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MEASURING NORMLESSNESS IN THE WORKPLACE:
A STUDY OF ORGANIZATIONAL ANOMIE IN THE ACADEMIC SETTING

TAYO GLENN SWITZER

A DISSERTATION

Submitted to the Ph.D. in Leadership and Change Program
of Antioch University
in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy

June, 2013

This is to certify that the Dissertation entitled:

MEASURING NORMLESSNESS IN THE WORKPLACE:

A STUDY OF ORGANIZATIONAL ANOMIE IN THE ACADEMIC SETTING

prepared by

Tayo Glenn Switzer

is approved in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Leadership and Change.

Approved by:

Jon Wergin, Ph.D., Chair

date

Lize Booyesen, D.B.L., Committee Member

date

Randy Hodson, Ph.D., Committee Member

date

William Bergquist, Ph.D., External Reader

date

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Abstract

The dissertation explores leadership and change by examining normlessness in the workplace through a multi-layered study of anomie theory, anomie research in the workplace, and organizational and business management theory. The research validates a quantitative survey designed to measure the level of normlessness experienced by workgroups within an organizational context. The survey reflects a set of six normative aspects that when disrupted produce organizational anomie—a state of normlessness that leads to an increase in worker resistance and a reduction in worker consent. The audience studied in this dissertation is associate professors at a large Midwestern research university. Data were gathered using a 57-item electronic survey that was administered to 1,211 associate professors. The results of the research show the transferability of organizational anomie in the academic setting and also provide evidence for a variation of organizational anomie specific to the academic setting labeled academic anomie. The dissertation provides new ways for leaders and change agents to look at the organizational state of transition when old ways of operating are no longer relevant and new ways of engaging are not yet in place. The electronic version of the Dissertation is accessible in the open-access Ohiolink ETD Center, <http://etd.ohiolink.edu/>

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Chapter I: Introduction

Purpose of the Research

The purpose of this research is to examine anomie in the workplace by constructing and validating an instrument that measures anomie in a specific organizational context, the academic setting. Anomie, associated with normlessness, is an erosion of norms that produces a sense of estrangement and isolation in individuals and can shift the collective perception of what is considered right and wrong.

The academic setting has active cultural forces that promote individual achievement and professional autonomy. At the same time, the academic environment needs enough cohesion to maintain its core academic mission. The value of the research is to explore the normative conditions essential in a research-intensive academic institution to satisfy both individual needs and organizational goals.

Preview of the Literature

The phenomenon of normlessness is predominantly associated in the scholarly literature with Émile Durkheim's work on *anomie*. The term anomie is well established within the field of sociology and indicates a lack of normative social structure. Since its modern introduction by Durkheim in 1897, anomie has been used to explain sociological, psychological, criminological, and even institutional reasons for the disruption of society, feelings of estrangement and isolation, and deviant social behavior.

Anomie "(from the Greek: an- [absence], and -nomos [law]) results from a social lack (or perceived lack) of normative standards" (Zoghbi-Manrique-de-Lara, 2007, p. 465). Mansfield (2004) put forward a concise description of anomie, stating:

The concept of anomie has been defined in sociological terms as a condition of normlessness or the suspension of rules and behavioral guidelines, which creates a moral vacuum (Coser, 1964). Anomie is a state of flux or transition that exists in a society or group when old normative structure has been interrupted and before a new normative structure has been established. In order for anomie to occur, there is a presupposed condition that norms and rules previously existed, and that some sort of social crisis disrupts that state of being, leaving the group members unsure of what is expected of them (Merton, 1957; Cloward, 1959). As a result, the culture's equilibrium is disturbed and the regulating norms of tradition are destroyed. Sociological theory continues to

assert that during periods of anomie, the tendency for individuals to engage in deviant behaviors increases dramatically (Durkheim, 1951; Cloward, 1959; Coser, 1964). (p. 89)

Durkheim, a French sociologist considered a founder of modern sociology, lifted the word anomie from the works of the French philosopher, Jean Marie Guyau (1887) and applied it to the state of affairs facing France at the end of the 19th century. Durkheim viewed the rise of industry as a disruption to the regulatory social forces that helped keep desires in check and was concerned with the effects of an industrialized state on society.

Durkheim (1893) referenced the inherent anomic nature of the workplace based on the specialization of work in industrialized states. His view was that the industrialized work environment is particularly susceptible to anomie due to an organization's fundamental need to generate revenue and the continuous emphasis to produce through the specialization of repetitive tasks. When work becomes increasingly specialized, the ability to recognize the whole of the organization (and its purpose) and one's place in the whole becomes increasingly difficult.

Randy Hodson (1999), also a sociologist, grounded his research in Durkheim's (1893) anomie theory and writings on the pathology that can occur between different groups existing in the same social system. Hodson studied anomie in the workplace and reported in the article, *Organizational Anomie and Worker Consent*, that worker consent was strongly influenced by organizational anomie. This is important to note the primary working relationship needed for a healthy and productive work environment between administration and faculty. Tenure and academic freedom provide faculty with the ability to almost uniquely resist administrative expectations; therefore, faculty consent is a key aspect of a sustainably healthy and productive academic work environment.

Hodson (1999) operationally defines organizational anomie as the failure of organizations "to meet a minimum set of common workplace norms" (p. 302). Through the extensive coding of workplace

ethnographies, he identified six normative aspects of the workplace that he uses to operationalize the definition. The six normative aspects were placed into two groups. Hodson explained:

Three of these, management abuse, firings, and organizational communication, concern social relations of production and workers' rights. Three others, organization of production, leadership, and level of repair, involve fulfillment of management's obligations to establish and maintain a working technical system of production. (p. 302)

In essence, an organization is anomic when there is a systemic loss of cohesion across the organization producing a singular state of normlessness.

Focus of Research—What the Research Is and Why It Is Important

The focus of the research is to test the validity of Hodson's construct by building a survey that measures the factors indicating normlessness in an academic setting. The research builds on the recommendation put forward by Hodson (1999):

If the study of organizational anomie is to be advanced, it will be important to develop that study across a variety of research methods. For instance, new survey questions can be developed to ascertain local normative orders and to ascertain the extent to which management is living up to these bargains. Validation across methods will be important for verifying the consequences of organizational anomie across the range of workplace settings. (p. 320)

The development of a survey initiates the effort to validate research methods that can verify the consequences of organizational anomie across different workplace settings.

Furthermore, the deployment of the survey in an academic setting helps validate the transferability of Hodson's (1999) construct. One normative aspect, firing, refers to the level of job security experienced in the workplace. The fact that tenure provides an atypical level of job security raises a question as to whether Hodson's construct of organizational anomie is transferable to the academic setting.

The six normative aspects identified by Hodson (1999) can be separated into two parts so that their general importance to our understanding of the workplace can be more clearly understood. First, each normative aspect represents a particular *patterned social arrangement* within the organization.

Patterned social arrangements reflect the tendencies of the workgroup and are often referred to as “the way we do things around here.” Mintzberg (2007) describes this *way of doing things* as an organization’s culture—“Every organization has a culture, which describes its own way of doing things.... a richly developed and deeply rooted system of values and beliefs that distinguishes a particular organization from others” (p. 221). Some organizational cultures are high context cultures, where “events are only understood in context,” while other organizations have low context cultures, where “events have universal meanings” (Schein, 2010, p. 7).

Second, each normative aspect is an expression of the perceived level of morality in the workplace. The perceived level of morality indicates the strength and vitality of the organizational relationships and the degree to which there is agreement as to what is right and wrong. Interestingly, a leader can directly say that a tendency of the organization needs to change, but until enough people both think and act differently, the tendency will remain.

The leader’s efforts to change the organization may in fact stimulate a sense of normlessness when enough individuals begin to accept the leader’s position but many individuals still do not. Or, if the leader’s comments cast a shadow of illegitimacy (intended or not) to the tendency, then normlessness is likely to emerge.

According to Burns (1978), transformational leadership is considered an uplift in morality and an increase in motivation. The transformational quality occurs at the individual level and may spread across an organization. If we apply Burns’ view of transformational leadership during a time of organizational change then we have a scenario where many individual paradigms are morally shifting at the same time that they are motivated to take action. These many morally-based actions may or may not be congruent. If aligned, then the organizational change occurs and leadership is viewed as transformational. If not aligned, then the organization fractures or stalls. Leadership may still be viewed as transformational at the individual level but groupings of individuals are unable to work together. The exchanges between groups

necessary to function are unable to produce the organizational change needed for success. Even worse is if the uplift in morality and increased motivation heightens consciousness to a place of rejecting the leadership who originally offered transformation and change.

Organizational anomie is an indicator of a system-wide failure and cannot be applied at a sub level without losing its organizational connotation. This keeps a vocal minority from labeling an organization anomic. A vocal minority can include out groups and sub-groups but can also include a leadership team, board, or governing body. Even if a leadership team believes an organization to be anomic, it cannot confirm the label without enough followers sharing that belief. If in general the members of the organization believe the normative patterns are morally reasonable, then there is no organizational anomie. Furthermore, each individual's perceptions and opinions contribute equally to the aggregate view of organizational anomie. The weight of a member's opinion does not depend on any distinction such as leader/follower, majority/minority, privileged/marginalized, or entitled/oppressed. A powerful minority cannot sway an organization into a state of anomie by itself. Others must also be in disagreement with status quo, even if their disagreement is for different reasons. A considerable portion of the members (actual or statistical representation) must indicate some form of normlessness for each normative aspect to label the organization as anomic. Only then is the organization not maintaining a collection of commonly held accepted norms.

Interestingly, in a large population, no one person may be experiencing normlessness in all six normative aspects. Each person may have some sense of disorientation or partial isolation but if asked would not label the organization as anomic. Yet when opinions and perceptions are aggregated, a different mix of the population totals 50% or more for each normative aspect.

Indications can come from both those who are directly experiencing anomie and those who believe that others are. The truth of the image is majority held and moves within the beliefs and habits of the social group. This is not to say that only those within the organization are capable of recognizing

organizational anomie. Those outside the organization are also capable of seeing indications of normative failure and can influence those within the organization in the same fashion that individuals within the organization and can influence each other. However, a measurement of organizational anomie can only come from the perceptions and opinions of those within the organizational context and not from an external metric or comparison to similar organizations.

Academic Culture

Academic culture has active and institutionalized external motivators that promote individual achievement and professional autonomy. The academic culture stands firmly on the ground of academic freedom and tenure, which provides a pragmatic, stabilizing force for academic institutions and contributes philosophically to the ideals of a democratic society. Members of the academy also want to be part of a community that nurtures and recognizes their intrinsic worth. The direct source of that nurturing and recognition is usually the community of the employing institution, though connection with professional societies and organizations is also valuable in terms of recognition and growth within a given discipline.

The extent to which people feel separated and estranged in the academy may reflect Hodson's construct of organizational anomie. I contend that the existence of a healthy tension between faculty and administration does not depend on the degree of control each has over the work environment; rather, it depends on the establishment of a common set of workplace norms. As Hodson (1999) states,

The struggle is not over who controls the workplace in the abstract. Struggles in the workplace are more often over specific norms and standards defining the nature of work and the employment relation, such as job security, safety, and protection from arbitrary supervision. (p. 294)

The common set of workplace norms is precisely where reciprocal means and ends (individual and organizational wants and desires) are met.

The importance of conducting research on normlessness in an academic setting is to better understand the social dynamics at play when organizational norms lose their ability to effectively indicate what is acceptable. The deterioration of socially enforced rules in the academic environment can introduce disorder that can affect the strength and vitality of faculty and the institution (Braxton, 1993). A better understanding of normlessness may provide explanations into the often contentious and sometimes strained relationship between faculty and administration (Hermanowicz, 2011).

The different yet complementary responsibilities of faculty and administration are constructed to further the institution's academic mission. Faculty concentrate on specializing in a particular field of interest so that what they offer to students and to research is of relevance and value (Bergquist & Pawlak, 2008). The function of administration is to establish and maintain the broader institutional agenda and generate a working environment conducive to the pursuit of the organizational agenda.

Typically, tenured faculty participates in the administrative duties of the institution in some meaningful way. Faculty members participate in administrative roles such as committee chairs and department and divisional chairs while maintaining teaching and research responsibilities. Faculty members also participate on senate committees and boards and are members of leadership teams. In particular, full professors participate and greatly influence the granting of tenure to assistant professors (Hermanowicz, 2011).

Participation in teaching, research, and service as well as administrative responsibilities can provide a balanced perspective for faculty about the workings of an academic institution. Yet, even with a system designed to involve individuals in both academic and administrative roles, there is the opportunity for normlessness to emerge (Ferren & Stanton, 2004). Academic freedom, guaranteed employment, work specialization, and faculty who migrate permanently to administrative roles can all contribute to academic normlessness. The following examples illustrate a dynamic work environment predisposed to states of normlessness, making the academic environment a prime target for the study of anomie in the workplace.

Administration can be perceived by faculty as setting policies that result in estrangement and isolation of faculty (Ferren & Stanton, 2004). Faculty members are sometimes viewed by administrators as obstacles and are marginalized in regard to funding, resources, and equitable pay. Faculty who seem to be “stuck in rank” can be stigmatized and receive little attention or support (Layne, Vostral, & Boyer, 2010, p. 6). Tenured faculty viewed as “retired on the job” are worked around and dismissed as incompetent contributors (Hansen, 2011). “Shadow work” (Brayboy, McKinley, Fann, & Castagno, 2012, p. 98) and “shadow jobs” (Fassinger, 2008, p. 258) taken on by minority faculty in support of the growth and progress of minority students is neither recognized nor valued.

The continuous refinement and specialization of faculty work may also contribute to normlessness in the academy. The more myopic an individual becomes in his or her work the more likely s/he will lose the connection of self to whole. Due to “occupational specialization,” which is the removal of mutual dependence, experts often become more attached to their discipline, field, or profession than to the organization with which they are affiliated (Dill, 2007, p. 224). As a result, the organization takes on characteristics that resemble a civil society but lack a sense of community (Dewey, 1927). Over time, the organization can become stuck if many individuals find little value in the relationship to the whole.

As a result of the perceived estrangement, behavior by faculty may be viewed as abnormal. Female faculty members may suppress needs related to having and raising children knowing it may have a “devastating impact” on their career (Philipsen & Bostic, 2010, p. 52). Furthermore, faculty members are known to view peers who move into administrative roles as selling out. According to Bolman and Gallos (2011), “Faculty who assume administrative responsibilities are often surprised by the disdain they feel from people who used to be their colleagues and friends” (p. 151). Faculty may also over time lose a connection to the institution and feel no need to participate in generating collective welfare and effectiveness. Others will seek new jobs simply to achieve recognition by administration for the value of their work.

Faculty actions can generate an equally disjointed response by the institution. Tenure provides opportunity for faculty members to disregard organizational expectations without putting their employment at risk (Wergin, 2003). Tenure also privileges faculty to speak their minds freely. The privilege is earned through approval of peers who view the individual as a credible and responsible citizen of the organization. As such, even when an individual's opinion is considered contrary, chaotic, or deviant, their voice will be heard without threat to employment. Contrary voices can dilute any sense of what is right and wrong creating an organizational sense of normlessness. Yet, the institutional response may be to tolerate or even ignore the misalignment between individual wants and organizational goals.

Frame of Reference

As an experienced organization development practitioner I have used a multitude of surveys to understand and explain the state of an organization and have employed numerous interventions to help leaders, teams, and organizations achieve desired levels of culture and effectiveness. Less readily available has been an instrument with the combined abilities to diagnose and also to inform and link effective interventions to the diagnostic. Hodson's (1999) operationalization of organizational anomie frames the workplace in a way that makes this possible by emphasizing the commonly held normative aspects of an organization. A diagnostic of norms can both effectively explain the organizational state of affairs and provide insights into interventions that can address anomie in the workplace. The missing link is an instrument to measure organizational anomie.

Previous Anomie in the Workplace Setting Research

The broad construct of anomie has been researched extensively since Guyau and Durkheim introduced the term in a modern context in the late 1800's. Yet in this vast body of work, more than 2000 scholarly articles, relatively few researchers dealt with the topic of anomie in an organizational setting. Fewer than 30 articles were published in the last six decades, the majority within the last 20 years.

The body of scholarly work on anomie in the workplace is social science research and is primarily grounded in psychological and sociological disciplines with a research focus on individual behavior or group characteristics. Both qualitative and quantitative methodologies have been used to research anomie in the workplace with the dominant approach being correlational studies. Materials previously created for studying anomie in the workplace are reprinted in this dissertation. See Appendix A for letters of permission to use copyrighted materials.

The scales developed and/or used for measuring anomie in the workplace are all based on scales previously developed for the social context. Srole's (1956) scale, the most cited scale for social anomie research, is also the most used as the basis for studying anomie in the workplace. McClosky and Schaar's (1965) scale is also used. McClosky and Schaar take a psychological approach, which is different from Srole's socio-psychological approach.

Hodson's work illustrates that normlessness at the organizational level occurs when two factions such as management and employees do not agree over a common set of normative aspects of the work environment. In an academic setting, the result of such disagreement may be that faculty consent is diminished, leaving necessary working relationships strained across faculty and administration. In an environment where tenure exists, the strain can exist for decades and lead to an unhealthy work environment and hampered overall organizational effectiveness.

The value of using Hodson's work as the foundation of a survey is that Hodson, although he did not study academics, established an operational definition for organizational anomie. Hodson's work is fundamentally different from the work of Zahra (1989), Tsahuridu (2006, 2011), Zoghbi-Manrique-de-Lara (2007, 2008), Zoghbi-Manrique-de-Lara & Espino-Rodríguez, (2007), and Carter and Carter (2007). These researchers approached the measurement of anomie in the workplace from a socio-psychological perspective. While the socio-psychological approach provides insights into the general attitude of the

participants, it does not provide insights into the moral state of the organization and the generally patterned social arrangements.

The value of building a survey based on Hodson's work is the creation of a tool to measure the social patterns and tendencies of a social system more specific to Durkheim's (1933) original conception of anomie. Hodson's research provides a way to focus on the aspects of the organization that are commonly held as important and necessary for maintaining a healthy and productive work environment. This differs from an attitudinal measurement, where the organization in that moment may be psychologically experiencing anomie yet the general trajectory of the organization is not anomic.

Role-based scales measure the general attitude of a social system but do not provide a clear next step. Using Hodson's work as the foundation for a survey gives insight into the normative workings of the organization and those norms generally believed to be disorganized (Hodson, 2001). Identifying anomic norms provides a direction for practical interventions.

Preview of the Methodology

To measure academic anomie, this research focuses on the tenured associate professor population at a large public university in the Midwest region of the United States. The research is exploratory in that it attempts to identify what contributes to academic deterioration. Durkheim's anomie theory is a possible explanation. Additionally, the research is exploratory in that it attempts to establish an instrument capable of measuring anomie in the academic setting.

The research uses a quantitative survey approach and was administered to the entire population of associate professors. The reason for the quantitative survey is to detect the disruption of workplace norms at a level of statistical significance appropriate to represent the larger population.

The culture of the university is complex and carries all six cultures identified by Bergquist and Pawlak (2008): collegial, managerial, developmental, advocacy, virtual, and tangible (see Table 1.1). As an organization, having so many different cultures creates reliability issues at the institutional level

making it challenging for the institution to take advantage of its stored potential (Weick, 1987). In other words, the university struggles to *act its size*, which is to say the institution does not organize its resources in ways that create a strategic advantage to achieving its academic mission.

Table 1.1

Six Cultures of the Academy

Culture	Description
Collegial Culture	The collegial culture is typically associated with the modern view of the research university, where the values of autonomy and academic freedom are given a high degree of importance towards generating scholarly work and the furthering of academic disciplines.
Managerial Culture	The managerial culture, which emerged during the development of statewide higher education efforts, values accountability, efficiency, and planning that produces predictable outcomes.
Developmental Culture	The developmental culture addresses the ongoing professional development needs of faculty and staff, and also considers the moral growth and development of students. The developmental culture emerged in response to the narrowed agenda of the collegial culture.
Advocacy Culture	The advocacy culture emerged in response to the controlling and subordinating qualities of the managerial culture. The advocacy culture values equity, social justice, and collective action and is associated with the emergence of faculty and staff unions.
Virtual Culture	The virtual culture rose in response to the growing use of communication technologies. The technologies provide new delivery methods for instruction as well as bring forward questions about the nature of the academic environment and how knowledge and truth is generated.
Tangible Culture	The tangible culture is viewed as a response to the dynamic fluctuation found in the virtual culture. The tangible culture attempts to reconnect individuals to the institution's deeply rooted campus identity by reemphasizing the importance of long standing rituals and traditions.

There is an inability to manage unexpected events (both challenges and opportunities) at an institutional level due to the loosely-coupled nature of being an academic institution, which shows up

primarily as the result of the collegial culture; and a lack of engaged collective mindfulness at the institutional level (Weick, Sutcliffe, & Obstfeld, 1999). Engaged collective mindfulness is “a complex and rare mix of human alertness, experience, skills, deference, communication, negation, paradoxical action, boldness, and caution” (Weick et al, 1999, p. 105).

A hallmark quality of engaged collective mindfulness is a “preoccupation with failure”, seen as an almost persistent suspicion or concern of a problem emerging, yet the heightened (and even expected) wariness evokes a prideful nature and a galvanizing bond among individuals (Weick et al., 1999, p. 82). The authors consider preoccupation with failure to be an important precondition for learning. It is the disruption to the collective mindfulness at an institutional level that reduces the reliability of the institution. What becomes challenging is that there can be many successes at the local level where the preoccupation with failure is incredibly high due to the training, education, and natural motivation of faculty. These many successes can create a false-positive indicator of the health and vitality of the organization. At an institutional altitude impending obstacles are seen by only a few and dismissed by many faculty. The downfall is that the institution is unable to construct newer realities in which new research, teaching, and service can exist, and in most cases, simply drifts with the tides of the larger social, political, and economic landscape. Or, administration imposes new ways of operating. In either case, faculty eventually questions the institution’s viability and their place within it.

Furthermore, the organization’s effectiveness at an institutional level is limited based on the contradicting “forces and forms” existing within the institution (Mintzberg, 1991, p. 61). According to Mintzberg (1991), contradiction in an organization is the tension between the “centripetal force of ideology,” a “pulling together for the common good,” and the “centrifugal force of politics,” which represents the “force for competition.” Both are incredibly strong in the academy—the ideological belief in the pursuit of knowledge and education of society’s members—and the competitive nature and political

landscape that comes with autonomous and individualistic departments, disciplines, centers, institutes and colleges.

The myriad of differing cultures within a single university sets up a realistic environment for measuring academic anomie. The degree to which agreement exists about the normative state is greatly decreased by the complexity and likely contentiousness of having to maintain differing agendas and reconcile the multitude of needs. Although heterogeneity is not a prerequisite for organizational anomie, it does provide greater opportunity for normative dissonance.

The anomie survey used for this study was constructed using Hodson's (1999) six normative aspects as the core point of reference. A list of key words and phrases was gathered from three sources: Hodson's (1999) article, the coding documents and samples used by the original coding team, and the scholarly literature matching the normative aspect. From the list of key words and phrases, a set of 57 items covering the six normative aspects was generated. More detail on the construction of the survey is provided in Chapter III.

The survey was administered as a pilot to eight associate professors from the university in preparation for the current research. The selection of associate professors was derived from a master list of associate professors in 18 colleges and departments. An effort was made to meet with at least eight participants from as broad a representation of the university as possible. I contacted associate professors by email and phone to request involvement. Eight individuals agreed to be involved. The eight interviews occurred within a three-week window in September, 2011, and were all done in person.

The purpose of the interview was to receive comments about the experience of taking the survey and to identify items that most effectively represented each of the normative aspects and the overall construct of organizational anomie. The interviews took 60-90 minutes to complete. A script and interview flow was developed to ensure relative consistency across the eight interviews.

Currently, the university is looking into advancement rates of tenured associate professors to the rank of full professor. Compared to “like” institutions the university has a bulge at the associate professor rank, indicating rank inflation. The inflation suggests that something system-wide may be affecting the transition from associate to full professor.

Associate professors are an ideal population for the examination of Durkheim’s anomie theory and Hodson’s construct of organizational anomie. First, the associate professor role is a staple of the university, which indicates that the role and the group is a solid division of labor within the academic setting. Examination of the relationship of associate professors, as a division, to the organization can provide insights into the exchange of means and ends between a division and the organization.

Second, associate professors are expected to participate appropriately in planning for and working to meet college and/or department goals and needs. They are also expected to excel individually, working towards the goal of becoming a full professor in a typical timeframe. Because the support system in place for assistant professors is no longer available, if the individual is not properly supported by the organization at various levels s/he is likely to experience disorientation due to increased work expectations of “pulling one’s weight” and the individual’s personal expectations to achieve promotion in a timely fashion.

Third, because associate professors are tenured, they cannot be fired except for cause. Tenured associate professors, therefore, are good subjects for testing the validity of Hodson’s construct, specifically the normative aspect *firing*. Associate professors have the power to choose to withdraw consent and participation “when management fails to respect worker rights and fails in its obligation to provide a workable system of production” (Hodson, 1999, p. 318) but seldom make that choice. For those who do, the choice to withdraw participation and remain in the job may produce self-induced estrangement and isolation, which may be the desire of the individual, and may collectively create a more general state of normlessness.

Finally, tenure and academic freedom provide associate professors with increased latitude to resist participating in organizational endeavors. Their collective ability to resist may create a culture of decreased compliance that may, in turn, elevate their sensitivity to normlessness and increase the likelihood of questioning and challenging social patterns that produce perceived states of normlessness.

Chapter Previews

In this chapter I made the case for looking at anomie in the academic environment. Chapter II lays out the rationale for pursuing anomie in the workplace as a scholarly endeavor. The rationale includes connecting today's current scholarly literature to anomie theory to show the logic of selecting Durkheim's theory of anomie and Hodson's construct. Hodson's construct is thoroughly examined to show the value of validating the construct in order to provide insights into normlessness in the workplace. Chapter II also includes a frame for considering organizations to aid in the interpretation of the survey results. Chapter III outlines the pilot and then steps taken to conduct the research using an electronic survey administered to a population of associate professors at the university.

Chapter IV shows the results of the survey, which include a reliability analysis on Hodson's theoretical construct and a factor analysis that produces an equal number of factors to Hodson's theoretical construct. The two independent variables, gender and time in rank, are also examined. The analysis of the data also shows the degree the population of associate professors considers the normative aspects of the workplace absent or present at the university. Chapter V provides an interpretation of the key findings and theoretical and practical contributions of the research. Limitations of the study and the direction of future research are also discussed.

Chapter II: Literature Review

Introduction to Anomie—About Anomie, Anomie Theory Originators, and Key Contributors

The subject of anomie is elusive and unfamiliar to most. The word itself has no recognizable form in the English language. As a result, anomie is often paired with other descriptors like estranged and alienated making its presence easily dismissed and only valued by those in the know.

Those in the know tend to be individuals who a) studied sociology or a related discipline at some point in their academic journey or b) are deeply engrossed in the human condition. The former tend to have a vague memory of anomie, recollecting an association with deviance or a breakdown in norms. The latter have an intimate understanding of anomie and the mental constructs it conjures, such as hopelessness, despair, loss of morality, and suicide, and do not use the word lightly.

Since anomie the term and anomie the meaning are known to such varying degrees, I provide a single description of anomie to establish a starting point for this discourse. In the following excerpt, Mansfield (2004) puts forward a concise view of anomie that mirrors my own:

The concept of anomie has been defined in sociological terms as a condition of normlessness or the suspension of rules and behavioral guidelines, which creates a moral vacuum (Cosser, 1964). Anomie is a state of flux or transition that exists in a society or group when old normative structure has been interrupted and before a new normative structure has been established. In order for anomie to occur, there is a presupposed condition that norms and rules previously existed, and that some sort of social crisis disrupts that state of being, leaving the group members unsure of what is expected of them (Merton, 1957; Cloward, 1959). As a result, the culture's equilibrium is disturbed and the regulating norms of tradition are destroyed. Sociological theory continues to assert that during periods of anomie, the tendency for individuals to engage in deviant behaviors increases dramatically (Durkheim, 1951; Cloward, 1959; Cosser, 1964). (p. 89)

Marco Orrù (1987), in *Anomie: History and Meanings*, successfully captures the various uses, applications, and interpretations of the word anomie through time and cultures, dating back to the ancient Greeks, and weaves the various threads of genealogical anomie through the 1980's. Because it comprehensively explores the illusive topic of anomie, Orrù's work is cited in many articles and books. Orrù's work, however, does not directly explore anomie in the workplace, which is the purpose of this

thesis. It can be assumed that Orru did not since most of the literature on anomie in the workplace dates after the publication of his book.

The Etymology of Anomie. The varying uses of anomie have produced numerous versions of the word. Those first exploring the literature may be confused as to whether anomie is being used consistently or even spelled correctly. Within a single article anomie might show up in three different forms (i.e., anomie, anomia, and anomic). I established an etymology of anomie, which helped me catalogue its many forms and understand the myriad ways it has contextually been used (see Table 2.1).

Table 2.1

Anomie Variations

Version	Date	Author	Contextual use
Eunomie	600 BC	Solon	Solon, an Athenian statesman, lawmaker, and poet used the word Eunomie in a poem of the same name to capture a sense of bringing order, justice, and fairness to a community.
L'anomie	1887	Guyau	Guyau, a French philosopher, used L'anomie to describe freedom from law.
L'anomie	1893	Durkheim	Durkheim, a contemporary of Guyau, took L'anomie from Guyau's work and used it as a foundational concept for his own work in the field of sociology. He emphasized restriction of the ends that members of society should pursue.
Anomie	1938	Merton	Merton, an American sociologist, built on Durkheim's use of Anomie, emphasizing the restriction of means to achieve ends.
Anomy	1950	MacIver	MacIver, a sociologist and political scientist, used Anomy in a psychological context, representing a loss of one's moral underpinning.
Anomia	1956	Srole	Srole, building on the work of MacIver and Lasswell, used Anomia to represent his view of anomie in the psychological context emphasizing hopelessness.
Eunomia	1956	Srole	Srole introduced Eunomia to represent a sense of socio-psychological belonging. Srole used eunomia to anchor the opposite end of continuum from anomia.

Version	Date	Author	Contextual use
Temporary Organizational Anomie	1960	Grusky	Grusky used the words temporary organizational anomie to acknowledge the effect disturbance of traditional norms has on personnel.
Synnomie	1983	Adler	Adler derived the word Synnomie, the opposite of anomie. The linguistic roots of Synnomie are Greek, <i>syn</i> meaning congruence or togetherness and <i>nomos</i> meaning values or laws. Fully translated as “with norms.”
Institutional Anomie Theory	1994	Messner and Rosenfeld	Messner and Rosenfeld built on the work of Merton by adding an institutional influence to the use of anomie.
Occupational Anomie	1995	Crank, Regoli, Hewitt, and Culberson	Crank et al added the word ‘occupational’ as a contextual prefix.
Atomie	1995	Galtung	Galtung coined Atomie as a complement to Durkheim’s anomie so as to describe social disintegration of human society in the form of structurelessness (atomie) and culturelessness (anomie).
Organizational Anomie	1995	Cohen	Cohen applied Merton and Srole’s anomie theories to explain the unethical nature of organizations.
Organizational Anomie	1999	Hodson	Hodson used Durkheim’s anomie to build an anomie version focused on normlessness in the workplace.
Dysnomie	1999	Passas	Passas developed Dysnomie to explain transnational (government, corporate, and organized crime) deviant acts.
Corporate Anomie	2004	Mansfield	Mansfield used Corporate Anomie to describe the climate of a merger and acquisition when old norms are dismembered.
Work Anomie Scale	2006	Tsahuridu	Tsahuridu modified Srole’s anomia scale to more effectively measure anomia in the workplace.
Work Anomia	2007	Zoghbi-Manrique-de-Lara	Zoghbi-Manrique-de-Lara added ‘work’ as a contextual prefix.
Organizational Anomie	2007	Zoghbi-Manrique-de-Lara and Espino-Rodríguez	Zoghbi-Manrique-de-Lara and Espino-Rodríguez used Organizational Anomie to create a clear and bounded focus within the broader anomie tradition.

Seminal authors. The process of searching for anomie variations highlighted the use of anomie by seminal authors in their field of expertise. What became apparent was how the authors used anomie to enhance their arguments and perspectives on topics such as leadership, academia, business management,

social theory, social technologies, and organizational culture. The authors drew on anomie to bring a humanistic weight to their discourse in a way that is both rationally and emotionally potent and often unsettling to the main topic. The authors often use anomie as a stark truth about the human condition—no doubt the reason for its use. The following is a sampling of seminal authors who have used anomie in this way.

Bass and Burns, seminal transformational leadership authors, included anomie in their work.

Burns (1978), in *Leadership*, refers to anomie in the following way:

If the apathetic are unaroused by politics, and if the alienated feel rejected by politics, the anomic feel rejected by themselves. Doubtless the feeling of anomie exacerbated by the social or political environment—by widening gap between the social conditions of the masses and the official norms, in Marxist terms, or by a conflict between political systems with resulting social disintegration, in Robert Merton's term—but the origin of anomie lies deep in the anomic's psychological growth. (p. 136)

Bass and Riggio (2006), in *Transformational Leadership*, directly connect anomie and transformational leadership by stating:

When organizational members experience alienation anomie in the existing social order, Boal and Bryson (1988) suggested that transformational leaders may emerge to create a new and different world that links the members' needs to important purposes, values, and meanings. (p. 89)

Bennis (1956) refers to Merton's version of anomie to describe the challenges of interdisciplinary research. Bennis states, "in addition to the lack of tradition, the absence of a commonly shared idea of what interdisciplinary cooperation is and what it entails has stirred up... a response reminiscent of Merton's discussion of 'anomie'" (p. 232).

Barnard (1938), in his classic book, *The Functions of the Executive*,¹ described a response to a "lack of concrete objectives of action" (p. 118) in an organizational setting in the following way:

¹ The book, *The Functions of the Executive* (Barnard, 1938), has been cited more than 8,000 times (according to Google Scholar) and is considered one of the most influential management books of the 20th century (Bedeian & Wren, 2001)

In such situations the individual may be unable to decide which activity he wishes to indulge in, or what groups he wishes to be associated with. This may induce a sort of paralysis of action through inability to make choice, or it may be brought about by conflict of obligations. The resulting condition was described by the French sociologist Durkheim as ‘anomie’. This I take to be a state of individual paralysis of social action due to the absence of effective norms of conduct. (pp. 118-119)

Drucker, one of the most recognized and influential thinkers of management theory and practice, wrote about anomie in the book, *Power and Democracy in America*, claiming that the excessive “division of labor prevents the rise of appropriate norms, and anomie or normlessness prevails” (Drucker, D'Antonio, & Ehrlich, 1961, p. 29).

Lukes (1977), in *Essays in Social Theory*, stated that “the contemporary forms of alienation and anomie are best approached on the understanding that their causes are multiple and to be sought at different levels of abstraction” (p. 89).

Parsons (1968), in *The Structure of Social Action*, described anomie as the loss of self “in a void of meaningless activities. *Anomie* is precisely this state of disorganization where the hold of norms over individual conduct has broken down” (p. 377).

