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Published Version Information

Citation: Canary, H. E., Riforgiate, S. E., & Montoya, Y. J. (2013). The Policy Communication Index: A theoretically based measure of organizational policy communication practices. Management Communication Quarterly, 27(4), 471–502

Digital Object Identifier (DOI): doi:10.1177/0893318913494116

Publisher's Link: http://mcq.sagepub.com/content/27/4/471

The Policy Communication Index:

A Theoretically-Based Measure of Organizational Policy Communication Practices

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Author Acknowledgements

Studies reported in this article were partially supported by funding from the Faculty of Interdisciplinary Humanities and Communication, Arizona State University, Polytechnic. The authors thank Associate Editor Vernon Miller and the anonymous reviewers for their guidance in improving the manuscript. Finally, we thank Dan Canary for his advice and encouragement throughout the project.

Abstract

Despite recent scholarly contributions regarding policy communication, much remains to be known about policy communication processes. This article reports two studies that resulted in a survey instrument that measures policy communication in organizations. Study One included 197 full-time employees across occupations and industries. Exploratory factor analysis resulted in five factors of the Policy Communication Index: Meeting Discussions, Human Resources Communication, Coworker Interactions, Supervisor/Coworker Written Instructions, and Personal Expressions. Study Two included 245 full-time employees across job functions and industries. Confirmatory factor analysis confirmed a five-factor Policy Communication Index. Results are interpreted with structurating activity theory and implications are posed for future organizational communication research and practice.

Keywords: structurating activity theory, policy communication, organizations, FMLA

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Public policies enacted in organizations proscribe and prescribe practices impacting every major area of life, including education (e.g., No Child Left Behind, "NCLB"), health (e.g., Health Insurance Privacy and Portability Act, "HIPPA"), family (e.g., Family and Medical Leave Act, "FMLA"), and employee rights (e.g., Americans with Disabilities Act, "ADA"). Policies can be difficult to understand and enact in everyday operations, particularly if members of disparate systems within organizations must work together to implement policy provisions (Culpepper, 2008). Research has demonstrated enormous variability in what happens after policies go into effect across contexts (e.g., Davies & Nutley, 2008; Pike & Colquhoun, 2009). Recent organizational communication studies have noted that policy implementation is influenced by ways organizational members communicate and understand policies. For example, Kirby and Krone (2002) elucidated ways employees used unwritten rules to interpret, use, and manipulate leave policies. Canary and McPhee (2009) illustrated ways members and elements of intersecting organizational systems influenced how education policies were communicated and interpreted. Also, Buzzanell and Liu (2005) demonstrated how broader societal discourses shaped maternity policy practices. These studies all indicate that communication is central to enacting policies in every day practices.

However, translating research results into practical organizational recommendations can be challenging, particularly from qualitative research that is not intended to be generalizable across contexts. Decision makers in complex organizations need ways to turn research results into best practices. Edmondson (2006) noted that organizational surveys are a practical, confidential, and ethical tool for giving voice to employees as well as for transforming

ineffective practices into more effective processes. It is important that such tools are grounded in theory and connections between research and practice are logical and explanatory, so practitioners may use surveys to answer "how" and "why" questions as well as "what" questions.

We conducted two studies to develop a theoretically-grounded policy communication measure and extend previous research. Both studies used the U.S. Family and Medical Leave Act (FMLA) as a focal policy because of applicability across U.S. organizations that employ 50 or more employees. The resulting instrument, the Policy Communication Index (PCI), quantitatively measures policy communication practices in organizations. First, we discuss *structurating activity theory* as it served to guide this scale development project and summarize relevant research from policy and communication disciplines that informed the development of the PCI. We then report Study One and Study Two, which leads to discussion of theoretical and practical contributions of the new measure and future directions.

Structurating Activity Theory

Structurating activity theory (SAT) integrates constructs from structuration theory (Giddens, 1984) and cultural-historical activity theory (CHAT) (Engeström, 1987). Three reasons warrant the use of SAT for this study to be elaborated in the following.

