Openness to Change

FACTORS AFFECTING OPENNESS TO CHANGE	OPENNESS TO CHANGE	
	Beta	Significance
Participation	.001	.539
Communication/Information	.001	.622
Trust	.077	.000
Education	.017	.339
Adjusted R ² = .120		

Table 4. Effects Of Participation And Communication/Information On Trust In Management

FACTORS AFFECTING TRUST IN MANAGEMENT	TRUST IN MANAGEMENT	
	β	Significance
Participation	.396	.000
Communication/Information	.388	.000
Adjusted R ² = .470		

Figure 1. Factors Affecting Resistance to Change

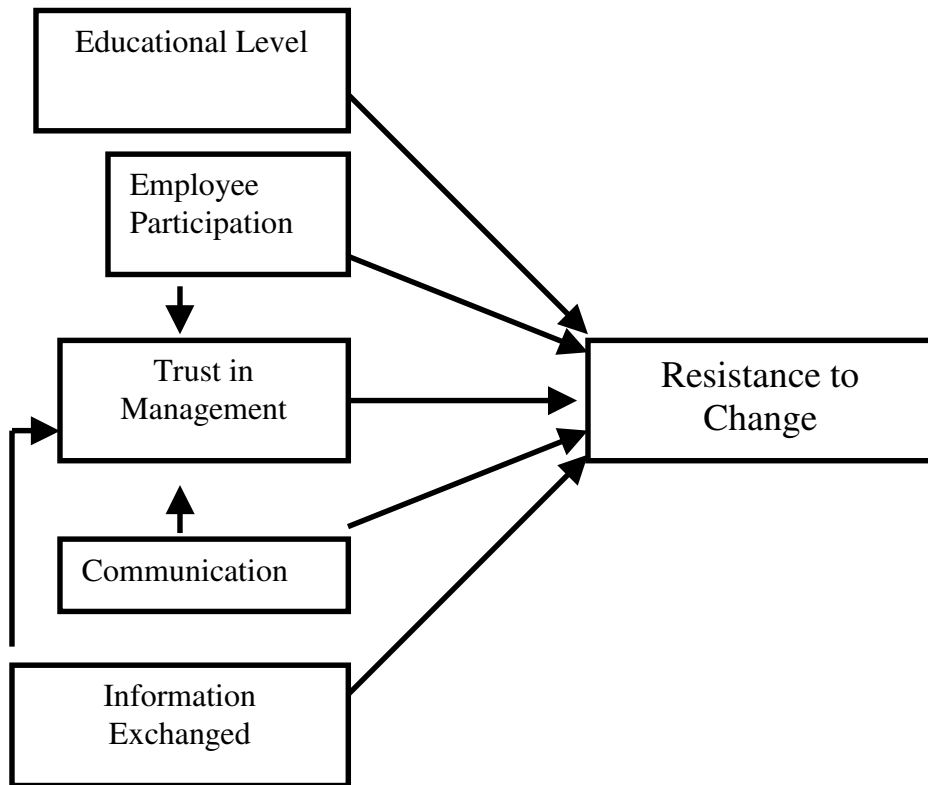
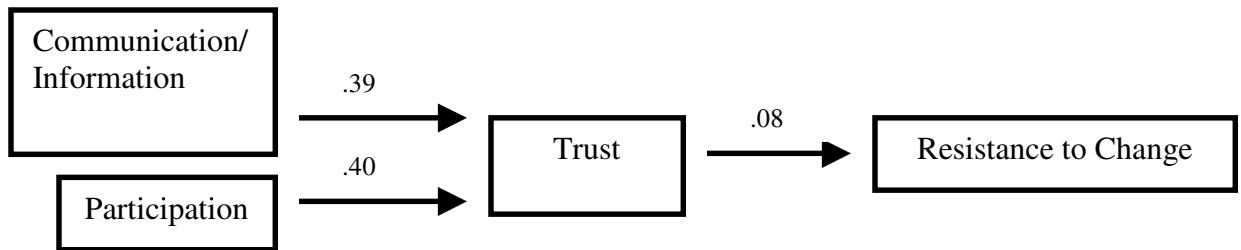


Figure 2: Factors Found to Influence Openness to Change



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