Scharmer (2009), in *Theory U*, uses Galtung’s (1995) description of anomie and atomie to set the stage for the need to point to a fundamentalist movement occurring around the globe, rising against the infinite pursuit of material things. Scharmer says the following:

This [fundamental] reaction is understandable, as it relates to two key defining characteristics of today’s social decay that the peace researcher Johan Galtung calls anomie, the loss of norms and values, and atomie, the breakdown of social structures. (p. 4)

Schein (2010), in *Organizational Culture and Leadership*, discusses assumptions about the nature of human relationships, and states: “At the core of every culture are assumptions about the proper way for individuals to relate to each other in order to make the group safe, comfortable, and productive. When such assumptions are not widely shared, we speak of anarchy and anomie” (pp. 178-179).

Anomie by epistemology. Another benefit of creating an etymology of anomie is to see how the word shows up epistemologically. Anomie has a solid presence within five different epistemologies—philosophy, sociology, psychology, criminology, and institutionalism. The lack of concentrated anomie present in organizational or business management epistemologies is worthy of note and is addressed later in the chapter.

Anomie's philosophical existence comes from Guyau (1897). Guyau viewed anomie as a freedom from all external constraints. He was also the first to generate a theory of anomie. Virtually no scholarly literature extends from Guyau's conception of anomie.

Sociology has the most robust body of work on anomie. Durkheim, the founder of sociology and the first to use anomie in a sociological context, developed his own theory of anomie that looked at the implications of moral deregulation within society. Durkheim used anomie to explain the extreme behavior of suicide. He also viewed anomie as a way to explain the pathological characteristics that can emerge between different divisions of labor in society.

Srole (1956) and his theory of *anomia* delved into the psychological state of anomie. Srole's psychological angle helped to explain socio-psychological states of emotional isolation and hopelessness. In addition to his theoretical contribution, Srole also developed a scale to measure anomia that has been widely used over the past fifty years.

Anomie's presence in criminology is well established and originates from the sociologist, Robert Merton. Merton's (1938) anomie/strain theory looked at how social deviance and crime emerge when the social structure unduly limits the ability of individuals to achieve societal expectations.

Like Merton, Messner and Rosenfeld (1994) looked to anomie to explain changing rates in crime when certain social institutions become imbalanced. Their theory is known as Institutional Anomie Theory.

Organizing anomie by epistemology also provides a way to identify other theories and constructs that may have characteristics similar to or shared with anomie. To prevent misinterpreting anomie as some other theory, it seemed necessary to examine other theories resembling anomie for each epistemology. The following introduces anomie theory within each epistemology and then provides a look at other theories within the epistemology that might overlap with each anomie theory. The section is not exhaustive but meant to provide a greater degree of distinctness to anomie theory (see Table 2.2).

Table 2.2

Theories Related to Anomie Theory

Discipline	Theory & Author	Emphasis
Philosophy (Morality)	Anomie Theory (Guyau)	- Categorical Imperative (Kant) - Utilitarianism
Sociology (Morality)	Anomie Theory (Durkheim)	- Voluntaristic (Parsons) - Discourse and Argument (Habermas) - Exploitation and Justice (Marx)
Sociology (Deviance)	Anomie Theory (Merton)	- Symbolic Interactionism - Differential Association - Neutralization - Primary and Secondary Deviation - Conflict
Criminology (Deviance)	Anomie/Strain Theory (Merton)	- Sutherland's Social Differentiation - Becker's Labeling - Control
Psychology (Trait)	Anomia Theory (Srole)	- Allport's Trait - Cattell's 16 Personality Factor - Three Dimensions of Personality
Institutionalism (Institutions)	Institutional Anomie Theory (Messner and Rosenfeld)	- Rational Theory - Normative Theory - Cultural Cognitive Theory - Structuration Theory

Anomie in philosophy. Jean-Marie Guyau (1897) built on Kant's (1881) work on the philosophy of morality and the utilitarian movement, which is interesting because Kant and the Utilitarians are often considered at opposite poles. Guyau was influenced by Kant's categorical imperative, "act only according to that maxim whereby you can, at the same time, will that it should become a universal law.[1]" Kant's position stemmed from an idyllic and metaphysical positioning of thought and rationale, not bound by facts grounded in experiences.

The Utilitarian moral perspective also influenced Guyau (1897). Utilitarians believed in a moral ideology grounded only in the practical. Guyau, ascribing to neither solely, believed there was a need to see morality through both views. He set forth to bring the two philosophical positions into a single perspective, which he labeled *anomie*, referencing the Greek use of the word, literally translated as, without law.

Guyau, schooled in Greek philosophy and literature, generated the French word *L'anomie* from the Greek word *anomos*, meaning "lawlessness." Guyau (1897) used the word to represent a form of individualistic freedom, an interpersonal state of questioning (or, his word, doubting) anything with a foundation of faith, be it external, such as coming from an institution, or internal, such as one's own belief system.

For Guyau, the personification of morality was an individual capable of aspiring to a level of moral decision making unhindered by external coercive or compliant motivators. Guyau's (1897) efforts extended Kant's thinking from the concept of one external universal law shaping morality to none. At the same time, Guyau's perspective incorporated a practicality that, especially for the time (19th century Europe), was grounded in a real and actual degree of achievement by a person. Within Guyau's description of *anomie* are both an idealistic quality and a realistic sense of achievement that are not in conflict, making Guyau's theory of *anomie* both similar to and distinct from both Kant's moral beliefs and Utilitarian thinking.

Anomie in sociology. At the intersection of Guyau's (1897) view of aspirational self-exploration and Durkheim's own emphasis on conforming societal pressures and norms, Durkheim (1951) applied the essence of anomie to the social environment and took the concept into the realm of sociology.

Durkheim's conceptualization of anomie can be summed up as a condition of moral lawlessness. For Durkheim, "it was the dominance of liberal economic thought within an industrializing French society which gave grounds for consent" (Johnson & Smith, 1999, p. 1356). Durkheim stressed that anomie occurred when "a breakdown in the community left people with a sense of despair and meaninglessness" (Westley, 1979, p. 117).

Durkheim (1951) illustrated his position in his seminal body of work, *Suicide: A Study in Sociology*. Durkheim argued that the "seemingly individualistic phenomenon of suicide" was in fact connected to the social environment (Orcutt, 1983, p. 69). Durkheim, counter to Guyau and other philosophers of the day, believed that individuals are not completely free from the influencing forces of society and that individuals need social constraints to regulate individual needs and desires.

Durkheim was "preoccupied with order in society" (Caruana & Chircop, 2001, p. 65) and attributed many societal challenges to time periods of inadequate regulation or constraint over the goals and desires of its individual members (Durkheim, 1951). Durkheim's (1951) view of anomie was grounded in his belief that the "human capacity for feeling is in itself an insatiable and bottomless abyss" (p. 247). This led him to believe that in order to prevent anomie, a society must provide external limits on what its members can pursue. Durkheim argued, "Institutional and cultural changes associated with modernization encouraged a decline of traditional social controls based on family and communal relationships, a resultant weakening of norms and, in turn, increased deviance" (Martin, Cullen, Johnson, & Parboteeah, 2007, p. 1403).

Three other sociologists examined morality—Parsons, Habermas, and Marx. Parsons (1968) (like Durkheim) viewed morality from an observer perspective, which positions the sociologist outside of the

social system. Parsons's Theory of Action emphasizes social order in voluntaristic (consent-based) ways that also solve social problems.

Habermas and Marx included the sociologist within the system (Andersen, 1990). Habermas (1992) took a participant observer approach, while Marx (Marx, Engels, & Arthur, 1970) portrayed the sociologist as a full-fledged influencing social force. Marx contends with exploitation and justice and Habermas comprehensively deals with discourse and argument in its contribution to moral rightness. All four sociological theories pinpoint morality and speak to the importance of social norms.

Anomie in criminology. Once Durkheim's (1933; 1951) work was translated into English, a number of American sociologists took the concept of anomie and developed their own interpretations. Merton, a sociologist and anomie theorist, developed his anomie theory to explain the emergence of deviant behavior due to a lack of means necessary for achieving societally held expectations (Merton, 1938). Merton did not characterize anomie as the lack of "socially valued goals" (Bernburg, 2002, p. 729) as Durkheim did, but rather as a "lack of regulation in goal achievement with no reference to the appropriateness of the goals themselves" (Tsahuridu, 2006, p. 165). Merton (1938) based his theory on questioning the sociological assumptions about human nature. His questioning led him to seek the "nonbiological conditions, which induce deviations from prescribed patterns of conduct" (p. 672). Merton's exploration led him to replace Durkheim's view of limitless desires with the belief that people's wants are "primarily the product of social processes: i.e., cultural socialization" (OrCutt, 1983, p. 71).

Like sociology, the field of criminology found anomie to be a significant source of opportunity. For decades, Merton's work stimulated a movement of thinking and research regarding crime in the U.S. Notable contributions came from Cloward (1959) and his extension of Merton's line of anomie/strain work on legitimate and illegitimate opportunities; Passas (1988, 1990, 1999, 2000, 2001); Passas & Castillo, 1992) and their work on corporate deviance, white collar and transnational crime; Agnew (1980)

and strain theory; Cohen's (1993) organizational anomie theory; and Adler's (Adler & Laufer, 1995) introduction of the term, *synnomie*, which means, *with norms*.

Various criminological theories similar to anomie/strain theory emphasize deviant behavior in response to a stimulus or prompt or circumstance. Merton looks to the structure of the social system, specifically to whether individuals can achieve desired ends with the means available to them.

Sutherland (1939), in the development of Social Differentiation Theory, considered deviance to be a learned behavior influenced by the social circles and community within which one lives.

Becker's (1963) Labeling Theory attempts to explain the effect of the social label placed on the individual. For example, the quiet and shy behavior of a new employee is labeled antisocial. The new employee eventually embodies the label in response to the socially constructed perception. Labeling Theory brings into view both stigmas and stereotypes.

Hirschi questions not what causes individuals to deviate from the norm, but why we do not deviate or, said another way, why we generally act in a socially acceptable way. Hirschi's (1969) Control Theory answers the question by looking to socialization. For Hirschi, the social system provided an influencing effect on individuals to pattern the norm.

Merton (1938) focused on the social regulation of the *means* people use to achieve material ambitions. He viewed institutional norms that dictate the way in which society operates and "structural blockages that limit access to legitimate means for many members of American society" as contributing to anomic tendencies (OrCutt, 1983, p. 72). Merton was particularly focused on:

The potential conflicts arising from the objectives portrayed to society embodied in the pursuit of the American Dream, wealth, and power, without a parallel emphasis on the institutions that would make these possible. Merton argues that it is this disproportionate, culturally induced pressure to be successful that results in the ensuing anomie and raises the possibility that rule-breaking behaviour is resorted to by the individual. In this contrasting situation, the author identifies five types of adaptation that can take place: conformity, innovation, ritualism, retreatism and rebellion. (Caruana, Ramaseshan, & Ewing, 2001, p. 324)

Merton (1938) argued that anomie manifests solely from the drive and competition generated in a capitalistic economy where “those who having lost their ethical goals.... transfer this drive into extrinsic values to the pursuit of means instead of ends, and particularly to the pursuit of power” (Caruana et al., 2001, p. 324). Cloward (1959) indicated that this is most likely to happen when a society emphasizes success but the path for each individual to achieve success is not realistically accessible.

Anomie in psychology. The psychological perspective, first fully explored by MacIver (1950) and Srole (1956), examines how an individual responds to inherent moral grayness in the types of social systems portrayed by Merton (1938). Cohen expresses the way in which this is done as follows:

When moral standards and legal norms lose their effectiveness in governing social conduct, system cohesion erodes. Individuals may then begin to feel estranged from the system, experiencing a pervasive sense of discouragement and interpersonal alienation. As individuals feel increasingly detached from the social system, they lose their motivation to behave morally in the context of that system. This psychological experience of social malintegration has been labeled anomia or anomy (MacIver, 1950; Srole, 1956). These terms are used interchangeably in the literature and parallel the construct of personal alienation studied extensively by social psychologists (Seeman 1959; 1975). (Cohen as cited in Adler & Laufer, 1995, p. 189)

Building on the work of MacIver (1950) and Lasswell (1952), Srole (1956) used the term anomia to distinguish anomie at the psychological level from that at the sociological level. Caruana et al. (2001) provide a clear description of Srole’s work:

At a macro-level, Srole’s theory of anomia looks at social integration and anomia describes the individual’s loss of values coupled with rapid social change that result in a person’s lack of integration in modern social life. At the micro level the scale he developed seeks to determine the individual’s level of integration with the social system. (p. 325)

Srole (1956) also introduced the term “eunomia” (from the Greek, *eu-*: presence, and *-nomos*: law) into the sociological and psychological literature. He considered eunomia to be the inverse of anomia, viewing both as “a state of mind, not to socio-structural conditions” (Zoghbi-Manrique-de-Lara, 2008, p. 75).

Srole (1956) described the two terms in the following way:

More concretely, this variable is conceived as referring to the individual's generalized, pervasive sense of "self-to-others belongingness" at one extreme compared with "self-to-others distance" and "self-to-others alienation" at the other pole of the continuum. For semantic neatness the terms eunomia-anomia are here used to refer specifically to this socio-psychological continuum. (p. 711)

Srole (1956) identified five dimensions of anomia that he operationalized into a five-item scale, to which he later added four items. Srole's scale is the most widely used measure of anomia in the social sciences. The final nine-item scale was "adopted in 1973 and in subsequent years for use in the annual General Social Survey of the U.S. National Opinion Research Center" (Caruana & Chircop, 2001, p. 67).

MacIver, a political scientist as well as a sociologist, used the term Anomy, which is the spelling from the original translation of Durkheim's work into English, in his own work. MacIver (1950) cited Cohen's definition of psychological anomy, "the breakdown of the individual's sense of attachment to society...the state of mind of one who has been pulled up by his moral roots, who no longer has any sense of continuity, of folk, of obligation...responsive only to himself responsible to no one" (p. 84). MacIver emphasized two points: first, that a culture clash occurs when an individual loses his or her value system and the loss of values often suppresses future orientation and stimulates living only for the present; second, that the experience of normlessness comes from the "rapid social change that removes the sense of grounding that came from previously held values and beliefs" (Caruana & Chircop, 2001, p 66).

Srole's (1956) theory pushed anomie into the psychological realm by emphasizing the interpersonal alienation aspect within the broader Durkheimian umbrella of self to other. Habitual patterns of behavior, thought, and emotion that separate an individual from others could be described as traits of the person.

Srole's (1956) anomia is a contextually attached trait that an individual may feel during a variety of socially specific circumstances such as rapid change, shifts in social stature, financial swings, or perceived withdrawal of social support. Srole's theory of anomie is focused on an emergent trait that under different conditions might never manifest. Srole's theory differs from other trait theories, including

Allport's (1924) trait theory, Cattell's (1949) 16 personality factor questionnaire, and Eysenck's (1967) three dimensions of personality, in that the latter three measure core traits of an individual.

Anomie in institutionalism. Messner and Rosenfeld (1994) were interested in exploring the comparatively high rates of crime in the United States to those in other countries. They used Merton's work as a foundation for their own, but found Merton's work did not take into account the broader institutional structure of society and, therefore, did not "provide a fully comprehensive sociological explanation of crime in America" (p. 15). Their Institutional Anomie Theory (IAT) focused on the interplay of four institutions (economy, family, education, and polity) to explain the high rates of crime. Institutional Anomie Theory is a "macro-level theory that assumes the interplay of the American Culture and the social structure" (p. 228). Additionally, the "key concept of Institutional Anomie Theory is the institutional balance (or imbalance) of power across the different social institutions" (p. 228).

Structuration theory, brought into existence by Giddens (1984), combined individual agency and social structure to explore human society. Scott's (2008) version of institutional theory focused on a cultural cognitive perspective. Berger and Luckmann (1967) stated the construction of institutions takes place when there is a "reciprocal typification of habituated actions by types of actors" (p. 51). Selznick's emphasis on institutional theory is articulated in the quote, "In what is perhaps its most significant meaning, 'to institutionalize' is to infuse with value beyond the technical requirements of the task at hand" (1957, p. 17). DiMaggio and Powell (1983) examined the mimicking qualities of organizations and institutions to each other.

Although the other forms of institutional theory mentioned above recognize individual actors, Institutional Anomie Theory is by far more explicit in using the (deviant) behavior of individual actors within the framing of the theory. The other theories tend to minimize individual actors and irrational behaviors in order to deconstruct systems into pieces for examination and reconstruction.

Interpretation of anomie theory. Organizing anomie by epistemology provides an organizing schema for understanding anomie and interpreting the five theories (see Table 2.3). Guyau (1887) believed anomie to be the penultimate form of morality. Durkheim (1951) emphasized the influences of societal norms and beliefs on the actions of individuals. Merton (1938) drew attention to the tension between social structure and the cultural structure of American society and how it contributed to deviant social behavior. Srole (1956) illuminated the psychological dimensions of anomie. Messner and Rosenfeld (1994) looked at how the tension between institutions can generate elevated levels of crime.

Table 2.3

Interpretation of Anomie Theories

Originator	Theory Interpretation
Guyau, 1887	A state of moral existence free from external or internal sanction or obligation.
Durkheim, 1897	The absence of moral connectivity binding society together. A state of moral deregulation.
Merton, 1938	Frequent tension between social structure and cultural structure that manifests deviance.
Srole, 1956	Self to others distance and self to others alienation.
Messner and Rosenfeld, 1994	An imbalance of institutions (economy, education, polity, and family) that promotes crime.

There is richness and depth to the anomie theories and associated literature. Their potency of the theories comes from the clear social context they are intended to explain—a context in which isolation, hopelessness, or moral deterioration divide individuals, groups, and communities in powerfully disruptive ways.

The theorists, scholars, researchers, and seminal authors enter into the topic with great intention to establish the importance of social cohesion and do so by placing anomie in stark contrast. Guyau (1897) placed anomie within the context of the French enlightenment period. Durkheim (1933) placed anomie within the context of the industrial revolution. Srole (1956) placed anomie in the context of social integration. Merton (1938) and Messner and Rosenfeld (1994) positioned anomie within the context of achieving the *American Dream*.

To summarize, the application of anomie in the social context is well established. The five core theories, which are embedded in a different epistemology, serve as anchors for scholarly work. The theory and the epistemology in which it resides provide a strong foundation for understanding anomie and how it is viewed as a phenomenon.

Literature Associated with Anomie in the Workplace

Related phenomena. The Introduction focused on five core anomie theories, key contributors to the field of anomie research, and theories related to anomie. Now the focus narrows to anomie in the workplace. Table 2.4 focuses on the application of anomie theory in the workplace to show related workplace theories. In the work setting, some applied organizational and business management theories have been developed specifically for the work setting. While other theories were developed for a different setting but have been applied to the work environment in the same way anomie theory has. Items in Table 2.4 are intended to show the type of workplace phenomena anomie theory has been used to explore. Also shown are workplace phenomena similar to that explored through anomie theory and the theories used to explore the same or similar workplace phenomena.

Table 2.4

Anomie Theories and Related Workplace Theories

Anomie Theory	Applied to Workplace Phenomena	Similar Workplace Phenomena	Related Workplace Theory
L'anomie—Durkheim—The absence of moral connectivity binding society together. A state of moral deregulation.	Norms	Change Culture Leadership	Lewin's Change Theory Schein's Culture Theory Bass's Transformational Leadership Theory
Anomie—Merton—Frequent tension between social structure and cultural structure that manifests deviance.	Deviance	Discrimination Bullying Stealing Harassment	Critical Theory Organizational Justice Theory Social Conflict Theory Discrimination Theory
Anomia—Srole—Self to others distance and self to others alienation.	Engagement	Alienation Dignity issues Dissatisfaction Disengagement Presenteeism Absenteeism Person-organization fit	Social Expectancy Theory In/out group Theory Power Theory Disengagement Theory Theory X Theory Y
Institutional Anomie—Messner and Rosenfeld—An imbalance of institutions (economy, education, polity, and family) that promotes crime.	Crime	Disasters Industry Regulations Religion	Open Systems Theory Theory Z

Worthy of note is Marx's (1844) writings on what constitutes the alienation of labor. His writings are similar to Durkheim's work on anomie. Both delve deeply into the dilemmas of the division of labor in an industrial and capitalistic age. Each recognizes the implication of the specialization of work on the worker. Differently though, Durkheim emphasizes the detachment of the worker from the whole when unable to recognize how his or her work is connected to the other parts of the organization. In contrast, Marx explores deeply the separation of the labor from the laborer, which produces a sense of estrangement and alienation of the person from the work he or she has directly produced.

Research and scholarly work about anomie in the workplace. Compared to the body of work on anomie in the societal setting, anomie in the workplace barely registers a blip of significance. There is

not yet a clearly coalescent description of anomie in the workplace and no common center of focus to the research. Fewer than 30 articles and books draw from four of the five core anomie theories to explore anomie in the workplace and only in the last 20 years has research begun to take shape with some observable commonality.

Historically, research on anomie in the workplace began with basic principles of anomie theory directly applied to the work environment (Allport, 1924; Barnard, 1938). Feelings of helplessness, isolation, or estrangement in the workplace were shown to be associated with anomie (Hampden-Turner, 1970). Deviant workplace behaviors were associated with anomie and viewed as “anything other than what the organization expects” (Potter, 1989, 14). Over time anomie became a component of models, and the term was used to help explain other workplace phenomena such as unethical behavior and crime (Cohen, 1993, 1995; Passas, 1988, 1990, 1999, 2001; Passas & Agnew, 1997; Passas & Castillo, 1992; Zahra, 1989) or to label the experience of individuals (i.e., confusion, insecurity) in the workplace (Mmobuosi, 1991; Taylor & Zimmerer, 1992). While researchers have applied and modified core anomie theories to the workplace, the body of scholarly work specifically focused on the workplace remains fragmented and diffused.

The application of anomie theory in the work setting brings challenges. There is an intuitive sense that anomie must exist in the workplace, but the challenge is to determine in what form. The divergent applications of theories and methods indicate the beginning of researchers seeking an understanding of workplace anomie. Some researchers directly apply theory and previously validated instruments. Others modify instruments or combine theories. Some are committed to the socio-psychological traits of anomie in the workplace. Others seek an understanding of institutional forces that contribute to deviant workplace behavior, such as white collar crime.

The purpose of this section is to organize and review the scholarly literature on anomie in the workplace to identify gaps and opportunities in the literature to answer the research question. The review

is organized by theory first since much of the literature is not far removed from its theoretical source. The review is also organized by participants, terms, constructs, environments, and methods.

Research and scholarly work extending from each anomie theory.

Research and scholarly work extending from Durkheim's anomie theory. Durkheim stated that at the organizational level, in the absence of limited goals, employees are more likely to “aspire to everything and be satisfied with nothing” (Durkheim, 1951, p. 271). Durkheim believed our human nature precluded our ability to regulate our own desires. In the work setting desires can be viewed as wants, needs, intentions, purposes, goals, achievements, expectations, or desired outcomes.

Various researchers and scholars (Carter & Carter, 2007; Dew & Taupo, 2009; Hodson, 1999; Johnson & Smith, 1999; Martin, Johnson, & Cullen, 2009) applied Durkheim's anomie theory directly to the workplace. In their work is a theme of change (a deregulation of sorts) that stimulates a state of normlessness where desires become unregulated. Authors who have extended the thread of Durkheim into the workplace place strong emphasis on normlessness, and to some degree, on a lack of regulation. Additionally, the authors subtly speak to the moral aspects of the work environment, a key aspect of Durkheim's theory. The emerging summary from the cluster of workplace authors working directly from Durkheim's position shapes workplace anomie as—an insufficient regulation of desires by morally grounded workplace norms.

Research and scholarly work extending from Merton's theory of anomie. Those who applied Merton's (1956) theory to the workplace (Cohen, 1993; Coleman, 1987; Mansfield, 2004; Martin et al., 2009; Passas, 2001; Potter, 1989; Skiba, Smith, & Marshal, 2009; Zahra, Priem, & Rasheed, 2005) are in the majority. In general, they are true in application of Merton's theory in the workplace, focusing on the means-end discrepancy speculated to produce anomie in the workplace. But Merton's theory is also used to explain workplace deviance in relation to ethics. For Cohen (1993) and Passas (2001), deviant acts are

specifically determined to undermine the organizational ethos, and, especially, unethical deviance by white-collar professionals.

Passas (1988), beginning with his doctoral dissertation, wrote extensively about anomie and the workplace, including five articles, one chapter in the book, *The Legacy of Anomie Theory*, and the co-editing of the book, *The Future of Anomie* (see Appendix B).

Passas's (1988) work shows a direct relationship between anomie and the workplace by looking at corporate deviance, white-collar crime and transnational crime. Passas comes out of the criminological framework and is thoroughly grounded in the work of Merton. Cohen (1993) is of note because of her scholarly descriptions of what she labeled organizational anomie. Cohen's work was also influenced by Merton. Both Passas and Cohen were highly focused on ethics in the workplace.

A statement of anomie in the workplace based on the summation of authors using Merton's theory of anomie is—an organizationally biased climate for financial gain that is greater or stronger than the generally acceptable means to achieve culturally expected goals.

Research and scholarly work extending from Srole's theory of anomia. Workplace literature that applies to Srole's theory is the most rich in scholarly research and discourse (Carter & Carter, 2007; Caruana & Chircop, 2001; Caruana et al., 2001; Cohen, 1995; Crank et al., Culbertson, 1995; Hampden-Turner, 1970; Tsahuridu, 2006, 2011; Zahra, 1989; Zoghbi-Manrique-de-Lara, 2007, 2008; Zoghbi-Manrique-de-Lara & Espino-Rodríguez, 2007). This makes sense since Srole's anomia scale is most widely used. The application of Srole's theory remains remarkably true to his original description. A summary of authors' use of anomia is—feelings of circumstantial incongruence such as hopelessness, helplessness, detachment, and disconnectedness associated with perceptions of expectations of the workplace. An interesting contextual nature shows up in the application of anomia in the workplace. According to Tsahuridu (2011), people can have anomic feelings about the workplace even if they have yet to have actual workplace experience.

In 1970, Hampden-Turner published his book, *Radical Man: The Process of Psycho-Social Development* which brought anomie and the workplace into direct and intentional contact. The entire book was not dedicated to the two together, but portions, in particular one called, *The Manager as the Healer of Anomie*, clearly established an image of anomie occurring in the workplace. Hampden-Turner starkly and in raw imagery portrayed the anomic person as:

meaningless and normless, because the ability to choose between norms, combine norms and invest norms into the human environment enable people to discover human meaning. ‘The anomic person does not see and does not want to know. It is all too big and too complicated and besides what can he do?’ (Hampden-Turner, 1970, p. 74), which leads to a common experience by anomic people of becoming ‘a thing’ (p. 75). The anomic person, he comments, is often ‘deluded, helpless, obedient, hostile, conforming and cruel’ (p. 97). (Tsahuridu, 2006, p. 166)

Hampden-Turner’s (1970) research was based on the use of McClosky and Schaar’s (1965) interpretation of anomie: “from the basic proposition that anomic feelings are learned, there follows more specific proposition that applies with special force to the theory of anomy: whatever interferes with learning the norms of a society tends to increase anomic feelings among its members” (p. 20). Hampden-Turner used an ex post facto research design to illustrate the effect of a newly appointed manager into a highly anomic manufacturing plant.

The attitudinal discourse generated based on Srole’s scale is clear. Numerous authors have directly applied or modified Srole’s scale for research in the work setting (see Appendix C). A limitation of attitudinal research, however, is its lack of ability to aggregate the results into the expression of a new form. For example, even if everyone in an organization were experiencing helplessness or isolation, the organization would not be described as helpless or isolated. The instruments provide a way to measure the socio-psychological intensity of anomia in a work setting but not a way to explore the forces of influence at an organizational level.

Research and scholarly work extending from Messner and Rosenfeld’s institutional anomie theory. Messner and Rosenfeld’s (1994) theory has had a short existence relative to other anomie

theories. Scholars and researchers who have used Messner and Rosenfeld's theory to explain deviance in the workplace have stayed true to the original theoretical description. Cullen, Parboteeah, and Hoegel (2004), Schoepfer and Piquero (2006) and Martin et al. (2007) all quoted directly from Messner and Rosenfeld's work and did not supply their own interpretation of theory somewhere else in the article. The authors used Institutional Anomie Theory to explain criminal behavior, such as bribery and embezzlement, found in the workplace.

The image of workplace anomie that emerges from the literature using Messner and Rosenfeld's Institutional Anomie Theory highlights a detachment from social rules and norms that comes from an imbalance of institutional forces. The imbalance generates an 'anything goes' mentality towards achieving wants and needs. The use of Institutional Anomie Theory in the workplace follows the original theory well. Recent discourse focuses on white-collar crime and managerial (moral) decision making. Use of Institutional Anomie Theory by current authors in the workplace merely tests what the theory already says it explains. A noted challenge to the theory is that no specifics are associated with the four institutional forces (economy, education, politics, and family), so authors and scholars are left to develop their own interpretations.

Organizational anomie—a common term across the research and scholarly work.

Organizational Anomie is a term that has sustained itself longer than any other descriptor of anomie in the workplace (see Appendix D). It was first used in Grusky's (1960) writings on changes in key personnel (i.e., leader succession). He used the term "temporary organizational anomie" to describe how the disturbance of traditional norms affects personnel (p. 105).

Three different uses of the term organizational anomie came from Cohen (1993), Hodson (1999), and Zoghbi-Manrique-de-Lara and Espino-Rodríguez (2007). Cohen (1993) used the term organizational anomie to focus on ethics in the workplace. Her writings, grounded in Merton's anomie theory, called attention to unethical behavior caused by a culture in which the expectation to achieve ends

justifies the means used. The unethical behavior creates a sense of normlessness in the organization.

Cohen (1995) spoke of organizational anomie as a future research agenda, based on a model developed to explain criminal conduct in business firms (see Appendix E):

A key factor in testing hypotheses generated by anomie theory is to focus on aggregate, rather than individual-level data (Merton, 1964). Therefore, research questions derived from the model center primarily around system concerns, operationalizing organizational anomie or normlessness by the degree to which attaining economic goals dominates other considerations in the firm. (p. 199)

Hodson (1999) based his definition and operationalized construct of organizational anomie on his own research to understand which norms are disrupted in a state of normlessness in the work environment. Zoghbi-Manrique-de-Lara and Espino-rodriguez (2007) looked at organizational anomie as a moderator between unfavorable employee attitudes and organizational citizenship behavior.

The varying and disparate uses of the term, organizational anomie, point to the fact that within the workplace literature the rigor of establishing anomie in the workplace context is low. The term is not anchored to organizational theory or business management literature, making it primarily a descriptor for the term anomie. There is a lack of connection to organizational and business management theory. As a result, it becomes difficult to tell the difference between anomie in the social arena, from which the theories were originally created, and workplace anomie. One is left wondering if there is a difference. Scholars and researchers invest little or no effort in establishing whether there are distinct qualities to the workplace that must be taken into account. Tsahuridu (2006) provided some progress in this arena with her work on different types of organizations:

The research was undertaken in three Australian organizations that differ in form and approximate Ouchi's (1980) distinction of bureaucracy, clan and market. Ouchi's organizational types are used because they affect the development of the ethical climate and also differ in ethical climate dimensions. (p. 168)

Hodson (1999) looked at the work setting by drawing from 108 workplace ethnographies. Hodson laid out the criteria for their selection:

The criteria for inclusion in the final pool were (a) the use of direct ethnographic methods of observation over a period of at least 6 months, (b) a focus on a single organizational setting, and (c) a focus on at least one clearly identified group of workers—an assembly line, a typing pool, a task group, or some other identifiable work group. The requirements of direct ethnographic observation and a focus on a specific organization and work group were necessary to obtain the depth of observation and understanding needed to ascertain subtle aspects of organizational life and worker behavior that are often concealed behind easily proffered categories and explanations. (p. 301)

Anomie research in the academic setting. Although the business setting has primarily been selected for anomie workplace research, there is a great opportunity to study work environments with roles that are pervasive yet counter to the business workplace such as those found in religious organizations, military and other governmental organizations, and academia. These environments have privileged and entitled roles and often long-standing beliefs and practices not necessarily found in the business setting.

In the literature, there are five scholarly research efforts on anomie in an academic setting. The first is by Bennis (1956). Bennis explored the lack of interdisciplinary research in social science by looking at the barriers to teamwork. The study was conducted at “a large university” and the population of study was made up of researchers consisting of 20 economists and 15 behavioral scientists (p. 223).

Bennis (1956) concluded that “teamwork in the social sciences suffers from two chief deficiencies: a lack of a teamwork tradition” and “a lack of an operational definition” (p. 231). Bennis also noted that the traditional institutional and psychological pressures (such as having a strong ethos towards individuality and anti-authoritarianism) also contributed to a sense of “normlessness” (p. 232) among the researchers, stating:

Without a clear definition of interdisciplinary cooperation and without a tradition of teamwork in science, the institutional (e.g., time pressures) and psychological (e.g., dependency) factors set up powerful obstacles to successful teamwork. (p. 233)

According to Bennis (1956), the two factors produce a response among the researchers that is “reminiscent of Merton’s discussion of anomie” (p. 232). Bennis also used Merton’s (1938) five modal

roles of anomie—articulator, innovator, ritualist, isolate, and rebel—to label the responses of researchers involved in team-based research.

The second scholarly source (Braxton, 1993) used Merton's theory of anomie to explain why academics deviate from the four norms of science—communality, disinterestedness, organized skepticism, and universalism. Communality is the act of making research public for others to see and verify. Disinterestedness is conducting research with a diminished desire for prestige or financial gain. Organized skepticism is approaching truth and knowledge through an evidence-based sense of judgment. Finally, universalism is assigning value through scientific merit.

Braxton (1993) underscored the importance of the research to the academic profession in the following statement:

Understanding deviance from the norms of science is of fundamental importance, as the norms of science are mechanisms of informal social control in the academic profession (Merton, 1942, 1973; Braxton, 1986)...given the claims of professional autonomy made by the academic profession (Clark, 1963; Kadish, 1972). (p. 213)

Braxton was saying that professional autonomy does not create cohesion among academics. What creates cohesion is adherence to the norms of science and when academics deviate from the norms of science, the profession itself is negatively affected.

To explain why academy members deviate from the norms of science, Braxton (1993) first highlighted how important it is to be recognized and rewarded by one's peer group (i.e., approved publications, cited by peers, election to associational offices, and appointments to advisory panels and journal editorial boards). He then highlighted the lack of connection (or sense of alienation) from one's peer group that emerges when one's efforts are not recognized.

The excessive emphasis on original contribution creates a strain toward anomie. Braxton (1993) called out how the increasing pressure to publish ends up creating a hierarchy of recognition where "some individuals will not receive recognition from their colleagues for their scholarly contributions" (p. 215).

Braxton (1993) found that individuals who experience the effects of anomie come to believe that high standing and success in one's academic discipline are based primarily on criteria other than merit. This type of conclusion tended to instill a sense of alienation in the individual.