First, SAT provides a connection between system elements and the structuration of activity, which goes beyond both CHAT and structuration theory on their own for examining policy communication processes. The central proposition of SAT is, "Mediated activity draws on social structure as it also reproduces and transforms structure over time through system transformations" (Canary 2010b, p. 34). Activity systems are assemblages of people, resources, and practices that produce outcomes over time. Outcomes of activity systems include intended outcomes, such as widespread use of a product, as well as unintended outcomes, such as

dissatisfied customers. A member of an activity system (i.e., a *subject*) orients toward an *object*, "a collectively constructed entity, in material and/or ideal form through which the meeting of a particular human need is pursued" (Foot, 2002, p. 134). That object-oriented activity is mediated by system *rules*, the *community*, *mediating resources*, and the *division of labor* (see Canary, 2010b for full descriptions of mediating elements). The six theoretical propositions of SAT explicate how systems and structure are connected through mediation, structuration, contradictions, and activity system intersections (Canary 2010b).

The first three propositions bring together system-level concepts of subject, rules, mediating resources, community, and division of labor with structural-level concepts of meaning, norms, and power to enable explanations of connections between levels and systems. The fourth proposition uses concepts of structural contradictions from structuration theory and system contradictions from CHAT as sensitizing concepts to explain within- and cross-system processes. Propositions five and six concern activity system intersections and enable scholars to move beyond CHAT-based analyses of single system mediation while also providing concrete system constructs for analyzing structuration in cross-system processes. Engeström (1999) noted that attention to interactions across activity systems would lead to elaboration or alteration of the activity system model. SAT represents such an elaboration. Although CHAT acknowledges the cultural-historical context for mediated activity (Foot & Groleau, 2011) and structuration theory acknowledges the existence of modalities as connection points between action and structure (Giddens, 1984), neither theory on its own provides the explicit connections between situated action/interaction, mediated activity, and social structure that is afforded by structurating activity theory. For instance, the SAT-based analysis of Canary and McPhee (2009) revealed "how policy knowledge … not only draws on but also shapes the hierarchy, the professions, the

national policy documents, and the communication-technology network" (p. 179). Results demonstrate connections between communicative organizational events, mediating elements, mediating forces of those elements, structuring force of the mediated events over time, and eventual system and structural outcomes for an example policy issue. That analysis demonstrates how SAT enables researchers and practitioners to examine how the process of mediation enables, guides, and constrains structuration processes within and across activity systems.

Our second reason for drawing on SAT is its view of human agency and material mediation of activity. SAT affords agency specifically to people in activity systems who draw on structural constraints and enablements, who use mediating elements of activity systems, and who make choices in ongoing activity accomplishment (Canary, 2010b). Other theoretical perspectives of organizational practice, such as actor-network theory (ANT), afford agency to material objects such as policy texts, signs, and other tools (Robichaud, 2006). According to ANT, anything that contributes to something being accomplished is an agent. However, this view of agency is incommensurable with the SAT view of agency that makes a conceptual distinction between *mediation*, which shapes activity based on human use of mediating elements (such as a policy text), and *agency*, which involves the ability to act and to act differently (Giddens, 1984). Mediating elements differentially influence activity based on how human agents use them. As Groleau (2006) summarized, "material entities such as tools are created and manipulated by reflexive agents who use them to support their activities" (p. 174). Because this project aims to develop an instrument that taps human communication about policies, SAT represents an appropriate theoretical foundation.

The third reason for grounding our project in SAT is that it represents a *practical theory*, which Barge and Craig (2009) noted, "is explicitly designed to address practical problems and generate new possibilities for action" (p. 55). Policy texts constitute mediating resources for intersecting activity systems while policy-led actions also reproduce structures of how meaning is assigned to policy topics and groups (signification), how policy is enacted (legitimation), and how resources and authority for policy provisions are allocated (domination). Thus, the practical problems that SAT addresses are cross-system policy processes, including the communicative construction of what policies are and what policies do for members of policy-related activity systems. For example, Canary (2010a) used SAT to identify how communication processes in the construction of policy knowledge were mediated by particular system elements and how those processes both transformed systems and reproduced social structures that served to enable and constrain ongoing activity. The present study moves to apply SAT with a research tool that can be used (alone or in conjunction with other methods) to explain differences in policy processes and outcomes across related organizational systems.

Policy Communication

The goal of this project being to connect theory, research, and practice with a theoretically-grounded measure of organizational policy communication, this section summarizes previous policy communication research that points to conceptual and methodological needs for the measure. Many policy scholars acknowledge communication as an important aspect of policy implementation and effectiveness, but in-depth considerations of the role of communication in policy processes remain outside the disciplinary focus of most policy scholars (Sabatier, 2007). Indeed, due to the complex and dynamic nature of policies, many definitions exist across domains. For instance, *policy* can refer to policy texts, actual practices

and procedures, or plans that organize action (Canary, 2010b). Osher and Quinn (2003) offer an operational definition highlighting how policies are used to "mandate or prohibit behavior; reward, sanction, legitimize and provide inducements for particular behaviors; transfer resources to enable particular types of activities; and define or transfer authority" (p. 52). This definition indicates the inherent communicative and organizational nature of policies as it also recognizes varying uses of the term in different situations. Recently, researchers have addressed this issue with policy communication studies related to organizational systems as well as social structure.

Policy Communication and Organizational Systems

Results of previous communication research regarding policies in organizations point to ways policy communication relates to other organizational processes (e.g., Canary & McPhee, 2009; Rosenfeld, Richman, & May, 2004). We can apply SAT concepts to several of these phenomenon, such as peer pressure (*community*), supervisor-subordinate relationships (*division of labor*), and norms (*rules*). Policies translate into organizational practices through complex processes that involve negotiating meaning, infusing personal value-laden interpretations, and developing requisite knowledge of policy provisions (LeGreco, 2012). This is accomplished through face-to-face informal interactions, during formal meetings or training sessions, and with the use of computer-mediated communication (Canary & McPhee, 2009). In particular, researchers frequently identify disconnects between written policy texts (*mediating resource*) and acceptable policy practices (*rules*) (e.g., Buzzanell & Liu, 2005; Canary & McPhee, 2009; Kirby & Krone, 2002).

One important inference from previous research is that co-workers (*community*) constitute a significant source of information about what policies mean and how to use them in the workplace (e.g., Kirby & Krone, 2002). Participants in these studies used their co-workers as

resources for constructing policy meanings and indicated that interactions with their peers mattered more for policy-related practices than did actual policy texts. Canary and McPhee (2009) found that decisions regarding how to implement policy changes in a school district were often made without any reference to the actual policy text under discussion. Rather, meetings were forums for participants to share experiences, opinions, and recollections of policy texts as resources for determining how policies would be implemented.

Similarly, research of policy communication has demonstrated the importance of personal experiences and values systems in the communicative constitution of policies. That is, individuals influence policy-related actions as *subjects* of activity systems. For example, Tracy and Ashcraft (2001) examined how local citizens' values, priorities, and differences were at the heart of intense negotiations about a school district's diversity policy. Research also has revealed that people shape policy practices by invoking their own identities, experiences, and values in discussions about policy (Canary & McPhee, 2009).

Information and communication technologies (ICTs) constitute *mediating resources* in policy communication practices (Canary & McPhee, 2009; LeGreco & Tracy, 2009). These technologies include using the Internet as a research tool for gathering information about public policies and using email to communicate about policy issues. Although Internet surfing might not seem to be a policy communication process, research indicates that people often use information gathered from the Internet in interactions about policy development, interpretation, and implementation (Canary & McPhee, 2009; LeGreco & Tracy, 2009). Canary and McPhee also reported that participants frequently used email exchanges across organizational sites and professional systems to clarify policy issues.

Policy Communication and Social Structure

In addition to organizational systems, several studies demonstrate how policy communication among organizational members relates to broad social structure and discourses involving policy topics (e.g., Buzzanell & Liu, 2005; LeGreco & Tracy, 2009; Nichols & Griffith, 2009). We use SAT constructs to show how these studies point to ways ongoing activity is both mediated by system-specific elements and constrained/enabled by broad social structure. For example, previous policy studies have demonstrated how ongoing policy-related discourse and practices both draw on and reproduce structures of bureaucratic and masculine work forms (Buzzanell & Liu, 2005; Meisenbach, Remke, Buzzanell & Liu., 2008), managerialism (Nichols & Griffith, 2009), wellness (LeGreco, 2012), and a better life (Opt, 2012). As these studies demonstrate, policy communication is not only a system-specific process. Rather, a coherent understanding of policy processes invites a complex perspective with constructs at both system and structural levels for explaining the communicative construction of policy, discursive interpretations of policy, and situated policy practices. SAT provides such a complex perspective by turning attention to connections between mediating elements of activity systems and the structurating process of mediated activity, by facilitating interrogations into connections between system and structural contradictions, and by enabling investigations into mediated structuration when multiple activity systems are involved in policy processes.