Braxton's (1993) research showed the "greater an individual's sense of alienation from the reward system of one's academic discipline, the more likely he or she is to deviate from "the norms of communality, disinterestedness and universalism" (p. 219). Braxton found no relationship between experiencing alienation and the norm of organized skepticism.

The third is an article written by Zoghbi-Manrique-de-Lara (2007) that involved the collection of survey data from 270 teachers from a Spanish university to explore anomia as a moderator of two variables. The researcher used a modified version of Srole's anomia scale to explore anomia as a moderator between organizational justice and cyberloafing. Zoghbi-Manrique-de-Lara (2007) concluded that cyberloafing, a form of deviant workplace behavior that occurs when an employee surfs the Internet instead of doing work, is influenced by an individual's anomic state. The results showed that a teacher's view of organizational justice was positively related to the individual's degree of anomia.

The fourth, an article written by Zoghbi-Manrique-de-Lara and Espino-Rodríguez (2007), involved data collected from 154 non-teaching staff members from a Spanish university. The research explored anomia as the moderator between attitudinal unfavorability (AU) and organizational citizenship behavior (OCB). OCB is considered discretionary effort not recognized in the formal reward system and occurs through a personal decision (Organ, 1988). The researchers segmented OCB into three types:

1. OCB of staff towards the organization
2. OCB of staff towards other staff, and
3. OCB of staff towards students

The researchers found partial support for anomia as a moderator between the two variables. Anomia as a moderator intensified the relationship of AU and OCB at the individual staff and student level but had no affect at the organizational level.

The fifth source is a chapter written by Hermanowicz (2011) about the importance of recognition in the academic profession and challenges that can emerge as a result of lack of opportunity for recognition:

If recognition is so central to the academic profession, and if quests for recognition are institutionally expected of academics, then a problem emerges when the profession cannot confer recognition to numbers of people who may warrant it. If conditions change wherein there is an “absence of opportunities to achieve recognition” (Hagstrom, 1965, 228), then rewards of academic work may not be viewed as to justify costs associated with doing the work. A consequence is anomie. (p. 220)

Hermanowicz (2011) interviewed 60 physicists from universities across the United States to compare their experiences under different “structural and cultural conditions” (p. 221). He found that the stage of one’s career and the type of organizational setting influenced the academic’s sense of anomie.

Hermanowicz (2011) classified the institutions into three categories: elite, pluralist, and communitarian. Elite institutions are described as placing a “high premium on research and whose departments ranked at or near the top of the NRC assessment” (p. 221). Pluralist institutions “emphasize research as well as mass teaching and service and whose departments ranked in the middle of the NRC assessment” (p. 222). Communitarian institutions “primarily emphasize teaching and service, although not necessarily at the exclusion of research and whose departments ranked at or near the tail of the NRC assessment” (p. 222).

Academics in the elite institutions tended to experience anomie at the end of their career when the end is clearly nearing and a feeling that one could have accomplished more sets in. Academics in the pluralist environment experienced anomie in the middle of their career when they began to question their interest and commitment to the profession. Their disillusioned state stemmed from never ending shifts in

priorities of the institution and the seemingly endless political hoops and biases associated with producing in top tier journals. Academics in the communitarian setting tended to experience anomie early when it became clear there was little institutional support or recognition for effort beyond teaching.

Research techniques used to explore anomie in the workplace. There are only a handful of research articles on anomie in the workplace. Fourteen articles use a scale, survey, or questionnaire to gather data. Interviews are used in five of the articles. Archival data are the source of data for four articles. One article uses cartoon completion tests. Two articles use more than one technique in the research.

Some researchers started out trying to measure anomie and others labeled it as a way of explaining results. The researchers who started with anomie in mind used a scale, survey, or archival data to study anomie in the workplace. Researchers who used a questionnaire, interview approach, or cartoon completion test introduced anomie into the research after collecting the data as a way of labeling all or some portion of their findings. See Appendix F for a list of techniques associated with anomie research in the workplace.

Anomie and Organizational Theory

The first opportunity presented by the literature is to infuse a greater degree of organizational theory into the emerging construct of organizational anomie. The anomie literature, and more specifically the workplace anomie literature, lacks the structural framework of what a work setting is. The opportunity and reason for inserting organizational theory into the anomie literature is to provide a necessary structural framework to help contextualize the work setting.

The workplace anomie literature does little to contextualize the workplace. The result is that each workplace under study becomes the context in which to interpret the results of the research. A more general understanding of the workplace is in order. Contextualizing the workplace using organizational theory provides the structural framework for both developing a workplace-specific instrument to measure

organizational anomie and the platform for interpreting the results. More on this is covered later in this chapter and in Chapter III.

Understanding organizations. An inadequacy of the current anomie workplace literature is its weak grounding in organization and business management theory. The weak grounding means that the context in which the scholarly work is focused is loosely defined; therefore, conclusions become easily diffused or default to societal frameworks and assumptions. A better understanding of what an organization is can provide a clearer context in which to understand the phenomenon of anomie. Since organizational and business management theory has a multitude of well-articulated perspectives from which to choose, four broad schools of thought are briefly examined.

Two schools of thought were touched on earlier in the chapter. The first is Durkheim's (1933) approach, as an anthropologist and sociologist, to the workplace. Durkheim provides a functionalistic approach to understanding an organization. The second is Marx's (1844) framing of an organization through a social-critical analysis in order to question the social order of the organization. The third school of thought is based on use of a socio-technical theory, from the Tavistock Institute in England, to frame an organization. The theory broadly groups an organization into two subsystems—one emphasizing technology and tasks and the other emphasizing structure and people—the object being to create synergy between the two sub-systems (Daft, 2009). The fourth school of thought is Organization Development initiated by Kurt Lewin in the United States. This perspective considers the organization through the interactions between individuals and groups (Lewin, 1947).

Barnard, a business executive and pioneer in the field of business management, provided a grounding definition of an organization. He stressed the importance of the reciprocal relationship between employees and the organization and described the relationship as needing efficiency, ways in which the organization motivates individuals, and effectiveness, the achievement of organizational goals, which together create a sustained and enduring organization.

On the subject of articulating an organization, Barnard (1938) stated, “I define an organization as a system of cooperative activities of two or more persons—something intangible and impersonal, largely a matter of relationships” (p. 75). His definition of an organization, besides stating there must be at least two people, also stated that an organization is “impersonal” (p. 75), thus removing certain types of reciprocal relationships, such as intimate commitments and companionships, from consideration as organizations.

Barnard’s point about the formality of an organization is to say the relationships that exist in organizations (that contribute to the organizational purpose) are fundamentally different from relationships that exist with acquaintances, family members, friends, or lovers. The organizational relationship is more formal. He speaks to formality in an organization and draws a distinct connection between an organization’s formal nature and the need for a purpose that sets up action. Barnard (1938) brings together cooperation, formality, and action in the following statement:

A formal system of cooperation requires an objective, a purpose, an aim. Such an objective is itself a product of cooperation and expresses a cooperative discrimination for factors upon which action is to be taken by the cooperative effort and that of an individual. Even in the case where a man enlists the aid of other men to do something which he cannot do alone, such as moving a stone, the objective ceases to be personal. It is an objective of the group efforts, from the results of which satisfactions accrue to the members of the group. In most cases, as we shall see, there is no danger of confusion of personal with cooperative aim—the objective obviously could not be personal. (p. 42)

Acceptance of Barnard’s (1938) position that an organization must be two or more persons is foundational because it defines the purpose of the organization and the reason for its existence. What can be extrapolated from Barnard’s view of an organization is that cooperation is action that leads to achievement beyond a single person’s personal desire. Moreover, the cooperation becomes the means for each entity to achieve desired ends.

Understanding means and ends in an organizational context. An additional challenge of the anomie workplace literature is its limited conception of means and ends. Although Durkheim, Merton,

and other anomie authors rely heavily on the construct of means and ends to anchor their thoughts, none question the dichotomy nor provide a thorough examination of the construct of means and ends. The current use of means and ends to explain societal anomie is sufficient, but in the workplace literature, where an organization must be ever conscious of finding what it takes (i.e., means) to achieve organizational outcomes (i.e., ends), a better grounding in the construct of means and ends is necessary.

The construct of means and ends is typically viewed as two separate and distinct thoughts. Deconstruction of a phenomenon into the two parts provides for greater examination and understanding of the world around us. A challenge, however, occurs when the separation is pragmatically applied in an organization.

The dichotomy of means and ends is a simplistic model to help understand the functioning of an organization. On one hand, it is a powerful way to make sense of the way in which work gets done. On the other hand, the separation of means and ends begins to divide work and the value of the divisions become relative.

The separation of means and ends creates a window for anomie to manifest. John Dewey, an American philosopher and educational reformist, in his later years attempted to reshape the discourse of means and ends, believing the separation was detrimental to the workplace. Dewey's reconceptualization of means and ends provides an adequate model for examining anomie in the workplace.

Dewey was troubled by the conventional analysis of means and ends, which he believed rationalized the reduction of labor processes to increasingly mindless routines and dehumanized the workforce (Dewey, 1888). Dewey (1930) said "every divorce of end from means diminishes by that much the significance of the activity and tends to reduce it to drudgery from which one would escape if one could." (p.124). He addressed the debate of instrumental value, things being good as a means for achieving an end, and intrinsic value, things good as ends themselves, by attempting to invalidate both.

To get past the dualistic view of means and ends as either instrumental or intrinsic, Dewey provided an alternative that recombined the two into a means-end continuum (Waks, 1999). Dewey's continuum placed means and ends in a repeating successive fashion to show that an end is the means to the next end (see Figure 2.1). His means-end continuum was intended to reinsert moral meaning, a humanizing quality, into the organizational setting.



Figure 2.1 Image illustrates means-ends continuum.

The use of Dewey's (1930) means-ends continuum visually provides a way to show Barnard's (1938) articulation of an organization as a cooperative system (see Figure 2.2). The reciprocal nature of the organization becomes an ongoing weave of exchanges that brings both entities closer to achievement of desired goals. At each crossing an end is met and that end becomes the means to the next end. As the organization works to provide means to motivate the individual, the individual works to provide means to the organization. When ends and means cross, ends are met, and then become the basis for the next means.



Figure 2.2 Image illustrates organization as a cooperative system.

What also can be shown using Dewey's (1930) means-end continuum is a disrupted organizational relationship. For example, if two divisions, such as administration and faculty, begin to question the value of the relationship, then the moments of exchange become less frequent or harder to generate (see Figure 2.3). If the disruption is great enough (less frequent becomes indefinite or harder to

generate becomes impossible to generate) then administration and faculty cease to provide value to one another. The disconnection removes the ability of the organization to maintain itself as currently purposed.

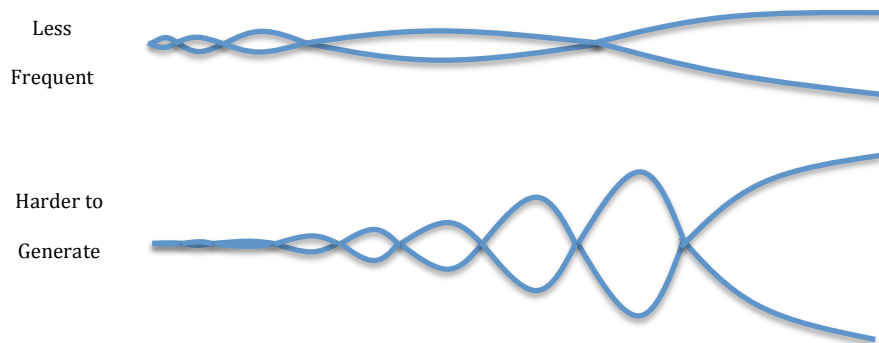


Figure 2.3 Image illustrates disrupted organizational relationship.

Barnard (1938) called the point of separation the *Zone of Indifference* (p. 168). The Zone of Indifference is the state in which an individual or group carries out a directive without consciously questioning the authority behind the directive. Barnard believed it was management's responsibility to continually provide (non-coercive) reasons for expanding employee population's zone of indifference. He saw material incentives as one way but believed increasing prestige, status, and personal power to be equally necessary. Barnard (1938) viewed expanding the Zone of Indifference as the way to strengthen alignment and cooperation between management and employees.

Combining Barnard's (1938) view of an organization made up of at least two entities, such as people, divisions, functions, or departments, with Dewey's (1930) means-end continuum, six relational variations emerge based on the two parties being for, against, or unaware of the relationship. Three variations indicate unity and support the continuation of the relationship and three variables indicate divisiveness, which puts at risk the current purpose of the organization (see Table 2.5).

Table 2.5

*Six Variations of the Cooperative Relationship***Variations**

-
-
1. Both are for being in a cooperative relationship (united)
 2. One is for and one is unaware of being in a cooperative relationship (united)
 3. Both are unaware of the current cooperative state (united)
 4. Both are against being in a cooperative relationship (divided)
 5. One is for and one is against being in a cooperative relationship (divided)
 6. One is against and one is unaware of the cooperative relationship (divided)
-

The focus of this research is on the three divisive relational states, in which any breakdown or deterioration of the organization exists. The three divided variations have in common at least one entity being against a reciprocal relationship. If one or both entities are against the reciprocal relationship, pathology is introduced that, if not addressed, leads to sub-optimization and potential failure of the organizational system as currently purposed. However, if the breakdown or deterioration is resolved, the organization may re-optimize to its current purpose or find a new purpose.

Resolution is dependent on each entity's *range of tolerance*. Range of tolerance is a phrase primarily used in a biological sense referencing the conditions for life to exist. In the social context and specifically in the organizational setting, the term is used here to acknowledge the limitations or (in)tolerance or (un)willingness of entities within an organizational context to sustain a relationship. Barnard (1938) provided his Zone of Indifference, representing the willingness of an individual to participate in the organizational purpose. Barnard believed it was the responsibility of management to expand the zone of indifference of individuals.

The range of tolerance reflects the limits acceptable to one or both entities for the relationship to be maintained. Once the range of tolerance is exceeded for one or both entities, the organization's ability

to achieve its objectives begins to deteriorate. The value of the research is to illuminate conditions contributing to organizational deterioration brought on by a lack of cohesion.

Organizational cohesion. Lack of organizational cohesion is an indicator that the organization may not be able to achieve its purpose. As previously discussed, the purpose of the organization exists in its exchanges. An exchange represents an act of organizing towards a common purpose. When the cooperative nature of the exchange is diminished, then the purpose of the organization and its ability to achieve objectives is affected.

The value of research must come from its ability to measure the breakdown of cohesion at an organizational level. The value of research comes from capturing and making sense of the aggregate of exchanges occurring in the organization. If the measurement of the breakdown of cohesion can be measured at an organizational level, then there is a macro-level view of the organization's vitality, which is an indicator of its ability to meet goals and achieve its purpose. As such, it can be inferred that organizational anomie and organizational cohesion are inversely related. The absence of one indicates the presence of the other.

Choosing a theory. Based on the review of the literature, Durkheim's (1951) theory of anomie provides the strongest theoretical grounding for understanding normlessness in the workplace and the deterioration of organizational cohesion. As stated above, Durkheim's theory of anomie maintains a macro-level perspective on the state of normlessness generated during times of disrupted or unregulated desires.

Durkheim referenced the inherent anomic nature of the workplace based on the specialization of work in industrialized states. Durkheim's view was that the industrialized work environment is particularly susceptible to anomie due to an organization's fundamental need to generate revenue and the continuous emphasis to produce through the specialization of repetitive tasks. The act of dividing work into smaller and smaller areas of specialization eventually removes the individual's ability to recognize

the whole and one's place in the whole. Durkheim also stated that at the organizational level, in the absence of limited goals, employees are more likely to "aspire to everything and be satisfied with nothing" (Durkheim, 1951, p. 271).

A solid extension of Durkheim's anomie theory into the workplace is Hodson's (1999) research on the effect of anomie on the willingness of workers to go along with management. Hodson's research is grounded in Durkheim's (1933) anomie theory and writings on pathology that can occur between different groups existing in the same social system. Hodson's work also fits well with Barnard's (1938) articulation of an organization and Dewey's (1930) means-end continuum.

In Hodson's (1999) article, *Organizational Anomie and Worker Consent*, he reported on anomie in the workplace, having found that worker consent was influenced by organizational anomie. This is important to note when considering the primary working relationship needed for a healthy and productive work environment between administration and faculty. Tenure and academic freedom provide faculty with the ability to almost uniquely resist administrative expectations; therefore, faculty consent is a key aspect of a sustainably healthy and productive work environment.

Hodson (1999) operationally defined organizational anomie as organizations "that fail to meet a minimum set of common workplace norms" (p. 302). Through the extensive coding of workplace ethnographies, he identified six normative aspects of the workplace that he used to operationalize the definition. The six normative aspects were placed into two groups. Hodson explained:

Three of these, management abuse, firings, and organizational communication, concern social relations of production and workers' rights. Three others, organization of production, leadership, and level of repair, involve fulfillment of management's obligations to establish and maintain a working technical system of production. (p. 302)

The operationalization of the construct in this way is important to note. As an experienced Organization Development practitioner I have used dozens of surveys to understand what is happening in organizations and employed tens of dozens of interventions to help leaders facilitate change. Less readily

available is the working combination of an instrument to diagnose that also informs what the intervention should be. Hodson's (1999) operationalization of organizational anomie frames the workplace in a way that diagnostic tool and intervention can be more easily paired. The normative aspects also bring together interventions in a unique way that can address anomie in the workplace. The missing link is the instrument to measure organizational anomie with reliability and validity.

I am interested in a variation of organizational anomie that exists in the academic setting. I contend that anomie does exist in the academic setting and, going forward, will refer to the variation as *academic anomie*. Academic anomie is the failure of a higher education institution to generate and/or maintain a minimum set of commonly held workplace norms. Academic anomie is an organizational pathology that disrupts the cooperative relationships necessary for the success of the institution. The pathology, normlessness, exists when a significant portion of a faculty population rejects current, organization-wide norms.

Hodson's (1999) work illustrates that normlessness at the organizational level occurs when two factions such as administration and faculty are not in agreement over the six normative aspects. As a result, faculty consent is diminished, leaving necessary working relationships strained across faculty and administration. In an environment where tenure exists, the strain can exist for decades and lead to an unhealthy work environment and hampered overall organizational effectiveness.

Academic culture. The academic culture is one where there are active and institutionalized motivators promoting individual achievement and autonomy. According to Wergin (2003), autonomy is most often the reason given by faculty when asked why they chose an academic life:

Professional autonomy is the freedom to experiment, to follow one's own leads wherever they may go, and to do so without fear of the consequences. While autonomy is highly valued in nearly all professions, faculty members are likely the most purely individualistic of all professionals (Senge, 2000). Autonomy is what undergirds the principles of academic freedom, probably the most cherished academic value. (p. 15)

From the beginning, faculty members are typically conditioned to act in ways that are autonomous. New faculty are encouraged and often directly instructed to spend their time getting their scholarship established and to teach “well enough” to stay out of trouble. The cultural expectation is to produce the necessary accomplishments for achieving what is expected for individual professional gain, such as tenure, grant dollars, and scholarship, which may not always contribute to the collective institutional agenda.

At the same time, members of the academy also want to be part of a community that nurtures and recognizes their intrinsic worth. Being a part of a community of scholars is the “second most common reason given for choosing faculty life” (Wergin, 2003, p. 15). There is comfort being with others who have gone through similar experiences, have similar desires, and achieved similar milestones.

Wergin (2003) quotes Bennett (1998) to illustrate the tension between autonomy and community in the academic setting:

As Bennett (1998) notes, autonomy and community come to be seen as being in conflict rather than complementary: ‘it is commonplace that over time the typical focus on inquiry becomes deeper and narrower... Separation rather than connection predominates, and an exaggerated sense of self-containment and even self-sufficiency follow... When we view the college or university through this model, it is no wonder that professors appear as autonomous individuals working in separate spheres’ (p. 13). (p. 16)

Wergin and Bennett point out a tendency of scholars to separate in pursuit of inquiry. The extent to which faculty feel isolation and estrangement, their experience may be of academic anomie, the variant strain of organizational anomie.

To illuminate the anomic conditions in the academy, it is helpful to understand the forces shaping its existence. Bergquist and Pawlak (2008) in their book, *Engaging the Six Cultures of the Academy*, provide a tapestry of illustrative images representing the individualistic and organizational cultural paradigms that hold sway over the academic setting. The authors show how each paradigm separately and

in combination is valuable to different types of institutions within the academy. They also illustrate how the cultures, if unchecked, can jeopardize individual vitality and institutional effectiveness.

According to Bergquist and Pawlak (2008), the cultural roots of the academy trace back to a single type—one of a collegium of faculty members working together for the good of students and the institution. The collegial academic culture is based on the idea of a collegium of academics coming together to determine the needs of the institution and what is best for faculty and students. Leaders are selected from the faculty core, often returning back to full faculty duties after a period of time in an administrative role.

The collegial culture, which originated in European institutions as early as the 1300's, found its way into North American institutions across Canada and the United States. Reflecting their European academic models, North American academic institutions took on the characteristics of liberal arts schools. The model lent itself to scholars driving the institutional agenda to ensure that the focus, the growth, and cultivation of students, was achieved.

As research became an important part of the academic agenda, the idea of individual pursuits and autonomy became critical to an institution's success. The introduction of a strong research agenda, which came from German institutions in the 1800's, shifted the focus of the academy from student-centric to research-centric. This also shifted the emphasis towards faculty who conducted research and scholarship. The change necessitated a new academic climate that encouraged independent actions and self-determined agendas in order to produce credible research and scholarship.

Over time, the original collegial culture gave way to another culture, labeled "managerial" by Bergquist and Pawlak (2008). The managerial culture is expressed through the use of business corporation operating models. The models rely on efficiency and competency to establish predictable outcomes and generate cost savings. The managerial culture has taken hold in local community colleges

with funding challenges. Larger institutions have also taken on characteristics of the managerial culture to offset expenses, inefficiencies, and reduced external funding.

The introduction of the managerial culture into the academy has created a cultural counterforce to the original collegial model. At an organizational level, the managerial culture makes sense as a way to drive efficiencies and generate more predictable outcomes of success. For faculty, however, the managerial culture is counter to the individual expression and autonomy that is so engrained in their identity from the original collegial culture. The restrictions that come with a managerial culture generate a sense of subordination that in most organizations is expected. Yet, in the academic setting, businesslike restrictions to conform are an affront to the very essence of faculty existence and may be viewed as “un-academic,” dismissive, and disrespectful.

Although other academic cultures emerged after the collegial culture (such as the above mentioned managerial culture), the general image of an academic institution is a collegium of scholars, working in specific disciplines, advancing their scholarly ideas and research at the individual level. As stated by Bergquist and Pawlak (2008), “It is not just a matter of loyalty to a specific discipline but also a matter of diverse perspectives. Or to borrow from Cohen, it is a matter of ‘centrifugal’ (divergent) professional identities among faculty members in different disciplines” (p. 28).

The natural tendency of academic institutions is to tolerate and accept many different paradoxical views and activities. The centrifugal formula inspires and attracts students and faculty to learn and grow and discover. It also attracts communities and donors to support and participate in areas of interest and mutual benefit. The output is the unpredictable birth of new insights and the growth of individualized consciousness.

The encouragement of varying and disparate agendas separates the academy from other types of organizations. In contrast, other types of organizations tend to seek *convergent* synergy among its various parts. Other organizational types such as corporations, small businesses, non-governmental organizations

and agencies, international organizations, armed forces, charities, not-for-profit businesses, partnerships, and cooperatives, tend to rely and reinforce common and collaborative approaches for achieving organizational purpose (Bergquist & Pawlak, 2008). The desired output is in the form of predictable and satisfying goods and services.

The distinctiveness of academic institutions as an organizational form comes from its grounding belief in the value of autonomous faculty pursuits and strong commitment to disciplines—both of which promote organizational *divergence*. As a former university president, Guskin (1999) acknowledges the directional force of this belief and its implications:

All institutions, but especially colleges and universities, have to deal with centrifugal forces that can push an institution into a chaotic condition; examples include student markets, a lack of resources, competitive forces, the changing nature of the workforce, geographically dispersed units, student dissatisfaction or rebelliousness, the sense of faculty autonomy, and the natural tendency toward territoriality of work units. (p. 87)

Even when operating effectively, academic institutions can be seen as holding more than typical levels of contradiction, inefficiency, and heterogeneous motives (compared to other organizational types). This difference of academic institutions from other organizational types makes it a worthy context for investigating anomie.

Another characteristic that makes academic institutions so interesting for the study of anomie is tenure. Tenured faculty has an almost unparalleled level of freedom to resist. In no other organizational setting is there a body of individuals so critical to the mission of the organization and so empowered to resist pressures of conformity.

The granting of tenure has both a pragmatic value and philosophical ideal embedded in the act. Pragmatically it can stabilize a workforce, especially during times of upward or downward economic swings. Additionally, the job security that comes with tenure tempers financial desires by removing financial instability, leaving the tenured faculty member more readily positioned to focus on other more academic pursuits of teaching, service, and research.

The philosophical perspective is that in a free society a small number of people are entrusted to speak authentically regarding the state of affairs of the state, and by doing so, will not receive retribution. All citizens of the United States of America, once 18 of age, have the right to speak. This right is outlined in the first amendment of the U.S Constitution. Although the right exists, it does not mean one cannot be held accountable for the response that comes from the act. This is to say that the government will not stop you from speaking but can prosecute you if some form of harm is determined to have occurred as a result of your words.

The belief in granting tenure and protecting academic freedom is that some citizens of the state need both the ability to speak out and to speak out without retribution. The granting of tenure and the protection of academic freedom then comes with a great responsibility. It Each tenured individual must self regulate because the state has given so much trust to the individual to be a better judge of his own actions and consequences than the state.

This is clearly a significant burden on the individual and the institution that houses such individuals. The burden is given so that there are at least some in the society who can speak to current social conditions if the individual deems that there is something of great importance (threat or opportunity) emerging that the general population is unwilling to acknowledge or is being kept from seeing. Few organizations have such a role that has both job security and the freedom to speak without recourse. This makes academic institutions that grant tenure and support academic freedom distinctly different from other organization types.

For faculty who achieve tenure, however, there is an unusual degree of freedom. The tenured faculty member is now in a position to make choices about how she spends her time and energy and with whom. Most people in the work setting have an imposed structure such as a five-day work week with some normalized and legal boundaries around the amount of time spent working and the time of day.

But with tenure, much of the external structure becomes optional and without recourse if not followed. This on the surface may seem beneficial yet in reality it takes a great deal of discipline to create a new structure for one's success and then sustain the deviation. Even if successful, it is still different.

Academic freedom is also sometimes viewed as an obstacle that protects outspoken critics who otherwise would be removed for being organizationally disruptive and counter productive. There is no real equivalent role in other organizations that can deviate from the organizational agenda as much as tenured faculty can without receiving an organizationally coercive response, making the role atypical and unfamiliar.

Faculty, in some ways, are expected to disengage from the life of the university because they are doing their own work and autonomy is one of the reasons why they are doing it. The great tension in an academic culture is the need for autonomy and the need for community. Those two are always in tension. The challenge then it seems is in coming up with an understanding and interpretation of anomie in an academic environment. What is dysfunctional about the desire of a faculty member to be left alone, not be drawn in to her or his environment? That is one of the intriguing questions about this study.

What is considered perfectly normal behavior at the individual level, if displayed by too many faculty simultaneously, can produce a dysfunctional organization. This makes the academy incredibly interesting to study. From the outset, faculty is encouraged to pursue what typically would be viewed as anomic behavior in an organization— isolation, 'lone wolf', and eccentricity (Bergquist & Pawlek, 2008). Yet, academia does not view these behaviors as abnormal. In fact they are viewed as typical and almost expected. Therefore, what is anomie in an academic setting?

The first form of academic anomie is when the institution begins to break down because faculty is acting so autonomously that there is not enough cohesion to maintain organizational vitality. A *tyranny of freedom* (Schwartz, 2000) sets in without a commonly held set of constraints, rules, or obligations,

causing the academic institution to disintegrate. In this case the administration is unable to maintain a minimum level of cohesion across the institution to generate organizational effectiveness.

Another form of academic anomie comes from the increasing expression of the managerial culture over the original collegial culture. The contradictory cultures push faculty to subordinate themselves to administrative tendencies of efficiencies and predictable outcomes. They experience a separation from peers and the institution labeled by Massy, Wilger, and Colbeck (1994) as *hollowed collegiality*. Hollowed collegiality is when faculty members believe they cannot talk to colleagues about what matters.

A third scenario is one where faculty are invested in the health and welfare of the college but believe its overall vitality is in jeopardy. Circumstances might include a lack of attention by administration to student, staff, or community needs, as well as opposition to changes in departmental structures, curriculum, and strategic priorities. The academic anomie is a pervasive faculty belief in the presence of some form of organizational deterioration that threatens the institution's ability to thrive or sustain itself as currently conceived.

Organizational anomie instrument. The second opportunity in the literature, which builds on the first, is to build an instrument to measure organizational anomie. Organizational theory helps explain the nature of organizations. By using organizational theory to contextualize the workplace, the instrument and interpretation of data collected should capture a more informed image of anomie in the workplace. Previous instruments used to measure anomie in the workplace were based on anomie scales designed for the social setting. The opportunity is to build a survey based on a construct developed from research specific to the workplace and grounded in organizational theory. Furthermore, an organizational anomie instrument further validates the need to coalesce the thinking and research of organizational anomie under a commonly held construct.

The survey should be based on Hodson's (1999) construct of organizational anomie. Hodson is the only researcher to develop and operationalize a construct using research on and in the workplace. The opportunity is to use Hodson's operationalized construct as the basis for developing an instrument for measuring organizational anomie. Previous anomie instruments applied to the workplace gave insights into whether anomie exists or how anomie is correlated with other variables. Hodson's operationalized construct of organizational anomie looks at six normative aspects associated with the workplace and combines them to represent the phenomenon of organizational anomie. An instrument based on the construct can be expected to provide insights into the normative state of the workplace. Additionally, an instrument that measures organizational anomie, using Hodson's construct, provides a greater ability to act on the data because each normative aspect can be addressed independently as well as in a collection. This is not the case with previous instruments used to measure anomie in the workplace.

Summary

In summary, organizing anomie literature by epistemology provides a framework for understanding the opportunity presented by the literature. The epistemological framework has a two-fold effect: first, the literature coalesces around a single theory embedded in each epistemology. Second, the theory provides a center or grounding to understanding the exploration of anomie as the phenomenon.

Applying the epistemological framework to the anomie literature in the workplace shows the direction of the research. An examination of the research shows a lack of emphasis on the organizational context in which the workplace resides. There is an opportunity to insert organizational theory into the anomie workplace research to provide a stronger organizational context when interpreting or explaining anomie as a phenomenon of the workplace.

A second opportunity presented by the literature is to develop an instrument that measures anomie in the workplace. Hodson's (1999) operationalized construct of organizational anomie provides the foundation necessary for developing an instrument to measure anomie in an academic setting. The

insertion of organizational theory and the development of an instrument are necessary for answering the research question, which cannot be answered with the current body of literature on anomie in the workplace.

Chapter III: Methodology

Measuring Anomie in the Workplace

Theories, constructs, and instruments. I selected Hodson's (1999) construct of organizational anomie as the best place to extend the literature on anomie in the workplace. Chapter III shows how I arrived at this conclusion, how the survey instrument was developed, and the outcome of a pilot survey. The chapter concludes with an outline of the plan used to administer the survey to the targeted associate professor population.

The logic path—phenomenon to instrument. The logic path for the research followed a traditional scholarly approach. In this research, the logic path started with my own awareness of the phenomenon in the workplace. Next came the labeling of the phenomenon through research and identifying a theory that seemed to explain it; selecting from the scholarly literature a hypothetical construct to distinguish the phenomenon; and establishing an operational definition to permit measurement. The next step in the logic path, where this research began, was to develop an instrument that is aligned with the theory, construct, and definition and that captures data reflecting the phenomenon.

My early (conscious) encounters of the phenomenon (which I would later come to know as anomie) were experienced as separation, isolation, and loss of direction or motivation in individuals within the workplace. I witnessed the phenomenon deteriorate and demoralize the social system and manifest in specific subset populations.

Through the process of exploring numerous organizational, sociological, and psychological topics (see appendix G), anomie emerged as a label for the phenomenon. Descriptions of anomie and five core theories of anomie, described below, provided ways to explain the phenomenon. After evaluating the five theories, I determined that Durkheim's theory provided the soundest explanation of the phenomenon.

Selecting Durkheim's theory of anomie. Each of the five core theories of anomie provides insight into explaining anomie in the workplace. To focus the research, it made sense to use just one

theory. The following provides an overview of the elimination process used in selection of Durkheim's theory of anomie.

Messner and Rosenfeld's (1994) Institutional Anomie Theory has the potential to explain anomie in the workplace from an organizational design and systems perspective. However, no construct extending from that theory provides the necessary detail to allow translation to the work setting. There is also a lack of a moral emphasis in Messner and Rosenfeld's work.

The work of Merton (1938) and Srole (1956) was appealing from perspectives of deviance and dysfunction. Their conceptualizations of anomie transfer easily into the workplace. Merton's work, with its diminished emphasis on morality, seemed not to reflect accurately the phenomena. Srole's (1956) work, since it directly extended from Durkheim, had the moral component. Several authors had already attempted to use Srole's scale in the workplace (Tsahuridu, 2006, 2011; Zoghbi-Manrique-de-Lara, 2007; Zoghbi-Manrique-de-Lara & Espino-Rodríguez, 2007). I exchanged emails with Zoghbi-Manrique-de-Lara (August 10–September 15, 2010) and Tsahuridu (October 15, 2010) to better understand their work. Although their work is rich in transferring anomie into the workplace, its strong psychological orientation provided less of a foundation to examine anomie at an organizational level.

Guyau (1897) was most challenging to let go, due to his interpretation of anomie as "freedom." In an academic setting, it made sense to look at his interpretation of anomie where academic freedom and tenure provide so much opportunity for individuality and autonomy. It came down to the lack of scholarly literature to build upon. Future research might explore how the anomie of Durkheim, Merton or Srole may derail faculty on their journey towards Guyau's anomie.

The process of elimination affirmed that anomie in the workplace has a moral quality that needs to be acknowledged, the moral quality being a collective shift in what is considered right and wrong that creates a lack of acceptance/tolerance for the current patterned social arrangements. Durkheim's theory provided the moral underpinning necessary for explaining the phenomenon.

Furthermore, Durkheim (1933) referenced the inherent anomic nature of the workplace based on the specialization of work in industrialized states. Durkheim's view was that the industrialized work environment is particularly susceptible to anomie due to an organization's fundamental need to generate revenue and the continuous emphasis to produce through the specialization of repetitive tasks. The act of dividing work into smaller and smaller areas of specialization eventually removes the individual's ability to recognize the whole and one's place within the whole.

Anomie research in the workplace based on Durkheim's theory of anomie. Three scholarly bodies of work extend Durkheim's theory of anomie into the workplace (see Table 3.1). The first is Hodson's (1999) article, "Organizational Anomie and Worker Consent."

Table 3.1

Research on Anomie in the Workplace That Is Grounded in Durkheim's Anomie Theory

Title	Researcher(s)	Date	Population	Anomie version
Organizational anomie and worker consent	Hodson	1999	108 organizational ethnographies	<i>Organizational Anomie</i> Based on Hodson Described as organizations that fail to meet a minimum set of common workplace norms
A social psychological analysis of anomie among National Football League players	Carter and Carter	2007	104 American professional football players	<i>Anomie</i> Based on Durkheim Described as a state of deregulation and a lack of integration at the group level, and at the personal or individual level, a state of meaningless or normlessness
The moral regulation of the workplace: presenteeism and public health	Dew and Taupo	2009	15 New Zealand factory workers	<i>Anomie</i> Based on Durkheim Described as a temporary condition of social deregulation (p. 996)

The second, by Carter and Carter (2007) is a mixed method research using Durkheim's conceptualization of anomie to conduct interviews with National Football League (NFL) football players.

The authors use the Srole instrument. Carter and Carter (2007) attempt to draw a relationship between NFL players feeling of anomie and the sudden and dramatic change in lifestyle that occurs for players when they join the profession.

The most recent article is by Dew and Taupo (2009). The authors interviewed 15 factory workers in order to more fully understand “presenteeism” in the workplace. While that research was not originally designed with Durkheim’s anomie theory in mind, the theory did help explain the research findings.

The scholarly rigor of the three bodies of work is most evident in Hodson’s (1999) piece. First, Hodson firmly grounds his research and hypotheses in Durkheim’s conceptualization of anomie. Second, Hodson builds a measurement tool specifically designed for the research rather than assuming current tools associated with anomie research are transferable to the work setting. The development, testing, and validation of the tool are laid out in adequate detail. Third, the research approach is meticulously described. Finally, the work focuses on workplace norms, which is highly illuminative at linking anomie to the workplace.

Anomie instruments. As indicated above, little research on anomie in the workplace extends directly from Durkheim’s work. None of the three bodies of work described above provided a substantive way to measure academic anomie. I studied all anomie instruments that had been applied in a work setting, converting the items in each instrument to be more reflective of the anomic phenomena (see appendix H) to see if any instruments could be used to measure academic anomie. This exercise highlighted the psychological nature of the items. I concluded that none of the scales could be used or modified to measure academic anomie.

Building the survey. Even though Srole’s scale of anomia measured a socio-psychological interpretation of anomie, his logic path for creating the survey was very useful as a map for creating survey items. Srole used Durkheim’s anomie theory to inform his construct of anomia. He then designed

each item in the scale to reflect anomia. My survey follows the same logic path of Durkheim's theory to Hodson's organization anomie construct to my survey.

Hodson's organizational anomie construct. Hodson (1999) stated, "Anomic organizations can be operationally defined as those that fail to meet a minimum set of common workplace norms" (p. 302). He continued, "six normative aspects of the workplace are evaluated to operationalize organizational anomie: management abuse, firings, organizational communication, organization of production, leadership, and level of repair" (see Table 3.2).

Table 3.2

Six Normative Aspects of Organizational Anomie

Normative Aspect	Description
Management Abuse	"Abuse" includes blatant slighting and other forms of status degradation as well as more direct abuse such as workers being yelled at.
Firings	The extent to which job security is perceived.
Organizational Communication	If workers seem to be kept in the dark, organizational communication is considered "poor." Organizational communication is considered "good" if workers are regularly provided with important information about the organization.
Organization of Production	Organization of production is r how reliably needed materials are available and about how efficiently the workflow progresses.
Leadership	Refers to the quality of management throughout the entire managerial structure of the organization. Leadership involves setting goals and strategic planning.
Level of Repair	Refers to the degree of maintenance of equipment.

Note: Adapted from unpublished coding documents used in Hodson's 1999 article, *Organizational Anomie and Worker Consent* (see appendix I).

Hodson (1999) split the six normative aspects into two groups. The first three "concern social relations of production and workers' rights." The other three "involve fulfillment of management's

obligations to establish and maintain a working technical system of production” (p. 303). The moral dimension embedded in the two groupings allows morality to be defined for the contextual social system if there is some form of solidarity to the commonly held norms. Under this condition, the environment is perceived as normal.

An embedded moral dimension within a contextual social system reflects Freire’s (2000) work on critical pedagogy related to social movements, specifically *critical consciousness*. According to Freire, “the awakening of critical consciousness leads the way to the expression of social discontents precisely because these discontents are real components of an oppressive situation” (p. 36). If two main groups commonly subscribe to the current level of consciousness, then that level is what is “normal” and that is what is then considered “moral.”

If the level of consciousness changes, and changes occur differently for the two main groups, and when enough disagreement about the necessary degree of consciousness to the context exists, then normlessness emerges. When there is enough separation in an organization, then organizational anomie sets in. This situation could be considered a *wicked problem*, a term that originated in response to challenges in urban and social policy planning (Rittel & Webber, 1973). The four defining characteristics of wicked problems are:

1. The problem is not understood until after formulation of a solution.
2. Stakeholders have radically different world-views and different frames for understanding the problem.
3. Constraints and resources to solve the problem change over time.
4. The problem is never solved.

The importance of consciousness and wicked problems is that, until Hodson’s work, I had used the two as ways to inform my practitioner and scholarly work. Hodson’s organizational anomie construct

brought the two paradigms, critical consciousness (from critical pedagogy) and wicked problems (from urban planning), into a single paradigm constructed for the organizational context.

My interpretation of Hodson's work. My interpretation of Hodson (1999) is that there is a want for norms during a state of normlessness. This is in contrast to a state without want of norms, which is better described as anarchy or chaos. Normlessness occurs when there are enough competing norms that a common set is a) not identifiable or b) not agreed upon, as when there is significant disagreement as to what should be the norm with a moral subtext.

Normlessness also emerges when there is strain over a common set of norms. My interpretation of Hodson's (1999) organizational anomie mirrors this view. It is the idea of two main groups being at odds with each other concerning the six normative aspects outlined by Hodson. Consistent with Hodson's thinking, it is not about control; rather, it is about agreement or tolerable acceptance of the norms in the workplace. For example, in an organization with job stability, as long as management and employees view this as normal for the organization, then there is no rift. For an organization with low job stability, as long as employees and management accept or tolerate this as the norm, then there is no normlessness. Normlessness emerges when one main group or the other disrupts the norm.

Summary. My conclusion drawn from the evaluation of the scholarly literature is that the gap in the research is the ability to measure anomie in the workplace in a way that represents the state or condition of the organization. I selected Hodson's (1999) construct of organizational anomie as the best place to extend the literature and develop an instrument to measure academic anomie.

General Scale Development Mindset and Practice

Measuring phenomena. Duncan (1984) wrote in *Notes on Social Measurement: Historical and Critical*, "all measurement...is social measurement. Physical measures are made for social purposes" (p. 35). Through the use of measurement instruments, we can study phenomena we cannot directly experience. DeVellis (2003) effectively describes measurement instruments in this way:

Measurement instruments that are collections of items combined into a composite score, and intended to reveal levels of theoretical variables not readily observable by direct means, are often referred to as *scales*. We develop scales when we want to measure phenomena that we believe to exist because of our theoretical understanding of the world, but that we cannot assess directly. (p. 8)

Costs of poor measurement. An emphasized but often lost point of measurement is the importance of establishing the rigor and quality of the measuring instrument. The pressures of time or the pressures to seek survey brevity can deteriorate the overall capability of the instrument to measure the desired construct, as stated by DeVellis (2003):

Even if a poor measure is the only one available, the costs of using it may be greater than any benefits attained. It is rare in the social science for there to be situations in which an immediate decision must be made in order to avoid dire consequences and one has no other choice but to make do with the best instruments available. (p. 12)

Spector (1992) states that the qualities of a good scale are determined by four specifications. First, the reliability and validity of the instrument are sound to ensure that it measures the construct desired and is consistent in its measurement of the construct. Second, the items are “clear, well written, and contain a single idea” (p. 6). Third, the language of the items is appropriate to the population (such as reading level). Finally, the scale is developed with concern for possible bias factors (for example, avoids evoking defensiveness).

The methodology for developing scales is well documented in the scholarly literature. For purposes of this dissertation, three sources are selected to inform the methodological design of the research (see Table 3.3).

Table 3.3

Three Approaches to Scale Development

Spector	DeVellis	Abell, Springer, and Kamata
Define construct	Determine clearly what to measure	Decide what to measure
Design scale	Generate an item pool	Decide how to measure, and for whom
Pilot test	Determine the format for measurement	Concept mapping
Administration and item analysis	Have an initial item pool reviewed by experts	Scale structure and format
Validate and norm	Consider inclusion of validation items	Sampling considerations
	Administer items to a development sample	Compose the data collection package
	Evaluate the items	Plan for data collection
	Optimize the scale length	Norming studies

Spector (1992), in his book, *Summated Rating Scale Construction: An Introduction*, laid out five major steps to scale construction. DeVellis (2003) and Abell, Springer, and Kamata (2009) in their books articulated eight major steps. In general, more commonalities than differences occur across the three approaches. Specifically, all three emphasize the need to clearly define the construct.

Defining the construct. Because of the strong position of the authors regarding the development of the construct, it is worth hearing directly from them. Spector (1992) emphatically stated, “one of the most vital steps in the development of a scale is the conceptual task of defining the construct.”

(p.12)

Abell et al. (2009) continued by saying, “at the heart of this process is the identification of target constructs...careful consideration must be given to the overlapping roles of the many persons involved in development and validation, including those who:

- prepare and develop the scale
- publish and market it
- administer and score it
- use its results for clients
- take the scale by choice, direction, or necessity
- sponsor the scale

select or review its comparative qualities and suitability for defined purposes

DeVellis (2003), called the construct the “latent variable” that must be inferred since it cannot be directly observed (p. 17). Thus, the measurement can never be better than the clarity of the construct targeted.

Academic Anomie Survey Development

Following the formats outlined above by Spector (1992), DeVellis (2003), and Abell et al. (2009), I used the five core theories of anomie as a base understanding of anomie. I considered Durkheim’s anomie as the overarching construct and Hodson’s organizational anomie as the target construct of the study. I read Durkheim’s two seminal works, *Suicide: A Study in Sociology* (1951) and *The Division of Labor in Society* (1933), to ensure that I could conceptually connect Durkheim’s work to Hodson’s (1999) organizational anomie construct.

I first isolated portions of Hodson’s (1999) article that needed deconstruction in order to build the survey and focused on three key pieces, starting with the organizational anomie construct itself. Hodson describes organizational anomie as “anomic organizations can be operationally defined as those that fail to meet a minimum set of common workplace norms” (p. 302). Second, Hodson evaluates six normative

aspects of the workplace in order to operationalize the definition. Dr. Hodson provided me with his coding sheets, protocol, and quotes from the ethnographies that were used during the research and writing of the original work. I used the source information and article to better understand each normative aspect. I used scholarly and popular literature associated with each normative aspect to gain additional perspective. Dr. Hodson confirmed that he had selected labels for each normative aspect based on scholarly literature that matched the coded data from the ethnographies.

Third, two groupings of normative aspects were identified: Management Abuse, Firing, and Organizational Communication all reflected a sense of dignity and social rights. Organization of Production, Leadership, and Level of Repair reflected an orientation towards maintaining a viable technical production of work.

Previously developed anomie surveys were examined to see if they could be used to effectively reflect Hodson's organizational anomie construct. A list of these scales is in Appendix J. What was anticipated and confirmed was that all well-established anomie surveys and those more recently developed for the workplace are all based on a psychological or socio-psychological frame. None captured both social rights and technical dimensions. Nor did they provide a clear ability to state the condition of the organization.

Next, a review of work surveys was conducted to see if Hodson's OA construct and normative aspects were the same or similar. A total of 10 work specific constructs were evaluated using Fields' (2002) book, *Taking the Measure of Work: A Guide to Validated Scales For Organizational Research and Diagnosis*. The 10 constructs are listed in Table 3.4. A comparison of organizational anomie to each construct was conducted. No exact matches were found.

Table 3.4

A List of Workplace Measurement Constructs

Construct	Description
Job Satisfaction	An employee's affective reactions to a job based on comparing actual outcomes with desired outcomes.
Organizational Commitment	Commitment reflecting an affective orientation toward the organization, recognition of costs associated with leaving the organization, and moral obligation to remain with an organization.
Job Characteristics	A well-designed job leads to meaningfulness, responsibility, and knowledge of the results of the work activities, which includes judgment of others about the quality or quantity of the work performed.
Job Stress	Stress does not reside solely in the environment or solely in the individual but is established when the interactions between the two are appraised as demanding enough to threaten well-being.
Job Roles	In general, fulfilling a job role may be an inherently stressful activity because some tension will always exist between the way an employee wants to do a job and the needs of an organization for conformity among persons filling similar job roles.
Organizational Justice	Composed of two forms of justice: procedural and distributive. Distributive justice has a much greater impact on pay satisfaction than procedural justice. Procedural justice tends to affect an employee's organizational commitment and trust in his or supervisor or boss.
Work-Family Conflict	A form of interrole conflict in which the role pressures from the work and family domains are mutually incompatible and the demands of participation in one role make participation in the other role more difficult.
Person-Organization Fit	Degree of congruence or compatibility between the attributes of an organization member and those of the organization. For individuals, these attributes may include personality traits, beliefs, values, and interests. For the organization, these characteristics traditionally include the culture, climate, values goals, and norms.
Workplace Behaviors	Characterized as either contributing to an employee's organizational goals or occupational control. Employee behaviors can be described as following patterns of "good soldiers," "smooth operators," and saboteurs."
Workplace Values	Values are believed to develop through the influences of culture, society, and personality. Compared with attitudes, values are thought to occupy a more central place in a person's cognitive system and may be more closely linked to motivation.

Another condition taken into consideration was the nature of the academic setting. Hodson's work reflected business and mostly heavy and light industrial settings. Also, Fields' (2002) collection and

assessment of measures was general with no clear references to the academic setting. It seemed necessary to account for the specific qualities of the academy. I used a review of Bergquist and Pawlak's (2008) book, *Engaging the Six Cultures of the Academy* as a backdrop to inform the analysis of the survey results (see Table 3.5).

Table 3.5

Six Cultures of the Academy

Culture	Description
Collegial Culture	The collegial culture is typically associated with the modern view of the research university, where the values of autonomy and academic freedom are given a high degree of importance towards generating scholarly work and the furthering of academic disciplines.
Managerial Culture	The managerial culture, which emerged during the development of statewide higher education efforts, values accountability, efficiency, and planning that produces predictable outcomes.
Developmental Culture	The developmental culture addresses the ongoing professional development needs of faculty and staff, and also considers the moral growth and development of students. The developmental culture emerged in response to the narrowed agenda of the collegial culture.
Advocacy Culture	The advocacy culture emerged in response to the controlling and subordinating qualities of the managerial culture. The advocacy culture values equity, social justice, and collective action and is associated with the emergence of faculty and staff unions.
Virtual Culture	The virtual culture rose in response to the growing use of communication technologies. The technologies provide new delivery methods for instruction as well as bring forward questions about the nature of the academic environment and how knowledge and truth is generated.
Tangible Culture	The tangible culture is viewed as a response to the dynamic fluctuation found in the virtual culture. The tangible culture attempts to reconnect individuals to the institution's deeply rooted campus identity by reemphasizing the importance of long standing rituals and traditions.

Bergquist and Pawlak's (2008) view of academia and its various cultures helped determine similarities and differences between the academic institutions and other organizational types (such as government entities and business corporations). A particular difference is that faculty are brought into an

academic position and then messaged to stay off of committees and teach well enough to just get by. They are in some ways expected to disengage from the life of the university because they are doing their own work and autonomy is one of the reasons why they are doing it. The encouragement to pursue individual achievements creates an interesting paradoxical workplace context that is different from other work environments. The survey was designed with this in mind.

A major Midwestern land-grant university was selected as the organization. The target population for the study was tenured associate professors (see Table 3.6). The choice of tenured associate professors was associated with discourse within the university that was examining the advancement of faculty through the ranks in all colleges across the university. Indicators showed that something might be affecting the transition from associate to full professor status, based on a comparison of historical trends to today and comparisons to like groups in the academic community. This knowledge came verbally from several sources but there is no current written documentation of the insight.

Table 3.6

A List of Tenured Associate Professors in Each College Within the University

College	# of Associate Professors
Arts and Humanities	215
Medicine	158
Food, Agriculture and Environmental Sciences	114
Natural and Mathematical Sciences	87
Education and Human Ecology	82
Social and Behavioral Sciences	82
Engineering	79
Libraries	24
Fisher Business School	23
Veterinary Medicine	21
Social Work	13
Dentistry	11
Pharmacy	10
Public Health	10
Nursing	8
Law	7
Optometry	6
Office of Academic Affairs	3

Associate professors are an interesting population to study. No role in an organization has as much freedom, autonomy, and job security as a tenured professor. These individuals have great freedom to choose their level of involvement with the institution, how they teach their courses, and the type of research they will pursue. The institution, because of the long-term investment in the individual noted as job security, is greatly invested in the population being successful and contributing to the institution's overall agenda. What makes this population interesting is first whether or not the normative aspect *firing* (i.e., job security) is relevant to this population and whether, with such high levels of autonomy and freedom, normative aspects such as *organization of production* and *leadership* matter to this population.

Associate professors are expected to pursue promotion to full professor. Yet, the typical concern of job security is removed for this population. Pressures to conform to normative expectations can more easily be ignored. Advancement to full professor status and involvement in the collective effort of the institution are, for associate professors, consensual acts. Having the power to resist creates an interesting interplay between individual pursuits and collective participation.

The items were written using Hodson's (1999) article and his coding materials as the main sources for item generation. Additional materials already mentioned were used to increase the understanding of the overall construct and the six normative aspects. A total of six to ten items were generated for each normative aspect. In general, half of the items were written positively and the other half, negatively. The positive and negative items were rarely explicit antithesis of each other. For example, under management abuse two items were:

There are incidences of bullying occurring in the college.

People are treated with dignity in the college.

Items generated for the first three normative aspects were filtered through the lens of dignity and worker rights. Items based on the second three normative aspects were filtered through a lens of administration and leadership providing a technical/instrumental ability to get work done.

Before reaching out to expert panel participants, I reassessed the value of administering the survey now that I had something tangible to review. My belief that the survey could generate valuable scholarly knowledge and provide practical application to participants was reinforced. An aspect of the survey development had always been intended for practical use. The idea had been to connect practical and viable interventions to each of the normative aspects. Now that I had the survey, I conducted thought exercises for each normative aspect to identify interventions that could be deployed based on the survey results (see Appendix K).

Furthermore, I corresponded with Dr. Hodson to ensure that the approach and the interpretation of the normative aspects into survey items met his general approval. He confirmed both. We also discussed the target audience (August 31, 2011). He was supportive of the associate professor perspective and recommended considering the adjunct professor community as well.

To identify panel experts, I consulted with two well-established individuals in the university who have direct contact with associate professors across the university. In total, the two individuals provided me with 30 names that consisted of a reasonable representation of all the colleges in the university. I contacted each person on the list individually through email and then followed up to set up an appointment. See Appendix L for the contact email. Eight individuals were able to meet with me in the window requested.

Each interview was between 60-90 minutes in length. Interviews were conducted in a variety of places including the interviewee's office, private conference rooms, and cafes. The meeting location was at the discretion and convenience of the individual.

Each interview began with some relational talk to get to know the person and their role at the university and share with them my role and my relationship with Antioch University. This was followed by talking about the assignment and the concept of "normlessness," used in the email. Seven of the eight interviewees responded with curiosity when the word was mentioned.

The beginning of the interview started with a simple overview of normlessness and then an explanation of the interviewee's role and the lens with which to take the survey. The survey took no more than 10 minutes for any interviewee. Once they had completed the survey, I asked for general reactions. Almost immediately each interviewee responded that some questions were confusing and some words were unclear. Some reacted to use of negative-oriented items and others sought to label groupings of items and correlations.

Once they shared their general reaction, a greater overview of organizational anomie and the six normative aspects was provided by way of PowerPoint-sized sheets (see Appendix M). Following that, we used the sheets to go back through the survey to look at items through the normative aspect perspective. Suggestions to modify items came forward and alternate items were suggested. Finally, participants identified items that best represented the normative aspect. Following the interview, each interviewee received a thank you note and information on anomie when requested.

Analysis of the pilot. The data from the interviews were entered into a single sheet so as to analyze the aggregate view of each item. Appendix N contains a summary view of the data collected. The data were analyzed and used to refine the survey. In general, several of the survey items assigned to each normative aspect were indicated as representing the aspect. Organization Communication showed the most receptivity and alignment. Excessive Firing was the most challenging.

In almost every case, the interviewees broadened the description for the norm, Excessive Firing. Rather than challenging the credibility of the aspect in the academic environment where associate professors are provided a sense of job security through tenure, interviewees interpreted and inserted nuances of job security. Table 3.7 shows examples of their interpretation of excessive firing for associate professors in an academic institution.

Table 3.7

Panel Expert Feedback on the Normative Aspect—Firing

Feedback
Firing
- Reactive or no effort by administration to retain individuals
- Withholding of funding, lab space, staff support
- Marginalization of ideas, departments, and people
- Decreased compensation
- Bad evaluations
- No promotions
- Having to go through a lot of steps before help is offered
- No recognizable effort to retain people of color or females
- Not recognizing “shadow labor” (such as students seeking your support or counsel simply because the faculty member is a foreign born female in the department)
- Prompting your own retention—“A lot of people feel like it sucks to have to prompt administration to be retained.”

Refining the survey. The original survey contained 57 items with a range of 6-10 items per normative aspect. The revised survey contained 30 items with a range of 4-6 items per normative aspect. The expert panel viewed just over 30% of the items as effectively representing its respective normative aspect. Seven items were considered representing of the aspect if altered. The five remaining items in the revised survey were additions based on suggestions by the panel (see Table 3.8).

Table 3.8

Survey Totals for Each Normative Aspect Before and After Panel Expert Feedback

Normative Aspect	Original Survey Total	Revised Survey Total	Revised Survey Distribution		
			Same	Altered	Added
Mgmt Abuse	10	4	3	1	0
Firing	10	6	3	0	3
Org Comm	8	4	3	1	0
Org of Prod	7	4	3	1	0
Leadership	11	6	1	3	2
Level of Repair	11	6	5	1	0
Total	57	30	18	7	5

The items of the *leadership* normative aspect encountered the most change. Only one from the original set of 11 carried over into the revised survey. Expert panel members pointed out that leadership could mean department, college, university or academic leadership. An additional review of Hodson's (1999) work and the literature may be necessary to more adequately match the panel feedback with the aspect.

Excessive Firing had the most adds with a total of three. This makes sense since excessive firings, when introduced, caused the most pauses before response. Yet, each person, once able to sit with the aspect, was able to easily interpret it in the academic setting.

The items for Level of Repair were well received with five of the 11 items carrying over unchanged into the revised survey. Only one item was altered. Most panel members mentioned the breaking down of copiers as the image that came to mind first. Most saw a great deal of redundancy in the original survey total suggesting no more than four or five items were necessary. The revised survey can be found in Appendix O.

Administration and Analysis of the Survey

Survey source materials. The survey is based on Hodson's (1999) operationalized definition of organizational anomie. So as to inform the development of items for the survey, Dr. Hodson provided the materials used to code the ethnographies for the article (see Appendix I). Additionally, the names of the six normative aspects presented by Dr. Hodson come from scholarly literature matching the coded data. The scholarly literature was referenced to confirm item interpretation for each normative aspect. The survey was shared with Dr. Hodson, who validated the alignment of the survey with his work.

Approval to administer the survey.

University approval. Dr. Randy Hodson, on whose research the study is based, is a professor at the university of study. Dr. Hodson endorsed the survey. The Vice Provost responsible for research on faculty at the university authorized the study. Additionally, administration of the survey was endorsed by

the Human Resources function, and members of the university's central research function provided counsel on the contact emails and helped determine the number of associate professors that were surveyed.

Survey. The survey is made up of 57 items. All items use a 6-point Likert scale of strongly agree, agree, somewhat agree, somewhat disagree, disagree and strongly disagree. The 57 items are sequenced by normative aspect but there is no reference to the six normative aspects (see appendix P).

Contact emails. Five contact emails were necessary for administration of the survey (see Appendix Q). The first email was sent on January 11, 2013 and was sent four days in advance of administration of the electronic survey. The email informed participants of the survey and the reason for its administration. The second email contact occurred on January 15, 2013. It contained the link to the survey. The third, fourth and fifth emails were sent during the survey window as reminders with the last email contact on February 1, 2013.

Survey administration approach. The survey was deployed using Qualtrics. The university's central research group, to administer the survey, provided the use of their Qualtrics survey technology. Qualtrics is an online service that supports administration and data collection of electronic surveys.

Access to names and email addresses. The central research function provided access to associate professor names and email addresses. There were 1211 associate professors at the time of the study.

Population size. All associate professors were surveyed in order to ensure enough respondents for the sub-group analysis of gender and time in rank. The response rate was expected at 30%-40%.

Population mix. The population included females and males, both clinical and tenure track associate professors.

Dates for administration. Participants received the electronic survey on January 15, 2013. The survey was open until February 4, 2013.

Anonymity. The university's survey committee and Human Resources function viewed the level of anonymity and confidentiality provided by Qualtrics and the survey process as acceptable.

Antioch University—Institutional Review Board approval. Approval from Antioch University's Institutional Review Board (IRB) was secured to ensure the rights and welfare of the participants in the study were adequately protected. Since the university of study has its own IRB, I spoke with representatives from both institutions to confirm this decision.

Analysis. Academic anomie is a multi-dimensional construct that statistically produces a set of six scores—one for each normative aspect. The six scores are presented as a *profile* of the construct rather than a summation of the scores into a single *index*. This is done to accurately reflect the six normative aspects contained in Hodson's (1999) definition of organizational anomie. The authors de Vet, Terwee, Mokkink, and Knol (2011) provide an understanding of the difference between index and profile constructs in the following passage:

The term index is used for an instrument consisting of multiple dimensions, which are summarized in one score. The term profile is used for a multidimensional construct that consists of different dimensions for which a score is presented for each dimension. Each dimension may consist of either a single item, or a number of items representing a unidimensional scale. In the latter case, the profile is a combination of a reflective and a formative model. (p. 52)

The Likert scale used for the survey is a 6-point scale of strongly agree to strongly disagree. Some items were reverse scored to create ease in analysis. The independent variables are gender and time in rank.

Data analysis. The analysis of the data was informed by the study's research questions, which are the following:

1. Does this group of associate professors exhibit the characteristics of academic anomie as defined by Hodson?
2. Does the profile of academic anomie differ due to:
 - a) Gender
 - b) Time in rank
 - c) Gender and time in rank

3. Does the profile of academic anomie for gender depend on time in rank (or vice versa)?

The survey data was entered into a Statistical Package for the Social Sciences, which is a suite of statistical tests for the social sciences. The tests included simple descriptive statistics, means, standard deviations, and frequency distributions for all items; analysis of variance; Pearson correlation, multiple regression, factor analysis, and Chronbach's alpha to measure internal consistency reliability. These tests were conducted to establish the validity of each item and to see whether the items cluster together under each of the six normative aspects.

I also conducted a principal components analysis (PCA) to see if the items cluster in ways that match the operating definition proposed by Hodson (1999) for organizational anomie. The PCA, which includes an exploratory factor analysis with Varimax rotation, "provides a roadmap for how to reduce a complex data set to a lower dimension to reveal the sometimes hidden, simplified structures that often underlie it" (Shlens, 2005, p. 1). The exploratory analysis will help draw forward patterns in the data not predicted or necessarily consistent with the operating definition of academic anomie. The confirmatory analysis will help look at the correspondence of the data with the conceptual categories of academic anomie.

There were three objectives to the analysis. The first objective of the analysis was to see whether a multi-dimensional construct emerged in the data that shows a Chronbach's alpha score of at least .7 for each factor, and b) a Pearson correlation score of at least .4 for each dimension to demonstrate the relationship of the dimension to the multi-dimensional construct and the multi-dimensional construct to the independent variable.

The second objective was to establish the degree of the relationship of the independent variables (gender and time in rank) with the six dependent variables of academic anomie. A two-way analysis of variance (ANOVA) was run between each of the two independent variables and each of the six dependent variables.

The third objective was to look for an influence of the independent variables on each other.

Gender and time in rank are speculated to act as suppressor variables. Suppressor variables are described by Conger (1974) in the following way:

A suppressor variable is defined to be a variable which increases the predictive validity of another variable (or set of variables) by its inclusion in a regression equation. This variable is a suppressor only for those variables whose regression weights are increased. (p. 36)

Suppressor variables are also described as being either controlled or uncontrolled. When controlled they strengthen the relationship between other variables. When left uncontrolled, the relationship between other variables is weaker.

Scale groupings. Each normative aspect is represented by a scale. Three scales (management abuse, excessive firing, organizational communication) are expected to group together to reflect what Hodson describes as "social relations of production and workers' rights" (1999, p. 303). The other three scales (organization of production, poor leadership, level of repair) are expected to group together to reflect what Hodson describes as the "fulfillment of management's obligations to establish and maintain a working technical system of productivity" (1999, p. 303).

Gender. I looked to see whether differences by gender existed across norms. There is the opportunity to look for the distribution of anomic presence across genders to see if anomie is weighted more heavily in one gender or reasonably distributed across both.

Time in rank. There are three categories of time in rank, 0 to 4 years, 5 to 9 years, and 10 years and beyond. Each time in rank category produced 6 scores, one score for each of the six norms.

Gender and time in rank together. I expected to find an interaction between gender and time in rank. Because of culture scripting, the longer an associate professor is in the rank, the greater the potential degree of dissatisfaction. In the beginning, academic anomie is low, but rises as people begin to enter into the 5 to 9 year window as an associate professor when they typically expect or aspire to be promoted. Once an individual passes the normally held time frame for being promoted to full professor, a sense of

disorientation and disillusion may set in. The normal timeline has ended and there are no common time markers to guide the individual, who may enter a state of promotional normlessness, which is to say there is no commonly held patterned social arrangements in the third time in rank stage for attaining promotion.

Chapter IV: Results

Analysis of the Survey Results

Introduction. Academic anomie is the failure of a higher educational institution to generate and/or maintain a minimum set of commonly held workplace norms. Academic anomie as a theoretical construct is comprised of six normative aspects: management abuse, firing, organizational communication, organization of production, leadership, and level of repair. Academic anomie is considered present when four or more of the normative aspects are perceived absent in the workplace.

A survey made up of items reflecting the six normative aspects was administered to 1211 associate professors at a large Midwestern research university. The response rate for the survey was 34%, which includes only those respondents who answered 80% or more of the items. The survey uses a 6-point Likert scale, ranging from strongly disagree to strongly agree. The exploratory survey consists of 57 items that reflect the multi-dimensional construct *academic anomie*.

Chapter IV uses the word *Factor* and construct to represent the results of the factor analysis. The factor analysis produced Factors similar to Hodson's (1999) six normative aspects. These Factors are referred to as normative constructs to create delineation from Hodson's six normative aspects.

Analysis summary. The analysis of the survey data produced some remarkable results. Hodson's (1999) operating structure for organizational anomie transferred reliably into the academic setting. Additionally, the empirical results showed an even more promising factor structure for explaining anomie in the academic setting. The empirical results more than adequately resemble Hodson's organizational anomie operating structure, yet deviate in ways consistent with what might be expected for a population of predominantly tenured associate professors. For example, the normative construct *firing*, which refers to job security, does not appear in the empirical results.

Furthermore, what is intriguing about the analysis is the curiously different experiences females and males have over the time they are associate professors. The two-way ANOVA results show an

interaction between the independent variables of gender and time and rank. The anomie profile scores also point to a different experience for females and males over time.

Finally, the normative construct *organization of production* is perceived as anomic (i.e., normless) by the associate professor population. *Organization of production* is scored low at the overall level as well as by each gender and each phase of time in rank. The normative constructs *organizational communication* and *management abuse 1* are perceived as anomic in several sub-groups but not at the overall level.

This chapter is organized by the three research questions. The first research question explores the validity and reliability of the survey instrument. Hodson's (1999) theoretical structure of organizational anomie is examined for its transferability into the academic setting. Additionally, the empirical structure produced through the exploratory factor analysis is explored for its viability as an accurate representation of academic anomie.

The second research question looks at the differences and interactions of the independent variables of gender and time in rank. In order to answer the research question, both the theoretical and empirical structures are statistically tested using the procedures outlined in Chapter III. These are t-test, one-way ANOVA, two-way ANOVA, Pearson correlation, and regression analysis.

The chapter ends with the answer to the third research question, which is whether or not this particular group of associate professors is anomic. A calculation of academic anomie index scores is provided for the surveyed population of associate professors and for the independent variables of gender and time in rank. There is also an examination of the interaction between each normative construct and the perceived number of norms absent in the workplace.

Theoretical and Empirical Results

Theoretical structure—internal consistency. The results of the reliability analysis for both the theoretical and empirical structures answer the first research question, “Does Hodson’s theoretical

structure transfer to the academic environment?” The reliability analysis results for the theoretical structure show the survey items holding together as scales for each of the six normative aspects. The Chronbach’s alpha scores are generally strong across the six normative aspects with the highest at .935 for *level of repair*, and the lowest at .880 for *management abuse* (see Table 4.1).

Table 4.1

Chronbach’s Alpha Scores for Each Normative Aspect

	Theoretical Structure Chronbach's Alpha	Scale Items
Management Abuse	0.880	1-11 except item 10
Firing	0.900	12-21 except items 15-16
Organizational Communication	0.917	22-30,32
Organization of Production	0.891	31,33-40
Leadership	0.903	41-49
Level of Repair	0.935	50-57

Only three out of the 57 items (#10, #15, and #16) were removed. These items were removed only to maximize the Chronbach’s alpha scores for the normative aspects *management abuse* and *firing*, rather than being removed to help either scale exceed the standard 0.7 threshold.

What is interesting is that so few items fell out of the survey as a result of the theoretical structure reliability analysis. This could indicate the solid nature of Hodson’s (1999) work or the sound construction of survey items for each normative aspect. It also might point to the fact that the reliability analysis is conducted on each construct separately within the theoretical structure, which removes the influence of items across scales. In order to shed light on this form of item interaction, an exploratory factor analysis was conducted.

Exploratory factor analysis. The results of the exploratory factor analysis are satisfyingly close to Hodson’s (1999) organizational anomie theoretical structure. The empirical results from the factor

analysis produced six Factors using 30 of the 57 items (see Table 4.2). All six Factors closely or exactly align with one of the normative aspects in the theoretical structure. Interestingly, the normative aspect *firing* is absent from the six empirical factors.

Table 4.2

Exploratory Factor Analysis Results

Factor	Coefficient	Norm Aspect	Empirical Results
I (5)	.774	L	41. The college leadership is effective at running the college.
	.695	L	42. The college leadership sets vision for the future.
	.534	L	47. Most people view leadership around here as incompetent.
	.703	L	48. Generally, leadership is effective at setting goals and strategic planning.
	.402	OC	22. Faculty is typically provided with important information about the college.
II (8)	.797	LR	50. The administration puts energy into keeping the college in good repair (i.e. grounds, equipment, facilities).
	.870	LR	51. Maintenance issues are responded to in a timely fashion.
	.703	LR	52. There are appropriate channels to receive "fix it" issues.
	.840	LR	53. Equipment is not maintained to productive levels.
	.800	LR	54. Equipment is rarely repaired in a timely manner.
	.643	LR	55. Supplies are often unavailable.
	.731	LR	56. Attention is given to maintaining the work environment.
	.832	LR	57. In general, there is a sense of care towards the upkeep of the physical environment (grounds, equipment, facilities).
III (5)	.894	MA	5. There are excessive demands for achievement.
	.543	MA	7. Expectations by administration are reasonable.
	.628	MA	9. Administration places unrealistic workplace demands on faculty.
	.770	MA	11. There are excessive demands of perfection in the college.
	.594	F	15. Advancement in the college is unreasonably difficult.
IV (6)	.788	MA	1. People are treated with dignity in the college.
	.571	MA	2. There is generally a sense of respect between faculty and administration.
	.720	MA	8. There is a general sense of respect among co-workers.
	.432	MA	10. There are incidences of workplace bullying occurring in the college.
	.766	OC	25. There is a general sense of decency among individuals in the college.
	.528	OP	35. In my department, we accomplish quite a bit.
V (3)	.510	OP	34. Faculty members have to jump through too many hoops to get work done.
	.906	OP	39. There is excessive red tape (bureaucracy) to get basic tasks accomplished.
	.864	OP	40. Getting something accomplished around here takes way too long.
VI (3)	.764	OC	26. Expectations from college administration are not clear.
	.764	OC	27. Goals are not clear.
	.370*	OC	28. It is not clear how decisions are made.

L = Leadership

LR = Level of Repair

F = Firing

OC = Organizational Communication

MA = Management Abuse

OP = Organization of Production

Note: *In order to maintain a three-item factor, the suppression coefficient is dropped to .37 in round 4.

Three items loaded with coefficient values below .500. Factor IV has one item loading at .432. Factor I contains one item loading at .402. Factor VI has one item loading at .37. This item was kept to maintain a three-item scale for the factor. The other 27 items load at or above a coefficient value of .510.

The six Factors explain 70.4% of the total variance of the anomic phenomenon. Principal axis factoring was used as the extraction method, and Obliman with Kaiser normalization was used as the rotation method.

Empirical structure—internal consistency. It is not surprising that the Chronbach's alpha scores for each of the six Factors is above .7 (see Table 4.3). Most of the Factors are composed of items grouped together and validated through the reliability analysis of the operational structure. Factor II, which is identical to the theoretical construct *level of repair* once again has the highest Chronbach's alpha score. The lowest Chronbach's alpha score is Factor IV, which is predominantly made up of *management abuse* items.

Table 4.3

Chronbach's Alpha Scores for Empirical Factor Results

	Empirical Structure Chronbach's Alpha	Factor Items
Factor I Leadership	0.891	22,41,42,47,48
Factor II Level of Repair	0.935	50-57
Factor III Management Abuse 1	0.856	5,7,9,11,15
Factor IV Management Abuse 2	0.834	1,2,8,10,25,35
Factor V Organization of Production	0.867	34,39,40
Factor VI Organizational Communication	0.888	26,27,28*

Note: *Item 28 has a .37 factor load to maintain a 3-item factor.

Generally the Chronbach's alpha scores are lower for the empirical results when compared to their theoretical counterparts (see Table 4.4). The normative aspect *level of repair* and Factor II have the same items, which produces the same Chronbach's alpha score. The normative aspect *Management abuse* and Factor IV (which is made up of mostly items from the management abuse normative aspect) account for the two lowest scores for the empirical structure and the lowest score for the theoretical structure yet still at acceptable levels above the 0.7 standard threshold.

Table 4.4

Descending Chronbach's Alpha Scores for Theoretical and Empirical Structure Results

	Theoretical Structure Chronbach's Alpha	Empirical Structure Chronbach's Alpha	
Level of Repair 50-57	.935	0.935	Factor II (level of repair) 50-57
Organizational Communication 22-30, 32	0.917	0.888	Factor VI (organizational communication) 26-28
Leadership 41-49	0.903	0.891	Factor I (leadership) 22,41,42,47,48
Firing 12-21 except items 15,16	0.900	.0867	Factor V (organization of production) 34, 39,40
Organization of Production 31, 33-40	0.891	0.856	Factor III (management abuse 1) 5,7,9,11,15
Management Abuse 1-11 except item 10	.880	0.834	Factor IV (management abuse 2) 1,2,8,10,25,35

The exploratory survey was composed of 57 items with 8 to 11 items per normative construct.

The items were constructed from the following sources:

- Hodson's (1999) original work on organizational anomie
- Hodson's coding documents used in the research
- Literature found on each norm
- Feedback from the pilot participants

While each Factor reflects its normative aspect counterpart, as demonstrated by the results of the reliability analysis on the theoretical structure, the empirical results show a preference for certain items within each grouping. The preference of items produces a distinct theme for each of the Factors.

Factor I contains five items and makes up 39% of the variance in the empirical results. Four items come from the theoretical construct *leadership*, and one item comes from the *organizational communication* construct (see Figure 4.5). The general theme of the items is *effectiveness of leadership to*

set direction and run the organization. The significance of Factor I being about leadership should not go unnoticed and is discussed further in Chapter V.

Table 4.5

Factor I Items

Factor I	Items
Leadership	41. The college leadership is effective at running the college.
Leadership	42. The college leadership sets vision for the future.
Leadership	47. Most people view leadership around here as incompetent.
Leadership	48. Generally, leadership is effective at setting goals and strategic planning.
Organizational Communication	22. Faculty is typically provided with important information about the college.

Factor II has consistently strong coefficient scores across all the items in the scale. Additionally, the items in Factor II match item for item exactly the normative aspect *level of repair* (see Table 4.6).

These items call forward an *interest in the maintenance and upkeep of both the aesthetic and functional aspects of the physical surroundings.*

Table 4.6

Factor II Items

Factor II	Item
Level of Repair	50. The administration puts energy into keeping the college in good repair (grounds, equipment, facilities).
Level of Repair	51. Maintenance issues are responded to in a timely fashion.
Level of Repair	52. There are appropriate channels to receive "fix it" issues.
Level of Repair	53. Equipment is not maintained to productive levels.
Level of Repair	54. Equipment is rarely repaired in a timely manner.
Level of Repair	55. Supplies are often unavailable.
Level of Repair	56. Attention is given to maintaining the work environment.
Level of Repair	57. In general, there is a sense of care towards the upkeep of the physical environment (grounds, equipment, facilities).

Factors III and IV both reflect the normative aspect *management abuse* (see Table 4.7). Factor III has four of the 11 *management abuse* items with one *firing* item (item 15).² Factor IV also contains four items from *management abuse* plus one item from *organizational communication* and one item from *organization of production*.

Table 4.7

Factor III and Factor IV Items

Factor III	Item
Management Abuse	5. There are excessive demands for achievement.
Management Abuse	7. Expectations by administration are reasonable.
Management Abuse	9. Administration places unrealistic workplace demands on faculty.
Management Abuse	11. There are excessive demands of perfection in the college.
Excessive Firing	15. Advancement in the college is unreasonably difficult.
Factor IV	Item
Management Abuse	1. People are treated with dignity in the college.
Management Abuse	2. There is generally a sense of respect between faculty and administration.
Management Abuse	8. There is a general sense of respect among co-workers.
Management Abuse	10. There are incidences of workplace bullying occurring in the college.
Organizational Communication	25. There is a general sense of decency among individuals in the college.
Organization of Production	35. In my department, we accomplish quite a bit.

Dividing the normative aspect *management abuse* items highlights two qualities found in Hodson's original coding documents (see Appendix I). One quality is related to the *reasonableness of expectations and demands*, which correlates with Factor III. The second quality is related to a *general*

² It should be noted that during the construction of the items, item 15 was deliberately placed in the group of *firing* items knowingly with language similar to that found in the management abuse items. This was done to see if the idea of "unreasonable" also lived in *firing*. The empirical results clearly show that in the case of the phenomenon academic anomie, the idea of unreasonable is connected to management abuse.

sense of respect in the workplace, which is seen in the items making up Factor IV. The significance of the fact that both qualities emerged as two separate factors is discussed further in Chapter V.

Factors V and VI each have three items (see Table 4.8). The items comprising Factor V come from the normative aspect *organization of production*. These items coalesce around the idea of one's *ability to pursue and attain goals*. Two items have much higher coefficient scores than the third; nonetheless, it is fairly easy to see the similarity of the three items.

Table 4.8

Factor V and Factor VI Items

Factor V	Item
Organization of Production	34. Faculty members have to jump through too many hoops to get work done.
Organization of Production	39. There is excessive red tape (bureaucracy) to get basic tasks accomplished.
Organization of Production	40. Getting something accomplished around here takes way too long.
Factor VI	Item
Organizational Communication	26. Expectations from college administration are not clear.
Organizational Communication	27. Goals are not clear.
Organizational Communication	28. It is not clear how decisions are made.

The three items making up Factor VI come from the normative aspect *organizational communication*. One of the three items loaded at a .37; however, as was the case for Factor V, it is easy to see the connection of the three items. The common denominator contained in each of the three items is the word “clear,” as in having a *clear sense of goals, expectations and decisions*.

It is not surprising that the normative aspect *firing* did not show up in the empirical results. The absence of the normative aspect may point to a difference between academic organizations and other business organizations. This difference is discussed in greater detail in Chapter V.

By and large, the exploratory factor analysis produced a remarkably similar Factor structure to Hodson's (1999) six normative aspects. As a result, this produced very similar outcomes for the various statistical tests conducted on both the theoretical and empirical structures, making it almost a redundant exercise to show both sets of results.

Since the results are markedly similar, only the empirical structure results are displayed, as they show a more refined representation of academic anomie for this group of participants. The rationale for this thinking is as follows:

- The empirical Factors highly resemble the theoretical structure.
- Each Factor is generally a narrower set of items than the original exploratory set of items confirmed through reliability testing.
- The norm *firing* is absent as anticipated.

A side-by-side comparison of the analysis results for both the theoretical and empirical structures can be found in the appendix (see Appendix R).

Additional statistical analysis was conducted using t-test, one-way ANOVA, two-way ANOVA, Pearson correlation, and regression analysis. These tests were run to answer the research question, "Does the profile of academic anomie differ due to gender, time in rank or the combination of gender and time in rank?"

The t-test results show females and males responded differently to three of the six Factors. The one-way ANOVA shows the three time-in-rank groups responding differently to only one Factor. The two-way ANOVA, on the other hand, shows a significant interaction between gender and time-in-rank in four of the six Factors. The Pearson correlation and the regression analysis produced nothing of significance for the study.

T-test. The t-test analyzes the difference in gender experiences across the six Factors.

Statistically, three of the six Factors show a significant difference between females and males (see Table 4.9). Females score higher than males concerning the aesthetic and functional upkeep of the physical environment (level of repair); whereas males score higher than females in regards to reasonableness of demands (management abuse 1) and the general sense of respect in the workplace (management abuse 2). The other three constructs—clarity of communication, the ability to achieve goals, and the competency level of leadership—seem to be experienced similarly by females and males.

Table 4.9

Empirical Results for T-test

Factor I	Factor II	Factor III	Factor IV	Factor V	Factor VI
Leadership	Level of Repair	Management Abuse 1	Management Abuse 2	Organization of Production	Organization of Communication
0.641	0.030	0.012	0.001	0.317	0.665

One-way ANOVA. The one-way ANOVA test compares the three time-based groups of associate professors. The three groups are made up of associate professors in rank 0-4 years, 5-9 years, and 10 years and beyond. The test looks to see if there are statically significant differences in their responses, and does this for each of the six Factors. Any difference in response indicates a difference in experience for the Factor.

According to the one-way ANOVA results, there is no doubt that associate professors experience Factor III (management abuse 1) differently depending on whether they are early or later in their careers (Table 4.10). This is to say that associate professors in rank 0-4 years experience the reasonableness of expectations and demands differently than associate professors in rank 10 years or more. However, this is the only significant different experience found among the various time in rank phases across the other five Factors.

Table 4.10

Empirical Results for One-way ANOVA

	Factor I L	Factor II LR	Factor III MA 1	Factor IV MA 2	Factor V OP	Factor VI OC
ANOVA Sig.	0.094	0.583	0.000	0.124	0.484	0.541
0-4/5-9	0.09	0.901	0.136	0.206	0.971	0.811
0-4/10+	1.000	1.000	0.000	0.406	1.000	1.000
5-9/10+	0.711	1.000	0.309	1.000	0.761	1.000

L = Leadership	LR = Level of Repair	F = Firing
OC = Organizational Communication	MA = Management Abuse	OP = Organization of Production

Two-way ANOVA. The two-way ANOVA analysis examines the interaction between the two independent variables, gender and time in rank. The results show a significant interaction for four of the six Factors, and nearly a fifth interaction (.059) in Factor V (see Table 4.11). Interpreting the main effects of the two variables is difficult because of the significant interaction terms. Therefore, interpreting the t-test and one-way ANOVA results is difficult as these are the “main effects.”

Table 4.11

Empirical Results for Two-way ANOVA

	Factor I L	Factor II LR	Factor III MA 1	Factor IV MA 2	Factor V OP	Factor VI OC
Gender	0.817	0.004	0.027	0.003	0.715	0.185
Time in Rank	0.106	0.632	0.000	0.098	0.598	0.593
Gender/Time in Rank	0.001	0.015	0.044	0.220	0.059	0.001

L = Leadership	LR = Level of Repair	F = Firing
OC = Organizational Communication	MA = Management Abuse	OP = Organization of Production

Plotting gender through the three phases of time in rank provides an illustrative image of the interaction of the two independent variables (see Figure 4.1). Females and males consistently move in different directions for each of the six Factors across the three phases of time. Female scores consistently

peak in the 5-9 year time frame and then decline as time goes on for each Factor; whereas, male scores during the 5-9 year time frame are at their lowest. This means the effect of time and rank on anomie depends on whether one is male or female. Said differently, the effect of gender on anomie depends on how long one has been at the institution.

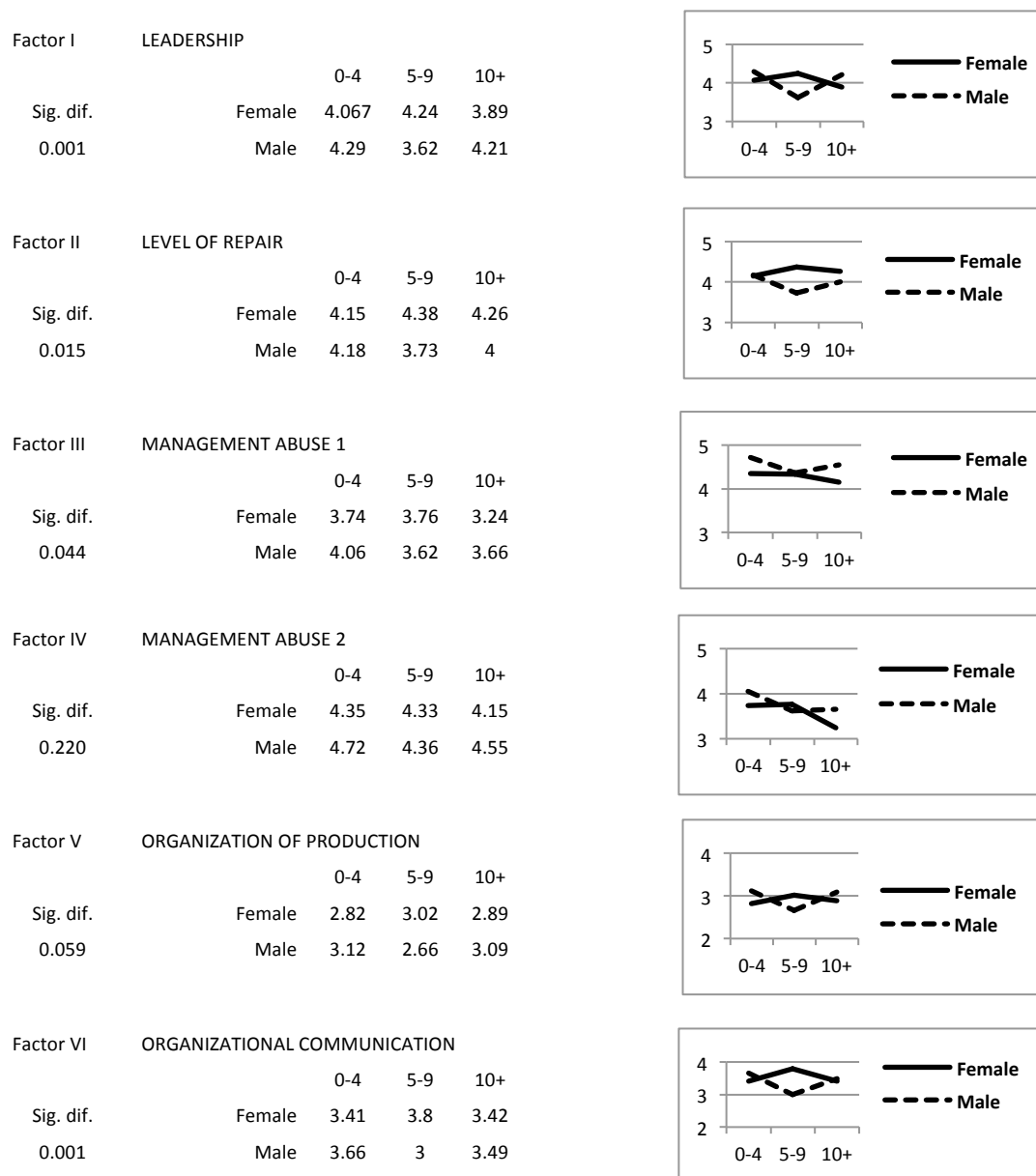


Figure 4.1 Graphs depict plotting of female and male scores through three phases of time in rank.

Typically, having an interaction term would confound the results of the study; however, in the case of academic anomie, the presence of interaction terms across most of the Factors may speak to the complexities and challenges in addressing the phenomenon. This is explored in greater depth in Chapter V.

Pearson correlation. The Pearson correlation test results show no correlation between the two independent variables of gender and time in rank. There is also no significant relationship between the independent variables and any of the six Factors (see Table 4.12).

Table 4.12

Empirical Results for Pearson Correlation Test

	Gender	Time in Rank	Factor I	Factor II	Factor III	Factor IV	Factor V	Factor VI
Gender	1	0.037	0.023	-0.107*	0.124*	0.165**	0.050	-0.021
Time in Rank		1	-0.057	-0.28	-0.196**	-0.083	0.007	-0.031
Factor I			1	0.523**	0.507**	0.607**	0.553**	0.673**
Factor II				1	0.327**	0.386**	0.443**	0.492**
Factor III					1	0.562**	0.545**	0.525**
Factor IV						1	0.521**	0.551**
Factor V							1	0.607**
Factor VI								1

Note: *Correlation is significant at the 0.05 level (2-tailed). **Correlation is significant at the 0.01 level (2-tailed).

Regression analysis. The regression analysis produced nothing noteworthy. The regression analysis shows gender predicting 1.1% of the variance in Factor II. The regression analysis points to 5.8% of variance in Factor III being explained by the combination gender and time in rank. Factor IV has a variance of 2.7%, explained by gender.

Academic anomie. Academic anomie is a multi-dimensional construct represented numerically by six scores, one for each construct. This type of numeric representation of a construct is called a profile

score. A three-step calculation process was used as an omnibus to generate the profile score for this associate professor population. The process and its rationale are provided in the appendix (see Appendix S).

The three-step calculation process was developed to answer the research question, “*Does this group of associate professors exhibit the characteristics of academic anomie?*” The calculation shows only the normative construct *organization of production* absent. The remaining five normative constructs are generally perceived as being present in the workplace. There are, however, several sub-populations that perceive two or three normative aspects absent.

Academic anomie results. Using the empirical results, the profile score for associate professors shows only one Factor below the 3.5 threshold (see Table 4.13). Factor V has a median score of 3.00, which consists of three items from the norm *organization of production*.

Table 4.13

Empirical Results Academic Anomie Profile Scores for Each Population

Population	#	Factor I L	Factor II LR	Factor III MA 1	Factor IV MA 2	Factor V OP	Factor VI OC	# of Norms Present
Associate Professors	410	4.20	4.25	3.83	4.50	3.00	3.67	5
Female	190	4.20	4.25	3.67	4.50	2.67	3.67	5
Male	219	4.20	4.12	3.83	4.67	3.00	3.33	4
Time in Rank 0-4	202	4.22	4.25	4.00	4.67	3.00	3.67	5
Time in Rank 5-9	99	4.20	4.12	3.67	4.33	3.00	3.33	4
Time in Rank 10+	109	4.20	4.25	3.50	4.50	3.00	3.67	4
Female/0-4	96	4.20	4.19	3.83	4.50	2.67	3.33	4
Female/5-9	48	4.30	4.44	3.67	4.42	3.00	4.00	5
Female/10+	46	4.10	4.31	3.33	4.42	2.83	3.50	3
Male/0-4	106	4.40	4.38	4.00	4.83	3.17	3.67	5
Male/5-9	51	3.75	3.75	3.67	4.33	2.67	3.00	4
Male/10+	62	4.20	4.19	3.67	4.58	3.00	3.50	4

L = Leadership	LR = Level of Repair	F = Firing
OC = Organizational Communication	MA = Management Abuse	OP = Organization of Production

Gender. Both females and males indicate the absence of the normative construct *organization of production*. This is the only normative construct absent for females; however, *management abuse 1* and *organizational communication* are just above the 3.5 threshold with a score of 3.67 for both Factors.

Males indicate two constructs absent—*organization of production*, with a median score of 3.00 and *organizational communication* with a 3.33 median score. The highest index score for both females and males is *management abuse 2*.

Time in rank. The normative construct *organization of production* is absent across all three phases of time in rank with an identical index score of 3.00. *Organization of Production* is the only normative construct absent for associate professors in rank 0 to 4 years. Associate professors in rank 5 to 9 years consider *organization of production* (3.00) and *organizational communication* (3.33) absent. Associate professors in rank 10 years and beyond scored *organization of production* (3.00) and *management abuse 1* (3.50) absent.

The scores for *management abuse 1* (reasonableness of demands) show a decline over time. Associate professors in rank 0 to 4 years score highest at 4.00. Associate professors in rank 5 to 9 years score the norm at 3.67. Individuals in rank 10 years and beyond indicate the normative construct absent with a score of 3.50.

The normative construct *organizational communication* scores hover around the 3.5 threshold. Associate professors in rank 5 to 9 years indicate the *organizational communication* absent with a score of 3.33. Associate professors early in rank (0 to 4 years) and those later in rank (10 years and beyond) score the construct at 3.67.

Gender and time in rank. When generating academic anomie scores based on both gender and time in rank, six sub-groups are created (see Table 4.14). Looking at the combination of gender and time in rank gives even greater clarity to which sub-groups in the population experience the absence of normative constructs.

Table 4.14

Associate Professor Sub-groups and Absent Normative Aspects

Sub-group	# of Norms	
	Absent	Absent Normative Aspect
Female/0-4	2	organization of production, organizational communication
Female/5-9	1	organization of production
Female/10+	3	organization of production, organizational communication, management abuse 1
Male/0-4	1	organization of production
Male/5-9	2	organization of production, organizational communication
Male/10+	2	organization of production, organizational communication

Females in rank 10 years and beyond scored the most normative constructs absent in the workplace at three. This sub-group indicates the absence of *management abuse 1*, *organization of production*, and *organizational communication*. The other three anomic profile scores for females in rank 10 years and beyond are solidly above 4.00.

Three sub-groups—females in rank 0 to 4 years, males in rank 5 to 9 years, and males in rank 10 years and beyond—indicate the absence of the same two normative constructs. All three sub-groups indicate *organization of production* and *organizational communication* absent in the workplace. Females in rank 5 to 9 years and males in rank 0-4 years score only the normative construct *organization of production* absent.

Non-interaction. Individuals who perceived no normative construct present in the workplace rank ordered the norms the same as individuals who perceived all six normative construct present in the workplace. This is generally a consistent pattern regardless of the number of normative constructs viewed absent (see Table 4.15 and Figure 4.2). The normative construct *level of repair* is the highest rated construct for five of the groups. *Organization of production* is consistently the lowest across the groups.

Table: 4.15

Number of Constructs Perceived Present in the Workplace

Norm Presence	Org of Prod	Org Comm	Excssve Firing	Mgmt Abuse	Poor Ldrshp	Level of Repair	Respondents
0	2.43	2.52	2.51	2.85	2.74	2.83	39
1	2.62	2.63	2.72	3.06	2.93	3.52	49
2	2.78	2.85	3.11	3.38	3.44	3.93	48
3	3.05	3.31	3.37	3.64	3.82	4.01	35
4	3.38	3.56	3.76	3.89	4.05	3.75	43
5	3.59	3.93	4.12	4.19	4.19	4.27	66
6	4.4	4.57	4.57	4.62	4.79	4.89	130
							410

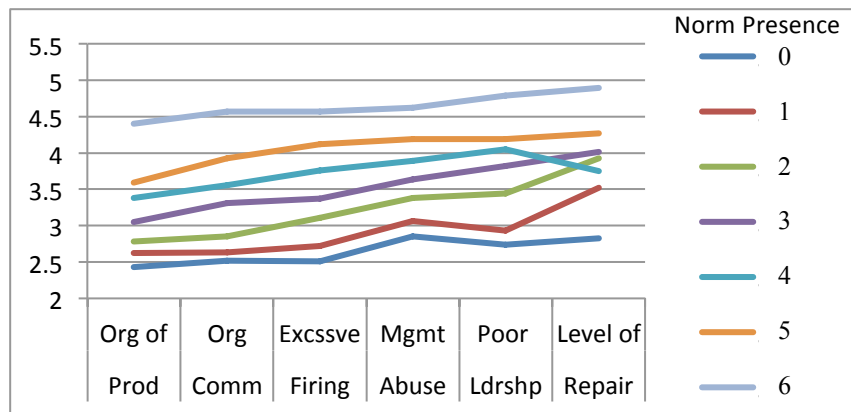


Figure 4.2 Graph depicts consistent pattern in responses regardless of number of normative constructs viewed absent or present.

Chapter V: Interpretation and Contribution

Interpretation of the Survey Results

Hodson (1999) identified a minimum set of commonly held workplace norms (tied to worker consent) by looking at a broad array of organizational types. This continuation of his research sought to determine if those same normative aspects remained relevant when applied in an academic work setting. This chapter presents key research findings, including the continued relevance of the normative aspects, and discusses the theoretical and practical contributions of this research. The result of the research produced six key findings:

1. Hodson's (1999) organizational anomie theoretical construct is validated in the academic setting.
2. The normative aspect *firing* is a Factor in the empirical results from the factor analysis.
3. The normative aspect *management abuse* shows up as a meta-construct in the empirical results.
4. There is a significant interaction between gender and time in rank.
5. Final scale results reflected the presence of survey items worded positively and survey items worded negatively.
6. The population of associate professors considers the normative construct *organization of production* absent.

Interpretation of Key Findings

The interpretation of the survey results explains the value of researching anomie in the workplace: quantitative data of this nature provide an effective assessment of the degree to which an organization is successfully maintaining organizational cohesion. The survey also provides leaders with the ability to pinpoint a population in a state of anomie, and the anomic factor(s) in need of attention. In other words, the survey provides a general diagnosis (anomic or not anomic) and a specific diagnosis (which factor, experienced by whom).

The primary purpose of the research was to measure anomie in an academic setting, in order to identify how that setting is similar to and different from other types of organizations, such as for-profit corporations. The absence of the normative aspect *firing* is a strong indicator of a difference between academic organizations and other organizational types.

Four of the six empirically established constructs match well with Hodson's original six normative aspects. Therefore, the focus of this section is the two normative constructs that did not for this population of associate professors: *management abuse* and *firing*.

The secondary purpose for researching anomie in the selected university was to determine if anomie theory could provide insights into why there is an unusually large proportion of associate professors in the tenured faculty compared with similar universities. The hypothesis was that some associate professors are stalled in rank due to the breakdown of normative aspects associated with anomie.

Firing. The absence of the normative construct *firing* from the factor analysis confirms a predictable difference between the academic workplace and other business organizations and points to the tenured status of associate professors. Because academic tenure provides a degree of job security the normative construct *firing* is not relevant as a dimension of the organizational anomie multi-dimensional construct. *Firing* is, however, recognizable to the population, as confirmed by the results of the reliability analysis.

The interpretation of the absence of the normative aspect *firing* can also go beyond tenure as a form of job security. The absence of the normative aspect may also acknowledge the collegial culture of the institution. Tenure is the formalization of a belief system embedded in the collegial culture of having the ability to think and express freely. The collegial culture is a result of hundreds of years of working towards creating an environment in which individuals are likely to have a sense of camaraderie or *eunomie* (i.e., belonging), while also having the ability to think and act independently. Trust in one's job

status is necessary for both to exist simultaneously. Tenure becomes a formal manifestation of a long-standing cultural academic norm but the idea of job security is embedded in the already existing social patterned arrangements of the academy.

Management abuse. Statistical results from the factor analysis showed that most items related to the normative aspect *management abuse* were split into two constructs (Factor III and Factor IV). This split was not predicted in previous literature or in the pilot study, so the analysis created an opportunity to determine which, if either of the two Factors represented *management abuse* (see Table 5.1).

Table 5.1

Two Factors Associated With the Norm Management Abuse

Factor III: Excessive and unreasonable demands

- 5. There are excessive demands for achievement. (Mgmt. Abuse)
- 7. Expectations by administration are reasonable. (Mgmt. Abuse)
- 9. Administration places unrealistic workplace demands on faculty. (Mgmt. Abuse)
- 11. There are excessive demands of perfection in the college. (Mgmt. Abuse)
- 15. Advancement in the college is unreasonably difficult*. (Excessive Firing)

*When developing the survey, item 15 was placed in the excessive firing set of items, knowing that item 15 was worded similarly to items in the management abuse set.

Factor IV: A lack of respect, dignity or decency

- 1. People are treated with dignity in the college. (Management Abuse)
 - 2. There is generally a sense of respect between faculty and administration. (Management Abuse)
 - 8. There is a general sense of respect among co-workers. (Management Abuse)
 - 10. There are incidences of workplace bullying occurring in the college. (Management Abuse)
 - 25. There is a general sense of decency among individuals in the college. (Organizational Communication)
 - 35. In my department, we accomplish quite a bit. (Organization of Production)
-

To understand what each Factor represents, I took a logical approach that establishes *management abuse* as a metaconstruct. To interpret why the split occurred, I considered the moral conflict that occurs

between associate professor and administration when administrative demands conflict with the worldview of an associate professor.

Management abuse as a metaconstruct—logical approach. The results of the factor analysis produced a total of six Factors. Four Factors matched well with four of Hodson’s norms. *Firing* was not represented as a Factor in the analysis and *management abuse* appeared to be represented by two different Factors. This suggested that the university has four normative aspects in common with other types of organizations, and some differences.

I examined the item make-up of the two unexplained Factors to see what variations existed and whether I could identify one Factor or the other as representative of *management abuse* (see Table 5.2).

The variations ranged as follows:

Table 5.2

Variations of Output From Empirical Factor Analysis Results

Variations

1. The items of a construct disappear altogether.
 2. The construct items and Factor items match exactly.
 3. A sub-set of construct items cluster together to make a Factor.
 4. A sub-set of construct items clusters and adds an item from another construct to make a Factor.
 5. The construct items split into multiple Factors.
 6. A Factor contains items from different constructs with no strong linkage to any one construct.
-

Variation 1 did not apply because *management abuse* items were strongly represented in the empirical results. Variation 2 did not apply because the items were contained in both Factors. Variation 3 did not apply because each Factor contained items from more than one normative construct. But I considered Variations 4, 5, and 6 helpful in explaining what happened to *management abuse* because those three variations reflected options similar to the actual findings.

Variation 4 matched both Factors independently. Variation 5 represented the Factors collectively. Variation 6 might apply if neither Factor represented *management abuse* or if only one Factor represented *management abuse* and the other Factor represented something not yet identified. These three variations left three possibilities to consider:

- A. Neither Factor represents *management abuse* and both factors represent something new. I considered this highly unlikely because the composition of the survey items was based on Hodson's construct.
- B. One Factor represents *management abuse* and the other represents something new. I considered this possibility because Hodson's (1999) published description of *management abuse* (including blatant slighting and other forms of status degradation as well as more direct abuse such as workers being yelled at) matches the theme of Factor IV (lack of respect, dignity, and decency). Factor III, which is about excessive demands and unreasonable expectations, is not addressed in Hodson's published description, meaning that Factor III may represent a new construct.
- C. Both Factors represent *management abuse*. I considered this the best explanation because the coding notes for Hodson's (1999) research on organizational anomie contain examples of both respect *and* demand. When I developed the survey items for *management abuse* I drew from Hodson's published work as well as from his coding notes and other literature related to management abuse. Hodson's published description and the management abuse literature are similar, emphasizing status degradation and verbal abuse. Only Hodson's coding notes contain examples of excessive demands that are reflected in the item wording, which produced the clustering of *management abuse* items found in Factor III.

Thus, the survey results provide a logical basis for concluding that in an academic setting Hodson's *management abuse* becomes a meta-construct. This conclusion is further supported by reliability analysis results, which provide evidence that the items in the two Factors are measuring the

same aspect. The reliability analysis showed that the items associated with *management abuse* group together as a scale.

Management abuse as a means-ends reciprocal exchange. The normative construct *management abuse* has two sub-constructs—*respect* and *expectations*. The emergence of the two sub-constructs supports the importance of Barnard's (1938) and Dewey's (1930) perspectives on organizations. Barnard viewed organizations as a cooperative and reciprocal exchange among those involved in order to produce desired results. Dewey considered ends (results) not as an end state; rather, to consider ends as the means to the next end, and to do so in continuous fashion. By this process, he believed a humanizing quality was encouraged in the workplace.

Expectations, the sub-construct that reflects the transactional elements of the interaction or exchange—I have something you need and you have something I need—represents the more tangible qualities of the exchange. Respect, the sub-construct that is often less tangible but no less important, suggests the humanistic characteristics of the exchange. For example, one side of the exchange might be subordinated to the other, not only in position but also in social status. Or, a degree of respect may exist because two people see each other as people first.

If one or both sub-constructs are not maintained, an exchange is strained, moving the relationship from cooperative and reciprocal to demanding and/or disrespectful. Barnard (1938) recognized the need for reasonable expectations, the Zone of Indifference in which an individual or group carries out a directive without consciously questioning the authority behind the directive. Dewey (1930) recognized the deconstruction of means and ends in the workplace as diminishing and disrespectful to what is considered valuable in the workplace. These two perspectives align almost perfectly with the two-sub-constructs—respect and expectations—under the normative construct *management abuse*.

What makes the exchange so complex is that each side brings to the exchange a range of tolerance for the transactional expectations as well as the level of respect believed appropriate for the

exchange. In every moment of contact, and even in every thought, the two sides are calculating whether the exchange is satisfying the need, both as to what is expected, and to the appropriate degree of respect. Alarms go off if either side is having an experience outside of their range of tolerance. If the exchange is not being “managed” reasonably to the need of one side or both, one or both sides will see the other as “abusing” the relationship and the exchange will enter into a state of normlessness.

Management of the exchange (which keeps the workplace out of a state of normlessness) is the responsibility of each of those involved. This perspective is a slight alteration of the typical view of management being responsible for the relationship with the employee. My interpretation is that management comes from both sides. Management is how those involved are “managing” the interaction. As long as those involved see their responsibilities to manage as acceptable, then a means-end continuum relationship continues. If one or neither sees their management responsibilities as necessary, valuable, or attainable, then the exchange deteriorates or breaks down. This perspective highlights the deliberate attention needed by one or both sides to maintain the reciprocal exchange.

This interpretation, that both sides of an exchange are “managing” the relationship, is highly evident for tenured associate professors. The relationship of professor to administration can be viewed as abusive from both sides. Associate professors can dig in their heels and be uncooperative towards helping administration achieve organizational goals. Administration can bureaucratize the work environment and marginalize disciplines. Conversely, when associate professors and administration work together, and both take responsibility for managing the relationship, the academic environment works remarkably well.

The ‘bulge’ of associate professors.

Cultural tension. The bulge of associate professors at the university of study may derive from the tension between collegial and managerial cultures (Bergquist & Pawlak, 2008). The absence of the normative aspect *firing* indicates the strength of the collegial culture in this institution. The collegial

culture, which values autonomy and academic freedom, needs an environment where one has a sense of job security.

Having job security reduces a typical workplace concern. By reducing the concern, a person has greater capacity to focus on other challenges and opportunities (Rock, 2007). Therefore, tenure supports an individual to more effectively approach challenging research or explore creative teaching methods. The encouragement of independent thinking may be considered a centrifugal force (Guskin, 1999). Clear thinking is critical to the generation of scholarly work and is at the core of a Research 1 institution and collegial culture.

There is a regulating force in this academic culture that restricts the ability of associate professors to deliver on expectations. This is shown in the anomie profile score for the normative construct *organization of production*. Two regulating forces restrict the collegial culture—managerial culture and the norms of science.

The managerial culture (a centripetal force) provides a social constraint on the population by pushing for efficiencies (Guskin, 1999). This constraint is necessary according to Durkheim (1951) to regulate behavior towards social norms. Braxton (1993) indicates using the other centripetal force, the norms of science, as the social constraint to regulate the individual disposition of most scholars and researchers.

My interpretation is that tension between the collegial culture, the managerial culture, and the norms of science contributes to the low anomie profile score for *organization of production* and the low anomie profile sub-group scores for the normative construct *organizational communication*. The university of study has been moving towards a stronger research agenda for 20 years. Additionally, the standard for promotion to full professor has been shifting over that period of time to support the research agenda. Although a general increase in expectations has occurred across the organization, the processes,

rules, resources, and modes of communication associated with faculty productivity have not evolved to support meeting the new expectations.

Gender differences over time. Another contributor to the bulge is the different experiences of females and males while in rank of associate professor. The analysis of the two-way ANOVA shows dramatically different experiences of females and males, especially in the 5 to 9 year time frame. Four of the six normative constructs show a significant interaction between gender and time in rank, with a fifth interaction just missing statistical significance. These interactions may provide clues as to why there is a bulge.

Interactions between gender and time in rank show females and males experience the norms in remarkably different ways. Females between 5 to 9 years in rank score higher than females in rank 0 to 4 years and consistently score each normative construct higher than males. Males show the inverse pattern. These differences make it challenging to provide similar assistance to both females and males in the same frame of time in rank.

There is research that looks at the differences in career paths of females and males (Bevan & Learmonth, 2013; Tobies, 2011). Between the ages of 35 and 45, the career aspirations of males and females tend to shift in different directions. Females start to become more invested in their careers while the career-related aspirational efforts of males may decline. Males may find alternative outlets for success and begin to invest in their children, hobbies, or other diversions. Females may begin to focus more on their career goals.

The time frames for faculty promotion are likely based on a timing developed during an era when mostly males were in the academic setting (Schaffner & Van Horn, 2003). The social and academic norms may have sufficed to establish a typical time frame that moved males through the ranks. These stimulants may have had anomic qualities, which would be part of the testing of one's worth to become a

member of an elite group of scholars. Today the same timing and motivators exist but the context has changed and the mix of females and males is closer to reflecting the gender mix in society.

If the path to promotion was some form of anxiety-producing motivator, the system may be applying pressure that, in the current context, is not even received by females and is too strong for males. The time frame does not work for females and the motivators have no influence, but with more time females do begin to bring their careers forward. They feel wiser than they did and want to share that wisdom and apply it to their careers.

For males, too few of their colleagues share their experience, which creates normlessness. Although the traditional career path of an academic—doctoral student, assistant professor, associate professor, and full professor—may have many anxiety-producing experiences, being in a group of people who have similar experiences normalizes each experience. There is a connection or bond that helps everyone move forward. Today, males may experience the same pressures to succeed in their careers but they do not have a “band of brothers” with whom to share the experience.

Theoretical and Practical Contributions of the Research

This research illustrates a connection, not well recognized or understood, between successful organizational change and anomie. By bringing together anomie theory and organizational theory, we bring to light the influencing power of reciprocal agreements that are made in the workplace. These reciprocal agreements can be better understood by thoroughly understanding their importance and what breaks them down. These reciprocal agreements, subtle and not so subtle, unintentional and intentional, explicit and implicit, are being made and evolving constantly. Employee perceptions of the degree to which these agreements are upheld deeply impact an organization’s state, and ability to change. This research serves to raise awareness of the importance and nature of reciprocal agreements by bringing anomie, and a tool to measure it, into the conversation.

Theoretical contribution. Hodson's (1999) research identified six normative aspects of the workplace that are associated with worker consent and resistance. The theoretical contribution of this research shows the workplace in new light by using anomie theory and Hodson's theoretical construct of organizational anomie to examine normlessness in the workplace. Hodson's research focused on the sociological conditions in the workplace that produced consent or resistance. He used anomie theory as a way to shape his argument to position the workplace not as who has control over the workplace, but rather about the agreed upon social norms of the workplace.

This research uses anomie theory and Hodson's (1999) organizational anomie construct to examine the breakdown of norms in the workplace to inform leadership and change practices. Leadership is often expected to drive or lead an organization through significant and/or rapid change. Yet, these forms of dramatic change, whether at the individual, group, or organizational level, whether self-imposed or externally stimulated, often result in undesired, unpredicted, and unintended outcomes, producing a state of normlessness for some, if not many, throughout the organization.

Leadership by its very nature is intended to produce change. As such, there is always a real chance that the act of leadership will produce some form of anomie in the workplace. The same is true for organizational change. The shift from current to future requires a transition, which increases the likelihood of anomie emerging.

These states of normlessness, be they at the individual or organizational level, tear at the fabric of the organization, diminishing its effectiveness and limiting its potential. We can accept that there will be anxiety, confusion, and discomfort during change. There is no need, however, for the change to produce isolation, helplessness, and dysfunction.

Anomie theory not only helps us understand the breakdown of norms, it also points encouragingly to what is possible in the workplace. The practices of leadership and change can become so much more effective when we understand normlessness not only to avoid its emergence but also to pursue

its antithesis, *eunomie*. Halberstadt (1955) wrote that Solon, as a poet and politician, used the word *eunomia* more than two thousand years ago to highlight the value of pursuing order, justice, and fairness for the city of Athens. Srole (1956) used the term *eunomia* to represent the sense of belonging and individual experiences when in community with others. These are worthy aspirations for the influence of leadership and change in the workplace.

This research provides a workplace framework, grounded in organizational and business management theory, that helps make sense of *anomie* in the workplace. By combining Barnard's (1938), Dewey's (1927), and Hodson's (1999, 2001) work, this research places *anomie* within a workplace setting clearly grounded in organization and business management theory. The emphasis of the workplace becomes the need to maintain cooperative and reciprocal means-end exchanges. The exchanges highlight the need for actions (means) and results (ends) that move the individual and the organization forward in ways that addresses the needs of both. If the needs of either the individual or the organization are not being met, then a breakdown in the exchange occurs. If the breakdown is serious enough, then organizational cohesion is threatened; therefore, organizational performance and effectiveness are compromised. Going forward, *anomie* research in the workplace can be interpreted in this context, which will help inform new research, practice, and interventions for the workplace.

Normlessness, as associated with *anomie* theory, is highly reminiscent of Lewin's description of the transition stage found in his three-stage description of change (Lewin, 1947). Lewin, considered a founder of organization development and group dynamics, wrote a seminal piece articulating how people experience change. Lewin (1947) expressed change in three stages: unfreezing—transition—refreezing. These three stages exemplified his view that an individual must first begin to let go of the current way of being or operating (unfreezing), then enter a transition period when normal ways of operating are not clear, and finally enter a refreezing stage when the individual anchors the new set of behaviors and ways

of being or operating. Lewin's work has been cited repeatedly in scholarly and practical ways for more than 60 years.

Much of the change management literature can be traced to Lewin's (1947) work on change. His work has been valuable in helping people normalize the disorientation they experience while going through change. Although I have no disagreement with his work, I do believe as a practitioner that the transition stage is only modestly understood in the workplace, making application of sound practices difficult. As a result, the transition stage continues to be challenging, both individually and organizationally, to navigate.

Looking to anomie theory as a way to better understand the transition stage of change can provide greater clarity to the transition experience. The five theories of anomie all provide ways of explaining disruption, disorientation, and deviance, at the psychological, sociological, and systems level. There may be high value in connecting Lewin's work on change with anomie theory.

Practical contribution. The concentration of this research to highlight anomie in the workplace moves practice closer to addressing individual and organizational transitions with a common frame. Although the word anomie is little known, what it represents is known by most. Most individuals have had a work experience where they have felt disoriented, stuck, or isolated. Leaders and change agents generally have had experiences of attempting to keep an organization from moving into a state of deterioration or dysfunction. The challenge has been that all of these experiences can seem separate and distinct. Fortunately, recognition and understanding of anomie brings together many of these destabilizing experiences under one umbrella, providing opportunity for diagnostic and intervention to work together to make a difference at the level of the individual as well as at the level of the organizational.

The practical contribution of the research, first, confirms the existence of Hodson's (1999) organizational anomie multidimensional construct in the academic setting. Concentrating on Hodson's

work, this research advances organizational anomie by validating his multidimensional construct in an academic setting.

Second, the survey developed for the research is a new way of measuring anomie in the workplace. The instrument captures a snapshot of the level of normlessness of a population by measuring the presence or absence of specific normative aspects of the workplace that contribute to worker consent and overall organizational cohesion.

Third, the survey instrument uses items worded positively and items worded negatively. This is the first survey to verify both types of items as viable options for measuring the absence or presence of anomie. The valid use of positive wording and negative wording creates further evidence of an anomie–eonomie continuum (Srole, 1956; Hodson—coding documents). The research provides an instrument with which to measure normlessness in the workplace and a way of thinking about the work environment as a series of reciprocal and cooperative exchanges. The good news is that by thoroughly understanding anomie we are that much closer to understanding a work environment where the norms in place have a strong moral underpinning that produce a sense of connection, cohesion, and even unity in the workplace.

Fourth, the research shows indications of *academic anomie*, a variation of organizational anomie. Academic anomie has its own distinct characteristics but is clearly representative of Hodson's (1999) organizational anomie construct. The research results point to the similarity and differences of academic organizations and other organizational types.

Because the body of scholarly work on anomie in the workplace is small and exists over time in numerous fields of study, it has been difficult to understand at its scholarly center. The fifth practical contribution of this research to anomie theory is the collection and organization, in a single reference source, comprehensive of scholarly literature on anomie in the workplace, creating a repository for others to easily locate and utilize what is known about anomie in the workplace.

Finally, the research provides an avenue to connecting workplace norms and organizational effectiveness. If the organization is attending to the six normative aspects, then there is a greater likelihood the various divisions of the organization are engaging in reciprocal agreements; therefore, organizational cohesion is more likely in place. The level of organizational cohesion indicates to what degree all aspects of the organization are engaged, which in turn should be related to organizational effectiveness.

Assumptions and Limitations of the Research

Although the research was able to effectively answer the research questions, there were some evident limitations. First, surveying only associate professors created a homogeneous perspective of academic anomie. The study could have involved other faculty populations such as assistant, full, and adjunct professors. Second, surveying associate professors from only one institution limited the generalizability of the results. Having associate professors participate from other institutions would have shown the generalizability of the results. Finally, the research assumes Durkheim's (1951) theory of anomie effectively explains anomie in the workplace. Even if true, other anomie theories may be just as viable.

Future Research

Creating a new instrument to measure anomie in the workplace provides numerous opportunities for future research. First, the survey can be tested with other faculty populations to look for transferability as well as levels of academic anomie. Second, the survey can be modified to reflect other organizational types. This might include corporate, non-profit, government or theological settings. Third, the instrument helps point to practical interventions that can address anomie in the workplace. Using the instrument to measure pre and post intervention is a natural next step in the research of organizational anomie. Finally, there is an opportunity to explore the connection of the normative construct *management abuse*, with its

two distinct sub-constructs, to well-articulated forms of leadership such as Burns' (1978) version of transformational leadership as well as Heifetz' (1994) adaptive leadership.

Burns (1978) describes transformational leadership as providing uplift in morality and an increased motivation in both leader and follower. The two facets of *management abuse* (reasonableness of expectations and demands, and a general sense of respect in the workplace) resemble Burns' description of transformational leadership.

The normative aspect *management abuse* may even more clearly resemble Heifetz' (1994) work on adaptive leadership because of the recognizable practical application. Heifetz emphasizes the need for adaptive work to "address the conflicts in the values people hold, or to diminish the gap between the values people stand for and the reality they face" (p. 22). The words "reality they face" can be interpreted as the demands and expectations being placed on them. Heifetz's words "address the conflicts in the values people hold" can be interpreted as creating a general sense of respect in the workplace.

Concluding Remarks

By using anomie as a framework for assessing the organization's readiness for change, leaders can diagnose, with precision, the reciprocal agreements that get in the way of employee openness to and adoption of new ideas and new behaviors. In other words, when there is intentionality to uphold reciprocal agreements that are inherent in the workplace, leaders and employees are more likely to experience the connection and alignment necessary for organizational success.

Appendix

Appendix A

Permissions

Invoice

TRANSACTION PUBLISHERS INC
 10 Corporate Place South, Suite 102
 Piscataway, NJ 08854
 732-445-2280

Date	Invoice #
10/18/2013	771

Bill To


Ship To

P.O. Number	Terms	Rep	Ship	Via	F.O.B.	Project
			10/18/2013			
Quantity	Item Code	Description			Price Each	Amount
1	1	Material requested: Figure 6.1 Criminal Conduct in Business Firms, p. 196 From: Cohen, D. V. (1995). Ethics and crime in business firms: Organizational culture and the impact of anomie. In F. Adler, W. S. Laufer, F. Adler & W. S. Laufer (Eds.), The legacy of anomie theory. (pp. 183-206) Rights: English (US) Electronic Rights Fee: \$150.00 e-mail: tswitzer@antioch.edu <input type="checkbox"/> <input type="checkbox"/> Category: PCP Out-of-state sale, exempt from sales tax			150.00	150.00T
					0.00%	0.00
Total						\$150.00

October 9, 2013 10:45 AM

To: Tayo Switzer <tswitzer@antioch.edu>
Cc: [REDACTED]
Fwd: request to use Youth in Transition questionnaire

Regarding your inquiry today did you get this email [REDACTED] sent? see below

[REDACTED]

----- Forwarded message -----

From: [REDACTED] <[REDACTED]>
Date: Thu, Sep 19 2013 at 1 54 PM
Subject: request to use Youth in Transition questionnaire
To: [REDACTED]
Cc: [REDACTED] > [REDACTED]:

Dear Tayo

Via [REDACTED] and me your request went to the Youth in Transition PI Dr. Jerald Bachman, whose response you've probably received and is also copied below.

Best wishes,
[REDACTED]

--
[REDACTED]

=====
Dear Tayo Switzer,

You have my permission to use whatever items you wish from the Youth in Transition questionnaire. Please do not, however, represent whatever you use as "The Youth in Transition Questionnaire." Whatever you use should be represented as your own questionnaire.

Good luck!

Jerald Bachman

=====
[REDACTED]

Per our phone conversation...my name is Tayo Switzer and I am a doctoral student in the Ph.D Leadership and Change program at Antioch University. I am requesting permission to use a questionnaire called *A Nationwide Study of Young Men in High School Questionnaire*. The questionnaire is found in the reference *Youth in Transition* from 1967 on page 193. The full reference is listed below.

Sincerely,

Tayo

Bachman, J. G., & University of Michigan. Survey Research Center. (1967). *Youth in transition*. Ann Arbor: Institute for Social Research, University of Michigan.

Questionnaire: A nationwide study of young men in high school questionnaire p. 193

September 16, 2013 8:30 AM

To: "tswitzer@antioch.edu" <tswitzer@antioch.edu>
FW: NORC Phone Call Follow Up

1 Attachment, 2 KB

As long as you acknowledge the GSS as the source in your dissertation and subsequent publications, you are free to use our items.

From: [REDACTED]
Sent: Friday, September 13, 2013 9:52 AM
To: [REDACTED]
Subject: FW: NORC Phone Call Follow Up

Hi [REDACTED]

Someone is looking for permission to use a General Social Survey from the 1970s as an insert for his dissertation (see e-mail below). Could someone on GSS assist this person?

[REDACTED]



From: Tayo Switzer [<mailto:tswitzer@antioch.edu>]
Sent: Friday, September 13, 2013 9:17 AM
To: [REDACTED]
Subject: Re: NORC Phone Call Follow Up

[REDACTED]

I am wanting to insert in my dissertation a survey found in the reference below. I am a doctoral student at Antioch University in their PhD Leadership and Change program. Any help you can provide me to gain permission to use the materials is appreciated.

Tayo
(m) 614-216-9062

Reference:

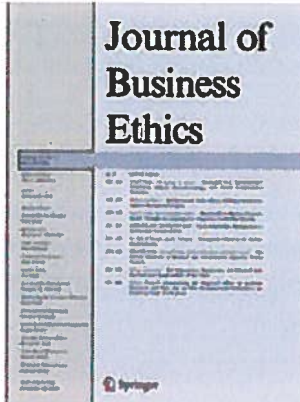
National Data Program for the Social Sciences., Davis, James Allan., Schwartzman, Kathleen. National Opinion Research Center.,. (1973). General social survey.

1973 General Social Survey of the U.S. National Opinion Research Center—based on Srole 9-item scale

1. Nowadays, a person has to live pretty much for today and let tomorrow take care of itself (Do you more or less agree with that, or more or less disagree?) (p. 21)
2. In spite of what some people say, the lot (situation, condition) of the average man is getting worse, not better (Do you more or less agree with that, or more or less disagree?) (p. 21)
3. It's hardly fair to bring a child into the world with the way things look for the future. (Do you more or less agree with that, or more or less disagree?) (p. 21)
4. Most public officials (people in office) are not really interested in the problems of the average man (p. 27)
5. These days a person doesn't really know whom he can count on (p. 27)
6. Most people don't really care what happens to the next fellow (p. 27)



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de Lara, P., Zoghbi Manrique, & Rodríguez, T. F. E. (2007). Organizational anomie as moderator of the relationship between an unfavorable attitudinal environment and citizenship behavior (OCB): An empirical study among university administration and services personnel. *Personnel Review*, 36(6), 843-866.
doi:10.1108/00483480710822391

Organizational anomie Scale, p. 853

Tayo Switzer
tayoswitzer@antioch.edu
(m) 614-216-9062

Material Requested:

"Psychological Dimensions of Anomy"
 Herbert McClosky and John H. Schaar
American Sociological Review, Vol. 30, No. 1 (Feb., 1965), pp. 14-40

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Appendix B

List of Articles and Books Written by Nikos Passas About Anomie in the Workplace

1988	Doctoral Thesis	Merton's Theory of Anomie and Deviance: An Elaboration
1990	Article	Anomie and Corporate Deviance
1992	Article	Scientology and Its Clear Business
1995	Chapter	The Legacy of Anomie Theory
1997	Co-editor	The Future of Anomie
1999	Article	Globalization, Criminogenic Asymmetries and Economic Crime
2000	Article	Global Anomie, Dysnomie, and Economic Crime: Hidden Consequences of Neoliberalism and Globalization in Russia and around the world
2001	Article	False Accounts: Why Do Company Statements Often Offer a True and Fair View of Virtual Reality?

Appendix C

Authors Using Measurement Instruments Based on Srole Anomia Scale to Measure Anomia in the Workplace

Author	Article
Zahra (1989)	Executive values and the ethics of company politics: Some preliminary findings
Crank, Regoli, Hewitt & Culbertson (1995)	Institutional and organizational antecedents of role stress, work alienation, and anomie among police executives
Caruana & Chircop (2001)	The dark side of globalization and liberalization: Helplessness, alienation and ethnocentrism among small business owners and managers
Caruana, A., Ramaseshan & Ewing (2001)	Anomia and deviant behaviour in marketing: Some preliminary evidence
Caruana (2005)	The effect of anomia on ethnocentric tendencies: A study among small businesses in two island microstates
Zoghbi-Manrique-de-Lara (2007)	Relationship between organizational justice and cyberloafing in the workplace: Has "Anomia" a say in the matter?
Zoghbi-Manrique-de-Lara & Espino-Rodríguez (2007)	Organizational anomie as moderator of the relationship between an unfavorable attitudinal environment and citizenship behavior (OCB): An empirical study among university administration and services personnel
Zoghbi-Manrique-de-Lara (2008)	Should faith and hope be included in the employees' agenda?: Linking P-O fit and citizenship behavior
Tsahuridu (2006)	Anomie and ethics at work
Tsahuridu (2011)	An Exploration of Factors Affecting Work Anomia

Appendix D

Summary of Authors Who Have Used the Term Organizational Anomie in Their Scholarly Literature

Author	Associated with	Use
Grusky, 1960	Merton	The amount of instability produced by the occurrence of succession is, of course, variable, but the major available intensive studies of the process concur in documenting the fact that changes in key personnel produced at least temporary <u>organizational anomie</u> . Succession is disruptive to organizations because it sets the conditions for the development of new policies, disturbs the traditional norms of the organization, and promotes changes in the formal and informal relationships among members.
Brown, 1982	Merton	Still, the evidence from comparative studies is most consistent with the theory that succession-related " <u>organizational anomie</u> " (Grusky, 1960: 105) leads to a decrease in effectiveness.
Alpert, Crouch and Huff (1984)	N/a	We further argue that one of the mechanisms by which this unanticipated change occurred was through the rising expectations of inmates, linked closely with the <u>organizational anomie</u> which prevailed after the decision. The collective violence which seems to have been associated with the decision (or, more precisely, with the conditions which followed the decision) suggests that serious crisis of control did in fact ensue.
Cohen, 1993	Merton	We now turn to an elaboration of the process by which <u>organizational anomie</u> produces work climates discouraging ethical conduct among employees. In many organizations, particularly in certain business firms, various manifestations of the institution's <i>culture</i> communicate a strong message to employees that the ends justify the means. These conditions create a situation of "normlessness" which is the essence of anomie. Both the formal and informal cultures of such organizations foster a work climate that not only minimizes the importance of ethical concerns but may actually encourage unethical practices.
Hodson, 1999	Durkheim	<u>Organizational anomie</u> . Anomic organizations can be operationally defined as those that fail to meet a minimum set of common workplace norms. Six normative aspects of the workplace are evaluated to operationalize this definition. Three of these, management abuse, firings, and organizational communication, concern social relations of production and workers' rights. Three others, organization of production, leadership, and level of repair, involve fulfillment of management's obligations to establish and maintain a working technical system of production.

Author	Associated with	Use
Lafler, 2005	Durkheim	<p><u>Organizational Anomie</u> is defined as a systemic state of chaos and normlessness, resulting from a pervasive and persistent culture of confusion. There are three major, interrelated conditions that significantly contribute to this culture of confusion: (a) an incongruous, unregulated environment; (b) a misalignment of individual perceptions, and (c) non-synchronization among organizational units. There are four major, interrelated consequences: (a) confusion, (b) feelings of frustration, (c) an erosion of relational trust, and (d) a loss of faith in management's capacity to provide effective leadership.</p>
Zoghbi-Manrique-de-Lara and Espino-Rodriguez 2007	Srole	<p>Durkheim and Merton refer to an anomie whose etiology is sociological. From that perspective, a study of anomie in the organization can only consider the organization as one more factor of society as a whole. Moreover, the anomic worker can, to a greater or lesser extent, “bring his/her anomie in from outside” the organization, making it difficult to evaluate the differential effect of organizational variables (unfavorable attitudinal work variables) from other extra-organizational variables. In effect, our study requires a variable designed on a single level, that is, from within the organization itself. We label that anomie <u>organizational anomie</u>.</p>
Martin, Johnson and Cullen, 2009	Durkheim/Merton	<p>Specifically, <u>organizational anomie</u> means that benevolent and principled climates tend to decline in relative influence while egoistic climates become more influential. Unchecked self-interest, in turn, can become the dominant normative framework. We believe, and the theoretical perspectives from which we draw support, that this is the organizational situation where corruption brews and thrives.</p>
Johnson, Martin and Saini, 2011	Durkheim/Merton	<p>Given that we focus on explaining <u>organizational anomie</u>, anomie theory and its underpinnings provide guidance in isolating those strategic culture dimensions relevant to it. Certain strategic cultural factors in the organization particularly contribute to disruption, uncertainty and strain due to asynchrony in goals and means, and thus develop anomie. Specifically, we argue that the strategic culture dimensions of strategic aggressiveness, long-term orientation, competitor orientation, and strategic flexibility are particularly relevant in understanding anomie. Below we conceptualize each and explicate their influence on anomie.</p>

Appendix E

Cohen's Model Connecting Anomia to the Business Ethical Climate

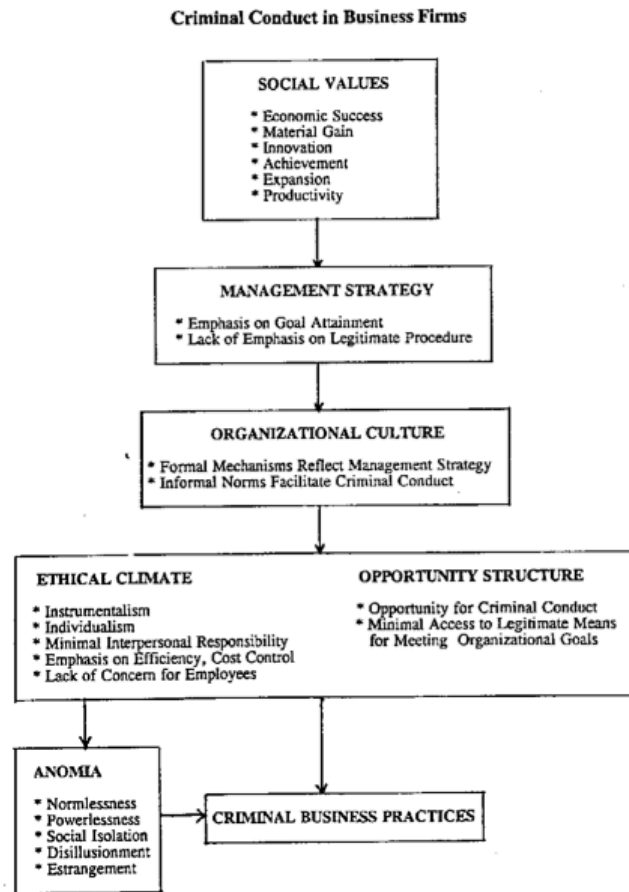


Figure E.1 Model shows criminal conduct in business firms. Reprinted from the chapter “Ethics and crime in business firms: organizational culture and the impact of anomie” by D. V. Cohen, p. 196, in the book *The Legacy of Anomie Theory*, by F. Adler and W. S. Laufer, (Eds.), 1995, New Brunswick, NJ: Transaction. Copyright 1995 by Transaction Publishers. Reprinted with permission.

Appendix F

Research Techniques Used in Workplace Anomie Research

[11] Scale—

1. Zahra (Bachman, Kahn, Mednick, Davidson, and Johnson);
2. Crank et al (Srole);
3. Caruana et al (Srole);
4. Caruana and Chircop (Srole);
5. Caruana (Srole);
6. Tsahuridu 2006 (Bachman et al);
7. Tsahuridu 2011 (Bachman et al);
8. Carter and Carter 2007 (Srole);
9. Zoghbi-Manrique-de-Lara 2007 (Srole);
10. Zoghbi-Manrique-de-Lara 2008 (Srole);
11. Zoghbi-Manrique-de-Lara & Espino-Rodríguez 2007 (Srole);

[1] Survey—

1. Hampden-Turner (McClosky and Schaar)

[4] Archival data—

1. Hodson (Ethnographies of the workplace);
2. Cullen et al;
3. Schoepfer and Piquero;
4. Martin, Cullen, Johnson, and Parboteeah

[2] Questionnaire—

1. Bennis (labeled post data collection);
2. Taylor and Zimmerer (labeled post data collection)

[5] Interview—

1. Bennis (labeled post data collection);
2. Mmobuosi (labeled post data collection);
3. Carter and Carter (labeled post data collection);
4. Skiba et al (labeled post data collection);
5. Dew and Taupo (labeled post data collection)

[1] Cartoon completion test—

1. Bennis (labeled post data collection)

Appendix G

General Exploration Topics

Business	Organizational characteristics	Social influences
Change	Organizational climate	Social integration
Dynamic environments	Organizational commitment	Social isolation
Experiential	Organizational development	Social justice
Human resources	Organizational effectiveness	Social norms
Human resources management	Organizational learning	Social pathology
Identity	Organizational objectives	Social processes
Industrial	Organizational structure	Social structure
Learning	Organizations	Social system Sociology
Management	Philosophy—philosophies	Theories
Management—personnel	Policy making	Tolerance
Merger	Professional identity	Transform
Open climate	Psychology	Transform learning
Open system	Self concept	Transformational
Organization	Social change	Transformational leadership
Organizational behavior	Social groups	Transformational learning
Organizational change	Social identity	

Appendix H

Item Conversion of Current Anomie Scales From Societal to Faculty-centric Perspective and Language

SROLE-BASED INSTRUMENTS**1. Srole 5-item anomie scale**

Source: Srole, 1956 Social integration and certain corollaries: an exploratory study

1. There's little use writing to public officials because often they aren't really interested in the problems of the average man.
2. Nowadays a person has to live pretty much for today and let tomorrow take care of itself.
3. In spite of what some people say, the lot of the average man is getting worse, not better.
4. It's hardly fair to bring children into the world with the way things look for the future.
5. These days a person doesn't really know whom he can count on.

Societal-centric	Faculty-centric
There's little use writing to public officials because often they aren't really interested in the problems of the average man.	There is little use talking to administration because often they aren't really interested in the problems of the average faculty member .
Nowadays a person has to live pretty much for today and let tomorrow take care of itself.	Nowadays faculty have to live pretty much for today and let tomorrow take care of itself.
In spite of what some people say, the lot of the average man is getting worse, not better.	In spite of what some people say, the condition of the average faculty member is getting worse, not better.
It's hardly fair to bring children into the world with the way things look for the future.	It's hardly fair to bring new faculty into the university with the way things look for the future.
These days a person doesn't really know whom he can count on.	These days a person doesn't really know whom s/he can count on.

2. Bachman et al Instrument—based on Srole 5-item anomie scale³

1. No one cares what happens, when you get right down to it.
2. The life of the average man is getting worse, not better.
3. People don't really care what happens to the next fellow.
4. I get the feeling that life is not very useful.
5. These days I get the feeling that I'm not a part of things.
6. These days I don't know who I can depend on.
7. It is hardly fair to bring a child into the world the way things look now.
8. I feel no one really cares much about what happens to me.

Societal-centric	Faculty-centric
No one cares what happens, when you get right down to it.	No one cares what happens, when you get right down to it.
The life of the average man is getting worse, not better.	The life of faculty is getting worse, not better.
People don't really care what happens to the next fellow.	People really don't care what happens to faculty members .
I get the feeling that life is not very useful.	I get the feeling that faculty life is not very useful. I get the feeling that life in the university is not very useful.
These days I get the feeling that I'm not a part of things.	These days I get the feeling that I'm not a part of things.
These days I don't know who I can depend on.	These days I don't know who I can depend on.
It is hardly fair to bring a child into the world the way things look now.	It's hardly fair to bring new faculty into the university the way things look now.
I feel no one really cares much about what happens to me.	I feel no one really cares much about what happens to me.

³ Note: Bachman et al anomie scale. Reprinted from *Youth in Transition—Volume 1 Blue Print for a Longitudinal Study of Adolescent Boys* (p. 195-197, 199), by J. G. Bachman, R. L. Kahn, M. T. Mednick, T. N. Davidson, & L. D. Johnston (Eds.), 1967, Ann Arbor, MI: Institute for Social Research. Copyright 1967 by University of Michigan. Reprinted with permission.

3. 1973 General Social Survey from the National Opinion Research Center—Srole 9-item anomie scale⁴

1. Nowadays, a person has to live pretty much for today and let tomorrow take care of itself.
2. In spite of what some people say, the lot (situation, condition) of the average man is getting worse, not better.
3. It's hardly fair to bring a child into the world with the way things look for the future.
4. Most public officials (people in office) are not really interested in the problems of the average man.
5. These days a person doesn't really know whom he can count on.
6. Most people don't really care what happens to the next fellow.
7. Next to health, money is the most important thing in life.
8. You sometimes can't help wondering whether anything is worthwhile any more.
9. To make money, there are no right and wrong ways any more, only easy ways and hard ways.

Societal-centric	Faculty-centric
4. <i>Most public officials (people in office) are not really interested in the problems of the average man.</i>	There is little use talking to administration because often they aren't really interested in the problems of the average faculty member .
1. Nowadays a person has to live pretty much for today and let tomorrow take care of itself.	Nowadays faculty have to live pretty much for today and let tomorrow take care of itself.
2. In spite of what some people say, the lot (situation, condition) of the average man is getting worse, not better.	In spite of what some people say, the condition of the average faculty member is getting worse, not better.
3. It's hardly fair to bring children into the world with the way things look for the future.	It's hardly fair to bring new faculty into the university with the way things look for the future.
5. These days a person doesn't really know whom he can count on.	These days a person doesn't really know whom s/he can count on.
6. Most people <i>don't really</i> care what happens to the next fellow.	Most people really don't care what happens to the next fellow.
Next to health, money is the most important thing in life.	Next to health, money is the most important thing in life.
You sometimes can't help wonder whether anything is worthwhile <i>anymore</i> .	You sometimes can't help wonder whether anything is worthwhile.
To make money there are no right and wrong ways anymore, only easy and hard ways.	To make money there are no right and wrong ways anymore, only easy and hard ways.

⁴ Note: Srole's 9-item scale. Reprinted from *General Social Survey* (p.167, 173-174), by J. A. Davis, K. Schwartzman, and the National Data Program for the Social Sciences (Eds), 1973, Chicago, IL. Copyright 1973 by National Opinion Research Center. Reprinted with permission.

Tsahuridu, 2006 – non-work anomie scale – based on Bachman et al 8-item scale⁵

1. I feel no one really cares much about what happens to me.
2. The life of the average person is getting worse, not better.
3. These days I do not know whom I can depend on.
4. These days I get the feeling that I am just not a part of things.
5. I get the feeling that life is not very useful.
6. No one cares what happens, when you get right down to it.
7. People do not really care what happens to the next person.
8. It is hardly fair to bring a child into the world the way things look now.

Societal-centric	Faculty-centric
I feel no one really cares much about what happens to me.	See below
The life of the average person is getting worse, not better.	See below
These days I do not know whom I can depend on.	See below
These days I get the feeling that I am just not a part of things.	See below
I get the feeling that life is not very useful	See below
No one cares what happens, when you get right down to it.	See below
People do not really care what happens to the next person.	See below
It is hardly fair to bring a child into the world the way things look now	See below

⁵ Note: Reprinted from “Anomie and Ethics at Work,” by E. E. Tsahuridu, 2006, *Journal of Business Ethics*, 69, (2) p. 168. Copyright 2006 by Springer Publishing. Reprinted with permission.

Tsahuridu, 2006 – work anomie scale – converted from Bachman et al⁶

1. These days I get the feeling that in business, individuals are just not a part of things.
2. The life of the average person in business is getting worse, not better.
3. These days in business, I do not really know whom one can depend on.
4. I feel no one in business really cares much about what happens to individuals.
5. I get the feeling that life at work is not very useful.
6. I find it hard to be hopeful for the future of the world the way things look now.
7. In this organization no one cares what happens, when you get right down to it.
8. People in business do not really care what happens to the next person.

Bachman et al	Tsahuridu (Bachman-based) re-ordered	Tsahuridu business-centric	Switzer (using Tsahuridu) Faculty-centric
No one cares what happens, when you get right down to it.	I feel no one really cares much about what happens to me.	1. These days I get the feeling that in business, individuals are just not a part of things.	These days I get the feeling that in the university, faculty are just not a part of things. These days I get the feeling that in my college/department, faculty are just not a part of things.
2. The life of the average man is getting worse, not better.	The life of the average person is getting worse, not better.	2. The life of the average person in business is getting worse, not better.	The life of the average faculty member in the university/my college/department is getting worse, not better.
People don't really care what happens to the next fellow.	These days I do not know whom I can depend on.	These days in business, I do not really know whom one can depend on.	These days in the university/my college/my department, I do not really know whom one can depend on.
I get the feeling that life is not very useful.	These days I get the feeling that I am just not a part of things.	I feel no one in business really cares much about what happens to individuals.	I feel no one in the university/my college/my department really cares much about what happens to faculty.
1. These days I get the feeling that I'm not a part of things.	I get the feeling that life is not very useful	I get the feeling that life at work is not very useful.	I get the feeling that being a faculty at the university/my college/my department is not very useful.

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Bachman et al	Tsahuridu (Bachman-based) re-ordered	Tsahuridu business-centric	Switzer (using Tsahuridu) Faculty-centric
3. These days I don't know who I can depend on.	No one cares what happens, when you get right down to it.	I find it hard to be hopeful for the future of the world the way things look now.	I find it hard to be hopeful for the future of the university/my college/my department the way things look now.
It is hardly fair to bring a child into the world the way things look now.	People do not really care what happens to the next person.	In this organization no one cares what happens, when you get right down to it.	In this university/my college/my department no one cares what happens, when you get right down to it.
I feel no one really cares much about what happens to me.	It is hardly fair to bring a child into the world the way things look now	People in business do not really care what happens to the next person.	People in university/my college/my department do not really care what happens to the next person.

Zoghbi-Manrique-de-Lara, 2007 – work anomia – Srole’s original five items plus three additional items⁷

1. There’s little use writing to public officials because often they aren’t really interested in the problems of the average man.
2. Nowadays a person has to live pretty much for today and let tomorrow take care of itself.
3. In spite of what some people say, the lot of the average man is getting worse, not better.
4. It’s hardly fair to bring children into the world with the way things look for the future.
5. These days a person doesn’t really know whom he can count on.
6. Sometimes I think I don’t know what the university really wants of us.
7. I feel well integrated into the university.
8. You sometimes can’t help wondering what you are doing in an organization like this.

Employee skepticism	Faculty-centric
There’s little use writing to public officials because often they aren’t really interested in the problems of the average man.	There is little use talking to administration because often they aren’t really interested in the problems of the average faculty member .
Nowadays a person has to live pretty much for today and let tomorrow take care of itself.	Nowadays faculty have to live pretty much for today and let tomorrow take care of itself.
In spite of what some people say, the lot (situation/condition) of the average man is getting worse not better.	In spite of what some people say, the condition of the average faculty member is getting worse, not better.
It’s hardly fair to bring children into the world with the way things look for the future.	It’s hardly fair to bring new faculty into the university with the way things look for the future.
These days, a person doesn’t really know whom he can count on.	These days a person doesn’t really know whom s/he can count on.
Sometimes I think I don’t know what the university really wants of us.	Sometimes I think I don’t know what the president/provost/my dean/my chair really wants of me .
I feel well integrated into the University.	I feel well integrated into the university/my college/my department .
You sometimes can’t help wondering what you are doing in an organization like this.	I sometimes can’t help wondering what I am doing in an organization like this.

⁷ Reprinted from “Relationship Between Organizational Justice and Cyberloafing in the Workplace: Has Anomia a Say in the Matter?,” by P. Zoghbi-Manrique-de-Lara, 2007, *CyberPsychology & Behavior*, 10, p. 467. Copyright 2007 by Mary Ann Liebert, Inc. Reprinted with permission.

Zoghbi-Manrique-de-Lara & Espino-Rodríguez, 2007 – organizational anomie scale – based on Srole scale⁸

1. I feel well integrated into the University.
2. You sometimes can't help wondering what I am doing in an organization like this.
3. In this organization one must live for today, I prefer not to think about the future.
4. Despite what they want us to say, in general the people in this University are getting worse.
5. With things as they are in the University it is difficult to get excited about the future.
6. Most of the University employees are not really interested in other people's problems.
7. In my work I don't know to whom I can tell the truth.
8. Sometimes I think I don't know what the University really wants of us.

Academic staff centric	Faculty-centric
I feel well integrated into the university.	I feel well integrated into the university/my college/my department .
You sometimes can't help wondering what I am doing in an organization like this.	I sometimes can't help wondering what I am doing in an organization like this.
In this organization one must live for today, I prefer not to think about the future.	In this university/college/department one must live for today, I prefer not to think about the future.
Despite what they want us to say, in general the people in this university are getting worse	Despite what they want us to say, in general the people in the university are getting worse.
With things as they are in the university it is difficult to get excited about the future	With things as they are in the university/my college/my department it is difficult to get excited about the future
Most of the university employees are not really interested in other people's problems	Most of the university employees are not really interested in other people's problems
In my work I don't know to whom I can tell the truth	In my work I don't know to whom I can tell the truth
Sometimes I think I don't know what the university really wants of us.	Sometimes I think I don't know what the president/provost/my dean/my chair really wants of me .

⁸ Note: Reprinted from "Organizational Anomie as Moderator of the Relationship Between an Unfavorable Attitudinal Environment and Citizenship Behavior (OCB): An Empirical Study Among University Administration and Services Personnel," by P. Zoghbi-Manrique-de-Lara and T. F. Espino-Rodríguez, 2007, *Personnel Review*, 36, (6), p. 853. Copyright 2007 by Emerald Group Publishing. Reprinted with permission.

McClosky and Schaar, 1965 – Anomy Scale⁹

1. With everything so uncertain these days, it almost seems as though anything could happen.
2. What is lacking in the world today is the old kind of friendship that lasted for a lifetime.
3. With everything in such a state of disorder, it's hard for a person to know where he stands from one day to the next.
4. Everything changes so quickly these days that I often have trouble deciding which are the right rules to follow.
5. I often feel that many things our parents stood for are just going to ruin before our very eyes.
6. The trouble with the world today is that most people really don't believe in anything.
7. I often feel awkward and out of place.
8. People were better off in the old days when everyone knew just how he was expected to act.
9. It seems to me that other people find it easier to decide what is right than I do.

Societal-centric	Faculty-centric
With everything so uncertain these days, it almost seems as though anything could happen.	With everything so uncertain these days, it almost seems as though anything could happen.
What is lacking in the world today is the old kind of friendship that lasted for a lifetime.	What is lacking in the university/my college/my department today is the old kind of collegial relationships that last a career .
With everything in such a state of disorder, it's hard for a person to know where he stands from one day to the next.	With everything in such a state of disorder, it's hard for faculty to know where s/he stands from one day to the next.
Everything changes so quickly these days that I often have trouble deciding which are the right rules to follow.	Everything changes so quickly these days that I often have trouble deciding which are the right rules to follow.
I often feel that many things our parents stood for are just going to ruin before our very eyes.	I often feel that many things our predecessors stood for are just going to ruin before our very eyes.
The trouble with the world today is that most people really don't believe in anything.	The trouble with the university/my college/my department today is that most people really don't believe in anything.
I often feel awkward and out of place.	I often feel awkward and out of place.
People were better off in the old days when everyone knew just how he was expected to act.	
It seems to me that other people find it easier to decide what is right than I do.	

⁹ Note: Reprinted from "Psychological Dimensions of Anomy," by H. McClosky and J. H. Schaar, 2008, *American Sociological Review*, 30, (1), p. 23. Copyright 1965 by the American Sociological Association. Reprinted with permission.

Appendix I

Hodson's Unpublished Coding Documents for the 1999 article, *Organizational Anomie and Worker Consent*.

MANAGEMENT ABUSE**Protocol**

mt3 "abuse" includes blatant slighting and other forms of status degradation as well as more direct abuse such as workers being yelled at.

Code sheet

mt3 Abusive: 1-Never 2-Rarely 3-Sometimes 4-Frequently 5-Constantly 9-No Info

We2quotes22

mt3 Abusive: 1-Never

Besser. Team Toyota, 1996: 101-104. #16000.

This quote refers to production workers at a Toyota automotive plant located in Georgetown, Kentucky.

Instances relating to and feelings regarding bureaucratic flexibility and the lean work force rationale were described by almost every person interviewed. Bureaucratic flexibility is not an oxymoron in the sense that it is referred to by team members. Fetalucci called it "working with the policy." By this he meant that Toyota bends the rules for the benefit of individual employees. This is not just a passive turning a blind eye to rule violations but an active effort by Toyota to make the system accommodate individual needs. Almost every employee had a story illustrating bureaucratic flexibility. Woulton told of a team leader who voluntarily transferred to second shift. After a period of time, he found that second-shift work was disrupting his family life and causing other personal problems. He petitioned to be able to return to first shift as a team leader, stating that, as the situation currently existed, he would have to choose between the welfare of his family and keeping his job with Toyota. Under those circumstances the team leader said he would have to quit his job. The policy is to allow transfers to first shift on the basis of date of request, with those who ask for transfers first getting them first. There is a long waiting list of team leaders desiring to transfer to first shift and Woulton's acquaintance was close to the bottom of the list. Nonetheless, Toyota bent the rule in his case and allowed him to return to first shift.

Dottard and one other team member in Dottard's group were each very interested in being promoted to team leader. They both had taken the prepromotion classes but had not yet passed the last test that is given some time after completion of the class. In the meantime, an opening for team leader had occurred in their group. Rather than pick a team leader from among those already eligible, the group leader and HR rep decided to wait to make a choice until Dottard and his teammate could complete the testing. Dottard said,

It would have been pretty easy for them to say, "Well, you're not really through the classes yet. Catch it next time." And there wouldn't have been much we could say. I would have understood that. But they actually held it up for us. They went out of their way for us to have a chance at the promotion.

An example provided by Perkins is about a team leader whose wife wanted to meet him for two weeks of vacation immediately after his training in Japan. The only way they would be able to do this was if Toyota were to schedule the team leader's return flight two weeks after the rest of the group returned and allow him to take his vacation in conjunction with his training in Japan. The vacation timing required no special consideration, but the flight scheduling did. Since Toyota was willing to do this for the team leader, even though it required a rather small accommodation by Toyota, it demonstrated to Perkins that Toyota was concerned about employees as persons.

Ruddlehouse described a situation with a team member in her area who had a drinking problem. She said Toyota could have fired him. He repeatedly violated the rules regarding attendance and performance. Instead, his supervisor and the HR rep worked with him, force him to join AA and see a counselor. In Ruddlehouse's words, "Toyota really stepped on him and helped him straighten up his act. That helped me respect them. They really are here to try to help people. I think there are a lot of ways where they really do have the people in mind.:

Several interviewees told me about a particular team member who was injured on the job. Lemming gave this account of the story: "Toyota could have kicked him out the door and there is nothing he could have done about it. Instead they retrained him and now he is working in another area." Clearly the importance of bureaucratic flexibility as represented in these accounts is beyond the direct impact it had on the individuals involved. The stories generated by these incidents are told and retold among employees creating and reinforcing an impression of the significance of the individual to the organization as well as the nature of the relationship between management and labor at Toyota. Management is viewed as "more reasonable" by Prichard, the former production group leader, than management at most American facilities. He clarified this by saying that Toyota management is more flexible, more open to new ideas than management at other places he has worked. Griffin echoed this theme when I asked him why he no longer belonged to the professional engineering associations to which he formerly belonged. He said that since working for Toyota he has not had time for professional activities and also that Toyota does not encourage affiliation with professional societies in the same way that his prior employers did. Then he added,

However if somebody went to them and said, "Hey, how come we don't have a way to belong to our professional associations?" I'm sure they'd say, "We'll look into it and we'll figure out a way." And then in a couple of months or a year, they'd work something out.

There are two attitudes expressed by Griffin's statement; the belief that management is reasonable and, expanding on that assumption, a willingness to give Toyota the benefit of the doubt. Again, this refers to the element of trust mentioned previously. Griffin trusts that Toyota, if made aware of the problem and if given enough time, will correct the oversight, mistake, or injustice. This implies an extension of the tacit agreement referred to previously that if Toyota is reasonable, flexible, and humane in its treatment of employees, the employees will reciprocate by viewing Toyota mistakes as benign oversights that will be rectified when Toyota is made aware of the problem (101-104).

mt3 Abusive: 2-Rarely

Lee. Gender and the South China Miracle, 1998: 144. #15400.

This quote refers to assembly workers producing electronic goods in (Hong Kong) China.

The practice of familial nicknaming humanized the hierarchical authority among foremen, line leaders, and women workers. The brunt of blame for performance failures at work was made easier for management to deliver

and for workers to accept. Fai was always seen yelling at Yuk-ling and Kim whenever something went wrong in the production process, and these women openly expressed their frustration at being blamed. Yet after an hour's time or less, grudges would be forgotten and they would talk and laugh again as happy fellow workers. As a novice to the task of soft soldering, I was caught several times by Yuk-ling for making "false" solders on the printed circuit boards. She was angry, but in an unthreatening, half-joking and half-serious way, she asked, "How come you can't do such a simple job? What do they teach you at school?" She then taught me how I should let the tin wire melt and solidify for a few seconds before I separated the wire from the electric solder (144).

mt3 Abusive: 3-Sometimes

Fine. *Kitchens*, 1996: 172. #19200.

This quote refers to cooks working at a restaurant (Stan's Steakhouse) in the Minneapolis-St. Paul region of Minnesota.

Cooks at Stan's resented that owners ordered them about, for instance, making them perform meaningless jobs unrelated to cooking, such as watering the trees in front of the restaurant. One cook reported, "If I say anything to him, he says, 'I pay you seven dollars an hour. You can do anything I say to do' " (Personal interview, Stan's). This perspective is not limited to Stan's management; at the Owl's Nest one cook told me that the son of the owner treated him "like a slave," and the restaurant was "like a prison" (Personal interview, Owl's Nest) (172).

mt3 Abusive: 4-Frequently

Pierce. *Gender Trials*, 1995: 90-91, 91-92. #18000.

This quote refers to litigation paralegals in San Francisco, California.

The first and perhaps most fundamental aspect of deference reflects the nature of the legal profession itself: it requires that paralegals be treated as if they were adversaries by attorneys. Just as opposing counsel, clients, and witnesses are interrogated, intimidated, grilled, and regarded with suspicion and distrust, so too are paralegals. Marguerite, a twenty-six-year-old legal assistant, describes her discussions with Eric, an attorney, in this way:

I feel like I am on the witness stand when I'm talking to him about the trial. After I give him detail after detail to his questions, he says, 'Anything else? Anything else?' in this aggressive way . . . I think what's weird about Eric is how he can't turn off this adversarial style . . . He just persists in cross-examining me.

A male paralegal characterized the pretrial behavior of Mark, an attorney:

Mark asks question after question like a rapid-fire machine gun . . . and he stares intently at you while he's asking questions. I think it's one of those strategies they teach lawyers to intimidate witnesses . . . and [I feel like] he's just practicing on me.

Janice, another legal assistant, commented bitterly:

I hate the adversarial relationship. You can never have a normal discussion about a case. It's always an argument, and I just get pushed to the other side. Sometimes I want to say, "Hey, I'm on your side, remember!" (90-91).

To cope with being treated as the objects of attorneys' hostility, paralegals must manage anger—their own and that of the attorneys. Whether a lawyer is angry about X, Y, or Z, the paralegal is liable to suffer the consequences—even when it was not her fault. For example, Greg, a paralegal, had brought a client into his office to wait until the attorney, Chris (a woman), got off the phone. Greg had been specifically instructed to sit with the client rather than leaving him out in the lobby to wait. While they were waiting, Greg received an important and long-awaited call about the client's case. Rather than discuss the business in front of the client, he forwarded the

call to a more private line and retreated to a nearby, empty conference room. In his absence, the impatient client began to wander the halls and happened into the attorney's office. The attorney immediately got off the phone, welcomed the client, and commenced their business. After the client left, Chris yelled at the paralegal for leaving the client by himself. Greg explained what had happened. Rather than apologizing for her outburst, the attorney angrily replied: "Well, I just had to yell at someone, and you were there." The implication is that the attorney has the right to yell at Greg, and Greg's job is to submit to the outburst (91-92).

mt3 Abusive: 5-Constantly

Constable. Maid to Order, 1997: x. #15200.

This quote refers to Filipina women working as domestic servants in Hong Kong.

Women I talked to in the square, along Chater Road, and in Chater Garden sometimes began our conversation with a barrage of complaints about their work. I was told sad, poignant, and funny stories about ugly, greedy, jealous, and mean employers who shouted and criticized too much, demanded eighteen hours of work a day, made workers sleep on the floor, or provided only leftovers for them to eat. Occasionally I was told of employers who were physically or sexually abusive. Tears and other displays of emotion were not uncommon, even with women I was meeting for the first time (x).

EXCESSIVE FIRINGS

Protocol

w4 Job Security can sometimes be inferred from layoffs and firings.

Code sheet

w4 Job Security: 1-None 2-Minimal 3-Average 4-High 9-No Info

W2quotes22

w4 Job Security: 1-None

Milkman. Farewell to the Factory, 1997: 118. #21500.

This quote refers to automobile assembly workers in a General Motors factory in Linden, New Jersey.

At GM, too, the future was always unclear, and rumors of layoffs constantly circulated, but now Marco feels he has some control over his future: "I can sell or stay." He is no longer interested in returning to Portugal, since "I'm doing very well now." He says that he would not dream of going back to GM now—"No way!" (118)

w4 Job Security: 2-Minimal

Miller. Enforcing the Work Ethic, 1991: 63. #21677.

This quote refers to social service workers in the Midwestern United States.

The WIN staff members portrayed the political environment of their work as volatile. They stated that like other career government employees, the practical circumstances of their work (including their job security) were subject to change based on federal- and state-level political developments. One such change occurred during the latter phases of the research. It involved funding cuts affecting the number and types of services that the WIN staff could offer to clients. The cuts also resulted in a decrease in the number of staff members assigned to the program and an increase in the caseloads assigned to remaining staff members (63).

w4 Job Security: 3-Average

Powell. Getting Into Print, 1985: 102-103. #22000.

This quote refers to editors of scholarly books working in a large firm (Plum Press) in the New York book publishing industry.

It is worth noting the parallels between the Plum strategy and that of a business firm facing an uncertain market for its products. One response to such a state of affairs is for the sales department to sign long-term purchase agreements with various customers. By doing so, the sales force eliminates some of the uncertainty faced by the firm, but is also sharply reduces the organization's dependence on the sales department. In the same manner, the use of series editors greatly lessened the problems of information overload and information impactedness commonly faced by editors. Yet this practice also reduced the editors' power within the house and rendered them less irreplaceable. Indeed, as long as a series editor's loyalty was to the house and not to an individual editor, an editor at Plum could be replaced and the new editor would not have to build a new network of advisers (102-103).

w4 Job Security: 4-High

Powell. Getting Into Print, 1985: 72. #21900.

This quote refers to scholarly book editors in a small firm (Apple Press) in the New York City book publishing industry.

Editors are the essential players in the publishing process. They are responsible for acquiring the manuscripts that the rest of the publishing house will turn into books. They start the wheels turning. In essence, it is their job that is unique. The director of a leading university press reinforced this view when he said:

Let me tell you something, and don't you repeat it to anyone else around here.

Editors are irreplaceable! I think very highly of the staff I have assembled.

They are very good; but if any one of them left, I could find someone else to do

their job. That's not true with my editors. If one of them left, it would be a

disaster. Editors are very special people (72).

ORGANIZATIONAL COMMUNICATION

Protocol

of27 through of29 (Organizational Communications through Level of Repair): These questions address how well the organization operates in terms of communications, recruitment and retention of personnel, and maintenance of equipment. If workers seem to be kept in the dark, organizational communication should be coded as "1-Poor." "2-Average" would be the best answer if information is provided but it is somewhat superficial or is provided only irregularly. Organizational communication would be coded as "3-Good" if workers are regularly provided with important information about the organization. Organizational *recruitment* refers to how much effort the company puts into seeking and keeping qualified personnel.

Code sheet

of27 Organizational Communications: 1-Poor 2-Average 3-Good 9-No Info

We2quotes22

1. of27 Organizational Communications: 1-Poor

Kidder. The Soul of a New Machine, 1981: 109. #20700.

This quote refers to computer engineers working in Westborough Massachusetts.

Alsing believed that the team's managers, in handling the new recruits, really were practicing what was called "the mushroom theory of management." It was an old expression, used in many other corners of corporate America. The Eclipse Group management defined it as follows: "Put 'em in the dark, feed 'em shit, and watch 'em grow." It was a joke with substance, Alsing felt; and he believed that their mushroom management needed an occasional antidote (109).

2. of 27 Organizational Communications: 2-Average

Traweek. Beamtimes and Lifetimes, 1988: 130. #18300.

This quote is in reference to physicists working for the Stanford Linear Accelerator Project (SLAC) in San Francisco, California.

The regularly scheduled SLAC users' conference was held at the end of March. Usually these meetings were largely ignored by the SLAC administration and group leaders. Under the new agreements the users were entitled to be informed of policy decisions under consideration so that they could offer their "advice." Issues which would ordinarily have been discussed and settled in the director's office were now being raised in the auditorium with an audience of one hundred. This users' conference reminded me of the first televised national conventions of the two main American political parties, in which the parties had not yet comprehended the impact that the media would have on their operations. The director had managed to preserve the lab's hierarchical decision-making structure at the cost of making the process "public" (130).

3. of 27 Organizational Communications: 3-Good

Tucker. The Therapeutic Corporation, 1999: 29. #12700.

This quote refers to workers in an electronic manufacturing corporation in the northeastern United States.

As part of their ownership privileges, employees have almost unrestricted access to financial information about the company. In most corporations, financial matters are solely the concern of executives. At HelpCo, information about investments, revenues, and expenditures are available to all employees. The walls of the company lunch rooms are covered with charts and graphs showing monthly sales and profits for different products. Several notebooks containing copies of business plans, new ventures, and systematic comparisons with competitors are also easily accessible, kept in a small room near the front lobby.

Other information on corporate affairs is disseminated to employees by the Employee Ownership Advisory Committee, a group of seven individuals elected by their peers. This committee meets weekly and publishes a quarterly newsletter distributed to employees. The newsletter includes items on employee ownership in general (such as the value of shares and the percentage of stock controlled by nonexecutive employees). The committee actively tries to get employee feedback. To this end, they have organized several company-wide meetings to explain features of the plan and have conducted surveys on employee satisfaction with the ownership plan. The committee also acts as a liaison with upper management, meeting with the president and department directors at least once a month. A final responsibility of the committee is coordinating the annual vote for the board of directors (29).

ORGANIZATION OF PRODUCTION

Protocol

Organization of production is often indicated by statements about how reliably needed materials are available, about how efficiently the work flow progresses, and so on.

mt2 "organization of production" involves day-to-day operations.

Code Sheet

mt2 Organization of 1-Catastrophic 2-Marginal 3-Adequate 4-Good
 Production: 5-Exceptional 9-No Info Page #'s:

We2quote22

mt2 Organization of Production: 1-Catastrophic

Watson. In Search of Management, 1994: 135. #22500.

This quote refers to managers working for a telecommunications company near Nottingham, United Kingdom.

It seems to me that management is not really about putting systems in place, putting structures in place, putting metrics in place. Of course you need all those things. But in themselves they achieve nothing. I think there is though, if I can borrow one of Jim's favorite phrases, a "mindset" among a lot of managers here that believes if you get the "right" systems, measures and all that, then the place will more or less manage itself. That's what I mean by "crap". You know that, to me, management is all about making and remaking understandings and agreements, persuading people, building trust, encouraging people to find new and better ways of doing things and—

...The more I hear managers talking about putting things in place, the more I get the impression that they are not confronting the fact that what they really need to be doing is getting out and about and talking to customers, talking to people in the factory, and in the offices. They want to manage by remote control (135).

mt2 Organization of Production: 2-Marginal

Street. Inside Nursing, 1992: 238. #22377.

This quote refers to registered nurses working for a hospital in Melbourne, Australia.

A nurse describes working conditions:

I was really mad about the air conditioning. This building was designed with all this glass facing west into the sun so it would get really hot in the rooms, especially the small rooms. I used to complain, and the engineers would come and take the temperature from the main desk in the cool part of the ward and then report that it was the right temperature. We finally took the temperatures of the windows and the metal was really hot, between 30-40 degrees centigrade, and so were the patients near them. We had to wait for over a year for some action. Then we had blinds made for the windows and when they arrived three months later they didn't fit and we had to use them in other rooms that weren't facing the sun and didn't really need them.

Later we had trouble because the air conditioning got so cold in the winter with all the glass. We had the patients all rugged up, and we were all shivering. Patients were getting hypothermic so we had to drag their beds out into the corridor to nurse them. We got a petition with 360 signatures. It took ages to get action on that. We used to put brown paper bags over the vents because they were all situated directly above the patient's beds. They would be lying in bed with six blankets and still be cold. It took us two years to get that air conditioning changed (238).

mt2 Organization of Production: 3-Adequate

Whyte. Human Relations in the Restaurant Industry, 1948: 48, 49, 52,

53, 59-60. #17500.

This quote refers to waiters and waitresses in the Chicago restaurant industry.

When the cook drops behind, all the pressures from customer to waitress to service pantry to runner descend upon her, for no one between her and the customer can do his job unless she produces the goods. From this point of view, timing and coordination are key problems of the organization. Proper timing and good coordination must be achieved in human relations or else efficiency is dissipated in personal frictions.

While these statements apply to every step in the process of production and service, let us look at the first steps—the relations of cooks to kitchen runner to the service pantry (48).

A kitchen supervisor was in charge of Chandler's kitchen, and pantry supervisors were in charge of each pantry, under her general supervision. There was also an assistant supervisor working in the kitchen.

The supplying function was carried on in the kitchen by two or three runners (depending upon the employment situation) and by a runner on each of the service-pantry floors. Food was sent up by automatic elevator.

The kitchen runners were supposed to pick up their orders from storage bins, iceboxes, or direct from the cooks. When the order was in preparation, the cook or salad girl was supposed to say how long it would be before it was ready, and the runner would relay this information by teleautograph to the service pantries. When the cooking or salad making had not been begun, the runner had no authority to tell the cook to hurry the order (49).

The runners also had difficulty in getting information out of the cooks. When there was a demand from the service pantries, and the food could not be sent up immediately, the runners were always supposed to give an estimate as to when they could furnish the item. This information they were expected to get from the cooks. The cooks sometimes flatly refused to give a time and were generally reluctant to make an estimate. When they did give a time, they nearly always ran considerably beyond it (52).

In the case of some of the inexperienced cooks, it may be that they simply did not know how to estimate cooking time, but that would hardly explain the persistent failure of all the cooks to cooperate with the runners in this matter.

The management was quite aware of this problem but had no real solution to offer (53).

But is it all just personalities and personal inefficiency? What has been the situation in other restaurants of this type (operating on several floors) and in other periods of time?

Unfortunately we have no studies for other time periods, but we do have the testimony of several supervisors who have had previous experience in restaurants facing similar problems, and who have shown themselves, in the course of our study, to be shrewd observers of behavior in their own organizations. Their story is that the friction and incoordination we observed were not simply a war-time phenomenon. While increased business and inexperienced help made the problem much more acute, the friction came at the same places in the organization—between the same categories of people—that it used to. The job of the kitchen runner, apparently, has always been a "hot spot" in such an organization.

This, then, is not primarily a personality problem. It is a problem in human relations. When the organization operates so as to stimulate conflict between people holding certain positions within it, then we can expect trouble (59-60).

mt2 Organization of Production: 4-Good

Newman. No Shame in My Game, 1999: 143. #24000.

This quote refers to fast food workers in New York.

Supply and demand have to be carefully calibrated in these restaurants: there must be enough food ready to go in the microwave or the deep fryer so that orders can be filled quickly, but not so much as to generate excess (143).

mt2 Organization of Production: 5-Exceptional

Stross. E-Boys, 2000: 37. #23700.

This quote refers to venture capitalists working in California.

No one knew in advance of the Monday partners' meeting which topics would end up occupying the bulk of the group's attention. During the rest of the week, conversations between partners in every possible pairing kept everyone informed about most prospective deals under someone's consideration, so the gathering of the partners was the time for going deeper into discussion of a deal, or for bouncing ideas off the group and picking up warning signals from others about generic problems in a portfolio company that one could not see on one's own (37).

POOR LEADERSHIP

Protocol

These questions refer to the quality of management throughout the entire managerial structure of the organization.

mt1 "leadership" involves setting goals and strategic planning.

Code sheet

mt1 Leadership: 1-Catastrophic 2-Marginal 3-Adequate 4-Good 5-Exceptional 9-No Info

We2quote22

mt1 Leadership: 1-Catastrophic

Milkman. Farewell to the Factory, 1997: 111. #21500.

This quote refers to automobile assembly workers in a General Motors factory in Linden, New Jersey.

The other key factor that propelled many workers to take the buyout, whose importance is difficult to exaggerate, is that they disliked working at GM so intensely. Although job security ranked first as a motive for taking the buyout, nearly as many respondents (26 people, or 29 percent) said that the main reason they took the buyout was their frustration with working at GM. One can only speculate as to how many more might have identified this as a reason had the interviewers directly asked about it! Mike Evans, who had been hired in 1978, was one buyout taker for whom this was the key motivation: "I'd had it with this place. I just wanted to get out. I remember the first night I started working there. I knew right away I didn't like it. I was miserable there. I was just looking for an excuse to get out. [During the 1985-1986 layoff] I had been looking around for a new job, and I was trying to find something that would pay close to what I was making, because I was getting used to that income, and I wasn't having too much success. So when I found out about the buyout, I decided I might as well leaved with some money in my pocket." (111)

mt1 Leadership: 2-Marginal

Simonds. Abortion at Work, 1996: 10. #14277.

This quote refers to health workers in an abortion clinic in the Southeastern United States.

Along with all the grander political implications of the work, more mundane daily issues arose in the interviews: complaints about too much hard work, not enough staff, high turnover—all in all, complaints about an administrative practice that some workers saw as decidedly nonfeminist, not in keeping with the Center's mission as they thought and had been taught it should be carried out (10).

mt1 Leadership: 3-Adequate

Whyte. *Human Relations in the Restaurant Industry*, 1948: 259-261. #17500.

This quote refers to waiters and waitresses in the Chicago restaurant industry.

This is perhaps the most obvious point, but let's not overlook it. The good supervisor needs to be able to originate action for his subordinates with firmness and decision. He needs to know when to consult them and when to discuss things with them, but he also needs to know when to drop everything else and act.

The workers themselves recognize this need. They know that, as a group, they are incapable of making quick decisions; if the organization is to function effectively, there must be leaderships in making decisions and putting them into action. All the workers ask is that their thoughts and feelings be taken into account and that they be led, not driven, into action.

They have no respect for the supervisor who gives them orders timidly and with uncertainty. And, strange as it may seem, they like discipline—when they can see that it is important in getting the job done. We had an opportunity to observe a particular supervisor, whom I shall call Miss Bronson. She seemed all at sea in giving her instructions and could not keep order among the girls even when she was trying to talk to them. Later one of the girls commented to us:

“I suppose we should be more orderly and attentive, but I don't know. You just don't feel like paying any attention to Miss Bronson. You know, it might sound funny to say this, but I think a good supervisor should be able to keep the girls in line. She shouldn't let them run all over her.”

The people who have the opportunity to “run all over” their supervisor are not very happy about it. Their morale is low; they become disgusted with the job; they feel a need of working under someone who can keep them in line at the same time that she inspires them to work for a common goal.

For effective action, orders, and directions must be definite and clear as to *what* is to be done, *how* and *when* it is to be done, and *who* is to do it. If the order does not fit in with the regular routine, then the *why* of it should also be stated. This seems an obvious point, and yet there are supervisors who have trouble with it. We talked with one who was very worried because the workers did not seem to be responding properly to her authority. She gave this example:

“Well, just the other day I noticed that the ‘blueberry pie’ sign in our cafeteria was soiled, and we needed to get another one to put on the bulletin board. I went up to the checkers. They were standing together by one of the counters. I told them about the sign and told them to change it. I said it four or five times. I said, ‘I don't care who does it, but somebody's got to do it.’ I certainly wasn't going to do it myself. Well, finally I walked away from them, and a couple of minutes later one of them walked over and did what I told her to do, but it shouldn't have taken that much time. I should have gotten results the first time. I kept asking myself, what would I do if they just refused to do anything for me?”

Putting up the sign was a one-man job. It could not have been done efficiently by two people working together, and yet the supervisor failed to specify *who* was to take action. This introduced a new and confusing step

into the course of action. At first, neither girl acknowledged that the supervisor was giving her an order. Then, when the supervisor went away, the two girls had to decide between themselves which one was to act. Why should the job be done by one rather than the other? If B took action, then it would appear that A was in a superior position and could make B follow orders. And why should B acknowledge A's superiority? All these questions of status inevitably come to the fore and interfere with the course of action.

In this case, the surprising thing is not that there was a delay, but rather that the order was finally carried out at all. When the supervisor gives a clear and direct order that fits in with the regular course of work, the tendency is for workers to respond automatically, without giving the matter any thought. If the order is confusing as to *what, how, when, why, and who*, then the worker necessarily stops to think things over and has to decide what he ought to do. When this happens, the original impact of the order is lost, action breaks down, and authority disintegrates (259-261).

mt1 Leadership: 4-Good

Cole. Japanese Blue Collar, 1971: 111. #16300.

This quote refers to skilled tool & die makers in Tokyo, Japan.

Faced with overstaffing, management is trying to redesign the system so that its latent function will be what one sociologist has called "cooling out the mark." That is, it is being used to "cool out" workers who will not be promoted. They are awarded a status rank and given an allowance so that their monthly pay corresponds roughly to a foreman's. The company rules on the status ranking system read, "The assistant technician rank shall be awarded to employees with the ability to fulfill the official duties of foreman." By granting the worker an allowance, putting him on a monthly salary, and giving him status, management raises him a step above his fellow workers. The ranking is also designed so that the worker may show outsiders how highly the firm regards him. The system's purpose is to minimize disappointment, provide a nominal promotion, and maintain the worker's loyalty to the company. Management said it is also a device to "cool out" demoted foremen by raising their status ranking so that demotion will mean no loss of pay (111).

mt1 Leadership: 5-Exceptional

Newman. No Shame in My Game, 1999: 183. #24000.

This quote refers to fast food workers in New York.

Managers invest a great deal of time and no small amount of their sense of personal reward in the cultivation of their employees. They arrange for glasses for those who have trouble with their eyesight, help young people open bank accounts when they have no one else to cosign for them, give advice on housing, make sure that people who have never had identification get driver's licenses or ID cards, counsel young women worried about pregnancy, provide literacy training for adults who have not learned to read, and perform countless other tasks more like social work than fast food management. But this involvement is willingly provided- without any particular corporate support- because these inner-city managers are committed to change in the quality of life for people living in the ghetto (183).

ILL REPAIR BEYOND THE NORM

Protocol

Through of29 (Organizational Communications through Level of Repair): These questions address how well the organization operates in terms of communications, recruitment and retention of personnel, and maintenance of equipment.

Code Sheet

of29 Level of Repair: 1-Poor 2-Average 3-Good 9-No Inf

We2quote22

of29 Level of Repair: 1-Poor

Fine. Kitchens, 1996: 84. #19100.

This quote refers to cooks at a restaurant (The Owl's Nest) in the Minneapolis-St. Paul area of Minnesota.

Although cooks have a special, personal regard for knives, other kitchen equipment, provided by management, is important as well. Cooks become frustrated when management forces them to work with poor-quality equipment, complicating their job, limiting what they can prepare, and lowering the esteem that others have of them. At each restaurant cooks complained about the equipment, notably at the Owl's Nest, an older restaurant with pretensions to high quality:

The knobs on the stove burners do not turn properly; the only way to light a burner is to toss a match at it. Bruce comments: "I wonder what it's like work over a good stove. One you don't have to use a match for." He adds sarcastically: "Sunday, Paul and I went over to a church to deliver a cake, and it scared me not to have to light a match to turn [the stove] on." Larry tells me: "It's terrible. We have the worst equipment. All of our equipment is twenty-five years old. That's some of the worst stuff I've ever worked on. The stove never lights. You have to light them by yourself. When you're busy, every few seconds is valuable. In two seconds I can be in the cooler and half way out with something. But the burner didn't light, so the pan's not hot, so I can't cook. I have to stop and light the fire." When Paul comments about the excessive heat from the poor stove: "You think Phil [the owner] would get the hint," Bruce adds cynically: "He doesn't care. It's not close to his house."

(Field notes and personal interview, Owl's Nest) (84).

of29 Level of Repair: 2-Average

Powell. Getting Into Print, 1985: 38. #22000. This quote refers to editors of scholarly books working in a large firm (Plum Press) in the New York book publishing industry.

The offices at Plum were not well furnished. The building was old and undergoing renovation. On very cold days the heating system warmed the building to the point that fans or air conditioners had to be turned on for relief. Top executives, editors, and managerial personnel had private offices that could best be described as adequate. Other employees worked at desks that were crowded together and separated only by short glass partitions. There were few signs of personal occupancy of offices or desks. Reception areas were sparsely furnished. Bulletin boards on the editorial floor listed the weekly travel schedules of the editors; on the other floors there was only information about fire regulations and company rules. There was little, if any, company "news" or publicity (38).

of29 Level of Repair: 3-Good

Besser. Team Toyota, 1996: 38-39. #16000.

This quote refers to production workers at a Toyota automotive plant located in Georgetown, Kentucky.

Compared to other manufacturing plants I have visited, the Toyota plant is clean and uncluttered. This is partially due to the newness of the plant, but also to the meticulous Japanese concern for cleanliness and putting parts and tools back in their proper place after use and to the JIT system that does not allow a buildup of parts or inventory. Bicycles are available at key locations to facilitate travel by anyone need to get from one end of the place

to the other. And on boards, prominently displayed everywhere in production, are arrayed with green yellow, and red lights intended to alert maintenance staff and management to problem areas on the production line (38-39).

Note: Reprinted from unpublished coding documents provided by R. Hodson in the 2011. The coding documents were used in Hodson's research that was published in the 1999 article, *Organizational anomie and worker consent*. Reprinted with permission.

Appendix J

List of Anomie Scales

1. Srole 5-item anomia scale
2. Srole 9-item anomia scale
3. Bachman, Kahn, Mednick, Davidson, and Johnston anomie instrument
4. General Social Survey, 1973
5. Tsahuridu non-work anomie scale
6. Tsahuridu work anomie scale
7. Zoghbi-Manrique-de-Lara anomie scale
8. McClosky and Schaar anomy scale

Appendix K

List of Interventions Considered to Address Each Normative Aspect

Normative Aspect	Interventions
Management Abuse [Dignity and Respect]	Policies Training Termination Removal from Administrative Role Re-assignment
Excessive Use of Firing [Value and Worth]	Talent Management Process (i.e., workforce planning) Grievance Process Contracts Tenure Transparent distribution of resources Up to date Patterns of Administration Up to date Promotion and Tenure process Commitment to sabbaticals
Organizational Communication [Considerate, Caring and Deliberate]	Goal Setting One on One touch bases Transparent distribution of resources Team meetings Town Halls Newsletter Audits
Organization of Production [Attentive and Proactive]	Process mapping Organizational Design Work Inventory External Reviews Patterns of Administration Promotion and Tenure process
Poor leadership [Competent and Attentive]	Training Rotation of Assignments Performance management Patterns of Administration Promotion and Tenure process
Level of Repair [Attentive and Pride]	Service level Agreements Dedicated maintenance department Outsourcing of services Audits Routine check of equipment

Appendix L

Contact Email Sent to Panel Expert Pool

Dear _____,

I am reaching out to request your support in the development of a survey. I have discussed the survey with _____ and she recommended I connect with you. I am pursuing my PhD in Leadership and Change from Antioch University and am currently working on an assignment that focuses on building a survey.

The general construct I am wanting to measure through this survey is normlessness in the workplace. My specific interest is to measure the factors indicating normlessness in an academic setting.

I am requesting your participation in a one on one interview to help identify survey questions that best measure the construct. You need no technical knowledge of the subject. You only need to draw on your experiences within an academic setting. Your time commitment is about an hour and involves taking the survey followed by a review of the survey questions. I will ask you to provide feedback and advice on the questions that best measure the normative factors. I will not ask you about your responses to the survey questions nor will I be collecting your survey.

I will follow up with a phone call in hopes of scheduling a one-hour meeting with you.

Thank you for your consideration. If you have any questions, feel free to contact me.

Regards,

Tayo Switzer

Appendix M

Images of Sheets Used to Explain Organizational Anomie to Panel Experts

<p>Organizational anomie</p> <p>Anomic organizations can be operationally defined as those that fail to meet a minimum set of common workplace norms.</p>	<p>Six normative aspects of the workplace are evaluated to operationalize <i>organizational anomie</i>.</p> <ul style="list-style-type: none"> - Management Abuse - Excessive Firings - Organizational Communication - Organization of production - Leadership - Level of repair 	<p>Three of the normative aspects, management abuse, firings, and organizational communication, <u>concern social relations of production and workers' rights.</u></p> <p>Three others, organization of production, leadership, and level of repair, involve <u>fulfillment of management's obligations to establish and maintain a working technical system of production.</u></p>
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Normative Aspects

Management Abuse	"Abuse" includes blatant slighting and other forms of status degradation as well as more direct abuse such as workers being yelled at.
Excessive Firings	The extent to which job security is perceived.
Organizational Communication	If workers seem to be kept in the dark, organizational communication is considered "poor". Organizational communication is considered "good" if workers are regularly provided with important information about the organization.
Organization of Production	Organization of production is often indicated how reliably needed materials are available and about how efficiently the workflow progresses.
Poor Leadership	Refers to the quality of management throughout the entire managerial structure of the organization. Leadership involves setting goals and strategic planning.
Level of Repair	Refers to the degree of maintenance of equipment.

Appendix N

Summary Data From Panel Experts

	Items	A D	A G	M S	L F	T C	C B	M B	J M
	Management Abuse								
1	The college's leadership deliberately keeps individuals from being successful								
2	There are excessive demands of perfection in the college.			+					
3	There are forms of status degradation occurring in the college.					+			-
4	There are instances of verbal abuse happening in the college.								
5	There are incidences of bullying occurring in the college.			+					+
6	Individual needs are taken into account by administration.			+			-		
7	People are treated with dignity in the college.	+				+			+
8	Expectations by administration are reasonable.		+	+		+	-		
9	There is bureaucratic flexibility within the college.	+	+						-
10	Administration goes out of their way to support people.	+		+					
	Excessive Firing								
11	The threat of retaliation by administration is always present.						-		
12	Administrative retaliation is active in the college.						-		
13	There are a lot of good people leaving the college.					+			
14	Advancement in the college is unreasonably difficult.		+			+			
15	The future of the college is unclear.	+							
16	Administration considers some individuals in the college as "dead weight".								
17	There is job security in the college.		+						+
18	There is a sense of pride in the college.		+			+			
19	The college's future is clear.								
20	There is a great deal of work stability in the college.								
	Organization Communication								
21	It is not clear how decisions are made.	+	+	+		+			+
22	Expectations are not clear.	+	+						
23	Goals are not clear.	+	+	+					
24	Groups at odds do not deal with each other.			+					
25									
26	Financial information about the organization is readily available.	+	+						+
27	I hear more about what is happening in the college through the grapevine than from administration.	+	+	+		+			

			+						
28	There are resources in the college committed to helping improve communication.			+		+			
29	There is adequate education on discrimination.								
	Organization of Production								
30	Faculty members have to jump through too many hoops to get work done.	+	+						
31	In order to be successful, one must figure things out on his or her own.	+		+		+		+	+
32	Days in the college are very hectic.								-
33	It is difficult to be productive in the college.			+		+			
34	There are clear partnerships in the college.								-
35	There is a sense of productivity in the college.		+			+			+
36	The college is organized to get things done.		+						+
	Leadership								
37	Leadership in the college is incompetent.								+
38	Leadership mismanages resources.								+
39	Leadership does not allocate funds effectively.								
40	Some people have to work much harder than others to get the same recognition.			+					
41	There is rarely adequate resources necessary to do one's job.		+						
42	College resources are often mismanaged.					+			
43	The college is well run.								+
44	Helpful feedback is provided regularly.								
45	Discretionary effort is recognized by leadership.			+		+			-
46	Administration makes effective personnel decisions.								
47	Administration makes effective fiscal decisions.								
	Level of Repair								
48	Equipment is not repaired in a timely manner.			+					+
49	Facilities are not maintained to productive levels.					+			+
50	Equipment is often left in disrepair.								
51	Supplies are not readily available.			+					+
52	The college is well maintained.					+			
53	Maintenance issues are taken care of in a reasonable amount of time.								+
54	There is an adequate response to maintenance issues.								
55	In general, maintenance issues are responded to adequately.			+					+
56	The aesthetic aspects of the college are generally maintained.								
57	The level of repair maintained in the college is reasonable.								
58	The administration puts energy into keeping the college in good repair. .			+		+			

Appendix O

Revised Survey Post Pilot

Management Abuse
<ol style="list-style-type: none"> 1. There are incidences of bullying occurring in the college. 2. People are treated with dignity in the college. 3. Expectations by administration are reasonable. 4. Alternate—There are excessive demands for achievement
Excessive Firing
<ol style="list-style-type: none"> 5. Advancement in the college is unreasonably difficult. 6. The future of the college is unclear. 7. There is job security in the college. 8. Add—One has to do a lot before help is provided from administration. 9. Add—Faculty often has to receive an offer from another institution before being noticed by administration. 10. Add—In general, the college's administration makes a deliberate effort to retain people.
Organizational Communication
<ol style="list-style-type: none"> 11. It is not clear how decisions are made. 12. Financial information about the organization is readily available. 13. I hear more about what is happening in the college through the grapevine than from administration. Alternate—Expectations from college administration are not clear 14. Alternate—Groups who disagree tend to reconcile differences.
Organization of Production
<ol style="list-style-type: none"> 15. In order to be successful, one must figure things out on her/his own. 16. It is difficult to be productive in the college. 17. There is a sense of productivity in the college. 18. Alternate—Faculty members have to jump through too many hoops at the college level to get work.
Leadership
<ol style="list-style-type: none"> 19. There are rarely adequate resources necessary to do one's job. 20. Alternate—The college leadership is effective at running the college. 21. Alternate—The college leadership makes effective personnel decisions. 22. Alternate—The college leadership is fiscally responsible. 23. Add—The college Leadership sets vision for the future 24. Add—External peer groups view the college at an esteemed level.
Level of Repair
<ol style="list-style-type: none"> 25. Equipment is not repaired in a timely manner. 26. Facilities are not maintained to productive levels. 27. Supplies are not readily available. 28. In general, maintenance issues are responded to adequately. 29. The administration puts energy into keeping the college in good repair. 30. Add—The College is maintained at adequate levels. (i.e. replenishment of supplies, repair and replacement of equipment, upkeep of facilities)

Appendix P

Dissertation Survey

1. People are treated with dignity in the college.
2. There is generally a sense of respect between faculty and administration.
3. Administration goes out of their way to support people.
4. It is unsafe to question people in authority around here.
5. There are excessive demands for achievement.
6. There is bureaucratic flexibility to meet individual needs within the college.
7. Expectations by administration are reasonable.
8. There is a general sense of respect among co-workers.
9. Administration places unrealistic workplace demands on faculty.
10. There are incidences of workplace bullying occurring in the college.
11. There are excessive demands of perfection in the college.
12. In general, administration makes a deliberate effort to retain people.
13. Faculty is generally treated as critical to the overall success of the institution.
14. People are valued here for what they do.
15. Advancement in the college is unreasonably difficult.
16. There is job security in the college.
17. We have trouble hanging on to good talent.
18. One has to do a lot before help is provided from administration.
19. Faculty often has to receive an offer from another institution before being noticed by administration.
20. The future of the college is unclear.
21. There is a sense of pride in the college.
22. Faculty is typically provided with important information about the college.
23. Important financial information about the organization is readily available.
24. There are resources in the college committed to helping improve communication.
25. There is a general sense of decency among individuals in the college.
26. Expectations from college administration are not clear.
27. Goals are not clear.
28. It is not clear how decisions are made.
29. I hear more about what is happening in the college through the grapevine than from administration.

30. Groups who disagree tend to stay at odds with each other.
31. In order to be successful, one must figure things out on her/his own.
32. Faculty needs are rarely if ever taken into consideration.
33. It is difficult to be productive in the college.
34. Faculty members have to jump through too many hoops to get work done.
35. In my department, we accomplish quite a bit.
36. The college is organized to get things done.
37. There is a sense of productivity in the college.
38. Proactively addressing obstacles is how we do work.
39. There is excessive red tape (bureaucracy) to get basic tasks accomplished. Org of production
40. Getting something accomplished around here takes way too long.
41. The college leadership is effective at running the college.
42. The college leadership sets vision for the future.
43. There are adequate resources necessary to do one's job.
44. Administration rarely makes effective personnel decisions.
45. Administration is fiscally irresponsible.
46. External peer groups view the college at an esteemed level.
47. Most people view leadership around here as incompetent.
48. Generally, leadership is effective at setting goals and strategic planning.
49. Leadership recognizes discretionary effort by faculty.
50. The administration puts energy into keeping the college in good repair (i.e. grounds, equipment, facilities).
51. Maintenance issues are responded to in a timely fashion.
52. There are appropriate channels to receive "fix it" issues.
53. Equipment is not maintained to productive levels.
54. Equipment is rarely repaired in a timely manner.
55. Supplies are often unavailable.
56. Attention is given to maintaining the work environment.
57. In general, there is a sense of care towards the upkeep of the physical environment (grounds, equipment, facilities).

Appendix Q

Five Survey Contact Emails

ANNOUNCEMENT EMAIL SENT JANUARY 11, 2013 FROM [REDACTED] EMAIL ACCOUNT

Subject: Associate Professor survey participation request

Dear [REDACTED] OSU Colleague,

I am conducting research on associate professors' perceptions of norms in their work environment, and respectfully request your participation.

Recognizing that your time is valuable, data gathering for this research will be done via a survey that will be sent to you next week.

Your participation in the survey will contribute to a clearer picture of the work lives of associate professors, not only at [REDACTED] Ohio State University but also at other large, research-intensive institutions.

The research is not part of my work as an [REDACTED] University employee; however, [REDACTED] supports my conducting the research and may use the results to inform future practices. The research is part of the completion of my doctoral work at Antioch University's Leadership and Change Ph.D. program.

This survey is conducted with the approval of the Antioch University Institutional Review Board. If you have any ethical concerns regarding this project, please contact Dr. Carolyn Kenny, Chair of the IRB, email: ckenny@antioch.edu, tel: 805-618-1903.

I welcome questions and can be reached at tswitzer@phd.antioch.edu or at [REDACTED] or by phone at (m) 614-216-9062.

Thank you in advance for your participation.

Sincerely,

Tayo Switzer

Doctoral Candidate, Antioch University

[REDACTED]
[REDACTED]

EMAIL WITH SURVEY LINK SENT TUESDAY, JANUARY 15, 2013, FROM QUALTRICS SYSTEM

Subject: Associate professor survey on workplace norms

Dear _____

I am conducting research on associate professors' perceptions of norms in their work environment, and respectfully request your participation.

Recognizing that your time is valuable, data gathering is being done via an online survey that can generally be taken in less than 15 minutes.

[Take the Survey](#)

The survey is open until midnight, Friday, February 1st. A reminder email will be sent to all participants before the close of the survey.

Your participation in the survey will contribute to a clearer picture of the work lives of associate professors, not only at [REDACTED] University but also at other large, research-intensive institutions.

The research is not part of my work as an [REDACTED] University employee; however, [REDACTED] supports my conducting the research and may use the results to inform future practices. The research is part of the completion of my doctoral work at Antioch University's Leadership and Change Ph.D. program.

Confidentiality of your responses is shaped by Antioch University Institutional Review Board requirements. While confidentiality cannot be guaranteed in online data collection, encryption is being used to minimize the chances of a breach of confidentiality.

This survey is conducted with the approval of the Antioch University Institutional Review Board. If you have any ethical concerns regarding this project, please contact Dr. Carolyn Kenny, Chair of the IRB, email: ckenny@antioch.edu, tel: 805-618-1903.

If you have any questions regarding the survey or the research, I can be reached at 614-216-9062 or at tswitzer@phd.antioch.edu.

Thank you for your participation.

Sincerely,

Tayo Switzer

Doctoral Candidate, Antioch University

[REDACTED]

[REDACTED]

1st EMAIL REMINDER SENT MONDAY, JANUARY 21 FROM QUALTRICS

subject: survey reminder for Associate Professors

Dear _____,

Last week, you received a link to a survey that is part of my research on associate professors' perceptions of norms in their work environment. Attaining a high participation rate enhances the quality of the research, and will contribute to painting a clearer picture of the work lives of associate professors, not only at [REDACTED] University but also at other large, research-intensive institutions.

This email is being sent to you as a friendly reminder to take the survey, which generally can be completed in less than 15 minutes.

[Take the Survey](#)

Although the research is not part of my work as an [REDACTED] University employee, [REDACTED] supports my conducting the research and may use the results to inform future practices. The research is part of the completion of my doctoral studies in the Leadership and Change Ph.D. program at Antioch University.

The survey is open until midnight, Friday, February 1st.

I welcome questions and can be reached at [REDACTED] or tswitzer@phd.antioch.edu. If you would like to receive a copy of the results, please send me an email letting me know and I'll email the results to you once they are compiled.

Thank you in advance for your participation.

Sincerely,

Tayo

Tayo Switzer

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Antioch University
Doctoral Candidate
(m) 614-216-9062

tswitzer@phd.antioch.edu

This survey is conducted with the approval of the Antioch University Institutional Review Board. If you have any ethical concerns regarding this project, please contact Dr. Carolyn Kenny, Chair of the IRB, email: ckenny@antioch.edu, tel: 805-618-1903. Confidentiality of your responses is shaped by Antioch University Institutional Review Board requirements. While confidentiality cannot be guaranteed in online data collection, encryption is being used to minimize the chances of a breach of confidentiality.

2nd EMAIL REMINDER FOR MONDAY, JANUARY 28, 2013

subject: survey reminder for Associate Professors

Dear _____,

This email is a friendly reminder to participate in the **associate professor survey** on workplace norms. The survey can generally be **completed in less than 15 minutes**.

Your participation enhances the quality of the research, and will contribute to painting a clearer picture of the work lives of all associate professors (both clinical and tenure track), not only at [REDACTED] University but also at other large, research-intensive institutions.

[Take the Survey](#)

A number of participants have already requested a copy of the survey results. If you would also like a copy, send an email to tswitzer@phd.antioch.edu with the subject: **Send me survey results**.

Confidentiality of your responses is shaped by Antioch University Institutional Review Board requirements. While confidentiality cannot be guaranteed in online data collection, encryption is being used to minimize the chances of a breach of confidentiality.

This survey is conducted with the approval of the Antioch University Institutional Review Board. If you have any ethical concerns regarding this project, please contact Dr. Carolyn Kenny, Chair of the IRB, email: ckenny@antioch.edu, tel: [805-618-1903](tel:805-618-1903).

Although the research is not part of my work as [REDACTED] University employee, [REDACTED] supports my conducting the research and may use the results to inform future practices. The research is part of the completion of my doctoral studies in the Leadership and Change Ph.D. program at Antioch University.

The survey is scheduled to close midnight, Friday, February 1st.

Thank you in advance for your participation.

Sincerely,

Tayo

Tayo Switzer

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Antioch University
Doctoral Candidate
(m) 614-216-9062
tswitzer@phd.antioch.edu

FINAL REMINDER FOR FRIDAY, FEBRUARY 1, 2013

Subject: Final Reminder—Associate Professor Survey

Dear _____,

I am conducting research on associate professors' perceptions of norms in their work environment, and respectfully request your participation.

Recognizing that your time is valuable, data gathering is being done via an online survey that can generally be taken in less than 15 minutes.

[Take the Survey](#)

In order to increase response rate, the survey will be open until 6:00pm, Monday, February 4th.

Your participation enhances the quality of the research, and will contribute to painting a clearer picture of the work lives of all associate professors (both clinical and tenure track), not only at [REDACTED] University but also at other large, research-intensive institutions.

A number of participants have already requested a copy of the survey results. If you would also like a copy, send an email to tswitzer@phd.antioch.edu requesting the results.

Confidentiality of your responses is shaped by Antioch University Institutional Review Board requirements. While confidentiality cannot be guaranteed in online data collection, encryption is being used to minimize the chances of a breach of confidentiality.

This survey is conducted with the approval of the Antioch University Institutional Review Board. If you have any ethical concerns regarding this project, please contact Dr. Carolyn Kenny, Chair of the IRB, email: ckenny@antioch.edu, tel: [805-618-1903](tel:805-618-1903).

Although the research is not part of my work as an [REDACTED] University employee, [REDACTED] supports my conducting the research and may use the results to inform future practices. The research is part of the completion of my doctoral studies in the Leadership and Change Ph.D. program at Antioch University.

Thank you in advance for your participation.

Sincerely,

Tayo

Tayo Switzer

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Antioch University
Doctoral Candidate
(m) 614-216-9062

tswitzer@phd.antioch.edu

Appendix R

Side-by-Side: Theoretical and Empirical Results

34% response rate

80% threshold—At least 80% or more of the items answered by each participant.

INTERNAL CONSISTENCY

	Theoretical		Empirical			
	Construct		Results			
	<hr/> Chronbach's		<hr/> Chronbach's			
	Alpha	Scale Items	Alpha	Factor Items	Similar to:	
Management Abuse	0.880	1-11 except item 10	Factor I	0.891	22,41,42,47,48	Poor Leadership
Excessive Firing	0.900	12-21 except items 15-16	Factor II	0.935	50-57	Level of Repair
Organizational Communication	0.917	22-30,32	Factor III	0.856	5,7,9,11,15	Management Abuse 1
Organization of Production	0.891	31,33-40	Factor IV	0.834	1,2,8,10,25,35	Management Abuse 2
Poor Leadership	0.903	41-49	Factor V	0.867	34,39,40	Organization of Production
Level of Repair	0.935	50-57	Factor VI	0.888	26,27,28*	Organizational Communication

*Item 28 has a .37 factor load to maintain a 3 item factor

T-test

	Poor Leadership	Level of Repair	Mgmt Abuse	Org of Prod	Org Comm	Excessive Firing
Theoretical—Gender	0.388	0.030	0.019	0.245	0.582	0.090

	Factor I	Factor II	Factor II	Factor IV	Factor V	Factor VI
	Poor Leadership	Level of Repair	Mgmt Abuse 1	Mgmt Abuse 2	Org of Prod	Org Comm
Empirical—Gender	0.641	0.03	0.012	0.001	0.317	0.665

One-way ANOVA—Time in Rank

Theoretical Poor Level of **Mgmt** Org of Org Exccsve
 Ldrshp Repair **Abuse** Prod Comm Firing

ANOVA Sig.	0.120	0.583	0.022		0.148	0.473	0.124
0-4/5-9	0.146	0.901	0.188		0.155	0.675	0.125
0-4/10+	0.651	1.000	0.032		1.000	1.000	1.000
5-9/10+	1.000	1.000	1.000		0.587	1.000	0.843

Empirical **Factor I** **Factor II** **Factor III** **Factor IV** **Factor V** **Factor VI**
 Poor Level of **Mgmt** Mgmt Org of Org
 Ldrshp Repair **Abuse 1** Abuse 2 Prod Comm

ANOVA Sig.	0.094	0.583	0.000	0.124	0.484	0.541
0-4/5-9	0.09	0.901	0.136	0.206	0.971	0.811
0-4/10+	1.000	1.000	0.000	0.406	1.000	1.000
5-9/10+	0.711	1.000	0.309	1.000	0.761	1.000

Pearson Correlation

Theoretical	Gender	Time in Rank	Mgmt Abuse	Excssve Firing	Org Comm	Org of Prod	Poor Ldrshp	Level of Repair
Gender	1	0.037	.116*	0.084	0.027	0.058	0.043	-0.107*
Time in Rank		1	-.132**	-0.55	-0.220	-0.390	-0.073	-0.028
Mgmt Abuse			1	.783**	0.737**	0.740**	0.712**	0.421**
Excssve Firing				1	0.831**	0.796**	0.802**	0.517**
Org Comm					1	0.811**	0.810**	0.550**
Org of Prod						1	0.782**	0.520**
Poor Ldrshp							1	0.560**
Level of Repair								1

Note: *Correlation is significant at the 0.05 level (2-tailed). **Correlation is significant at the 0.01 level (2-tailed).

Regression 3.3% of variance in the norm, management abuse, is explained by gender and time in rank

1.1% of variance in the norm, level of repair, is explained by gender

Empirical	Time in	Factor I	Factor II	Factor III	Factor IV	Factor V	Factor VI	
Gender	Rank	Poor Ldrshp	Level of Repair	Mgmt Abuse 1	Mgmt Abuse 2	Org Prod	Org Comm.	
Gender	1	0.037	0.023	-0.107*	0.124*	0.165**	0.050	-0.021
Time in Rank	1	-0.057	-0.28	-0.196**	-0.083	0.007	-0.031	
Factor I		1	0.523**	0.507**	0.607**	0.553**	0.673**	
Factor II			1	0.327**	0.386**	0.443**	0.492**	
Factor III				1	0.562**	0.545**	0.525**	
Factor IV					1	0.521**	0.551**	
Factor V						1	0.607**	
Factor VI							1	

Note: *Correlation is significant at the 0.05 level (2-tailed). **Correlation is significant at the 0.01 level (2-tailed).

Regression 1.1% of variance in Factor II is explained by gender

5.8% of variance in Factor III is explained by gender and time in rank

2.7% of the variance in Factor IV is explained by gender

Two-way ANOVA

Theoretical	Poor	Level of	Mgmt	Org of	Org	Excessive
	Ldrshp	Repair	Abuse	Prod	Comm	Firing
Gender	0.854	0.004	0.063	0.742	0.775	0.344
Time in Rank	0.108	0.632	0.014	0.181	0.543	0.139
Gender/Time in Rank	0.000	0.015	0.049	0.001	0.001	0.017

Empirical	Factor I	Factor II	Factor III	Factor IV	Factor V	Factor VI
	Poor Ldrshp	Level of Repair	Mgmt Abuse 1	Mgmt Abuse 2	Org Prod	Org Comm.
Gender	0.817	0.004	0.027	0.003	0.715	0.185
Time in Rank	0.106	0.632	0.000	0.098	0.598	0.593
Gender/Time in Rank	0.001	0.015	0.044	0.220	0.059	0.001

Split-file/One-way ANOVA

Theoretical	Poor Ldrshp	Level of Repair	Mgmt Abuse	Org of Prod	Org Comm	Excssve Firing
Female/0-4/5-9	0.589	0.504	1.000	0.745	0.252	1.000
Female/0-4/10+	0.400	1.000	0.217	1.000	1.000	1.000
Female/5-9/10+	0.049	1.000	0.182	0.588	0.326	1.000
Male/0-4/5-9	0.000	0.022	0.008	0.000	0.002	0.002
Male/0-4/10+	1.000	0.767	0.094	1.000	1.000	0.737
Male/5-9/10+	0.006	0.420	1.000	0.012	0.027	0.108

Empirical

	Factor I	Factor II	Factor III	Factor IV	Factor V	Factor VI
	Poor Ldrshp	Level of Repair	Mgmt Abuse 1	Mgmt Abuse 2	Org Prod	Org Comm.
Female/0-4/5-9	1.000	0.504	1.000	1.000	0.945	0.162
Female/0-4/10+	1.000	1.000	0.005	0.676	1.000	1.000
Female/5-9/10+	0.297	1.000	0.012	1.000	1.000	0.323
Male/0-4/5-9	0.000	0.022	0.010	0.033	0.062	0.002
Male/0-4/10+	1.000	0.767	0.012	0.605	1.000	1.000
Male/5-9/10+	0.004	0.420	1.000	0.633	0.160	0.065

ORGANIZATIONAL ANOMIE INDEX SCORES

- > 3.5 = presence of norm
- 0-2 norms present = organizational anomie

Theoretical	Population	#	Poor	Level of	Mgmt	Org of	Org	Excssve	# of Norms Present
			Ldrshp	Repair	Abuse	Prod	Comm	Firing	
	Associate Professors	410	4.00	4.25	3.90	3.44	3.65	3.62	5
	Female	190	4.00	4.25	3.80	3.44	3.60	3.62	5
	Male	219	3.94	4.12	4.00	3.33	3.70	3.75	5
	Time in Rank 0-4	202	4.11	4.25	4.00	3.44	3.70	3.75	5
	Time in Rank 5-9	99	3.78	4.12	3.80	3.33	3.60	3.62	5
	Time in Rank 10+	109	3.89	4.25	3.80	3.44	3.50	3.50	3
	Female/0-4	96	4.00	4.19	3.90	3.22	3.60	3.50	4
	Female/5-9	48	4.29	4.44	3.79	3.56	3.80	3.75	6
	Female/10+	46	3.72	4.31	3.60	3.22	3.35	3.38	3
	Male/0-4	106	4.22	4.38	4.10	3.56	3.85	3.88	6
	Male/5-9	51	3.67	3.75	3.80	3.00	3.20	3.38	3
	Male/10+	62	4.11	4.19	3.90	3.56	3.70	3.62	6

Empirical	Population	#	Factor I	Factor II	Factor III	Factor IV	Factor V	Factor VI	# of Norms
			Poor Ldrshp	Level of Repair	Mgmt Abuse 1	Mgmt Abuse 2	Org Prod	Org Comm	Present
	Associate Professors	410	4.20	4.25	3.83	4.50	3.00	3.67	5
	Female	190	4.20	4.25	3.67	4.50	2.67	3.67	5
	Male	219	4.20	4.12	3.83	4.67	3.00	3.33	4
	Time in Rank 0-4	202	4.22	4.25	4.00	4.67	3.00	3.67	5
	Time in Rank 5-9	99	4.20	4.12	3.67	4.33	3.00	3.33	4
	Time in Rank 10+	109	4.20	4.25	3.50	4.50	3.00	3.67	4
	Female/0-4	96	4.20	4.19	3.83	4.50	2.67	3.33	4
	Female/5-9	48	4.30	4.44	3.67	4.42	3.00	4.00	5
	Female/10+	46	4.10	4.31	3.33	4.42	2.83	3.50	3
	Male/0-4	106	4.40	4.38	4.00	4.83	3.17	3.67	5
	Male/5-9	51	3.75	3.75	3.67	4.33	2.67	3.00	4
	Male/10+	62	4.20	4.19	3.67	4.58	3.00	3.50	4

Appendix S

Omnibus

Three-step calculation process

1. For each respondent, calculate the mean score for each of the six constructs. This produces six mean scores for each person.
2. For each normative construct, calculate the median score for all respondents. This produces six median scores, one for each of the six normative constructs.
3. Count the number of median scores at or below 3.5.

The perceived absence of four or more of the six norms indicates the presence of academic anomie. A median score that is equal to 3.5 or below (the midpoint of the survey's six point scale) indicates the perceived absence of the normative construct.

Calculation Rationale

The rationale supporting the three-step calculation process is as follows:

- An individual's perception of a construct is singular. Regardless of how an individual responds to each scale item, the items collectively make up an individual's single perception of the construct.

At the group level, each person's perception of a normative construct is equal to all other perceptions.

This keeps extreme, yet minority perspectives from becoming viewed as the majority perspective. The majority perspective is just that, the perspective that is common to at least 50% or more of the population.

The median score represents the middle perception in the group, and therefore the majority perspective.

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