Previous research clearly underscores the importance of moving beyond an information dissemination view of policy communication to a more nuanced view that includes attention to the mediated and structurating characteristics of policy communication. For example, Rosenfeld et al. (2004) used structuration theory to explain the connection between communication and structure in a dispersed network organization. They found that a majority of employees reported

insufficient information regarding organizational policies but that field and office workers reported differences in how they regarded policy information, organizational environment, and job satisfaction. Using SAT would have provided a more detailed view of the process by approaching the organization as a network of intersecting activity systems with different mediating elements shaping ways activity is accomplished, including how policies are constituted, implemented, and interpreted. For instance, Canary (2010a) demonstrated how different mediated sequences of policy communication across a multi-site organization resulted in varying structuring outcomes.

One way to extend findings from previous research is to combine what we know from these studies into a survey that can be used across policy contexts. Communication scholars recently highlighted contributions of quantitative research methods, including increasing insights generated by interpretive/critical theories and providing solutions to practical problems in applied settings (Miller et al., 2011; Query, et al., 2009). Surveys enable organizational members to voice their opinions and attitudes about policy experiences without risk of being identified, enabling results to lead to constructive organizational transformations (Edmondson, 2006). Importantly, applied organizational communication research that builds upon studies reflecting diverse theoretical underpinnings must itself still be tied to theory (Barge & Craig, 2009). Accordingly, we conducted this two-study project to develop a quantitative measure of organizational policy communication that is both theoretically grounded and practically focused.

Study One

Item Generation

Development of the Policy Communication Index (PCI) began by reviewing qualitative data regarding policy processes collected by the first author (Canary, 2007) as well as findings

reported by other researchers in published policy studies (Buzzanell & Liu, 2005; DeNobile & McCormick, 2008; Dillon, Hamilton, Thomas, & Usry, 2008; Hargie & Dickson, 2007; Kirby & Krone, 2002). The authors independently generated lists of specific policy communication behaviors and mediating elements reflected by these behaviors, resulting in an initial list of 134 communication behaviors. Then we cross-referenced the lists to eliminate overlap and combined similar, but differentially labeled, behaviors, resulting in 33 discrete policy communication behaviors. These behaviors were then further refined into items that specified organizational roles (e.g., supervisors, co-workers), resulting in 62 Likert-type items. Items asked participants to identify how often (1 = never; 5 = very often) each behavior is used to communicate about a focal policy, which is to be specified in each research setting.

The item pool was sent to a panel of five organizational communication scholars who had published policy-related research, for feedback regarding relevance to the phenomenon of policy communication, clarity, and exhaustiveness of items for capturing policy communication processes. Formal written feedback was provided by two scholars and informal oral feedback was provided by one scholar. The PCI then was refined based on reviewers' comments and suggestions, resulting in a survey instrument that included 54 Likert-type items. These steps of generating items from existing qualitative research and seeking expert input help establishing content validity of the measure (DeVellis, 2003; Schwab, 2005).

Survey Construction

Wording of PCI items can be adapted for any policy, public or private, formal or informal. For example, "In meetings, people talk about the background of [policy]." For this development project we selected a federal policy so we could recruit participants from multiple organizations and geographic locations in the United States. Specifically, we worded items to

apply to the Family and Medical Leave Act (FMLA) as the focal policy (see Table 1), which applies to all U.S. private-sector organizations that employ 50 or more employees and all U.S. public agencies, including local education institutions, state, local and federal employers (U.S. Department of Labor, 2010). FMLA "entitles eligible employees to take up to 12 weeks of unpaid, job-protected leave in a 12-month period for specified family and medical reasons" (U.S. Department of Labor, 2010, para. 3). In addition to the applicability across organizations, FMLA information likely is communicated throughout organizations because there are financial and legal ramifications for violations. Employers that violate FMLA polices are subject to fines, the U.S. Department of Labor can initiate actions in court, and individuals can file civil suits against employers if FMLA policy is not followed (U.S. Department of Labor, 2010). This policy was appropriate for developing an instrument of policy communication since it applies to a broad section of U.S. employees and organizations, and the legal nature of the policy lends itself to widespread familiarity with at least some aspects of the policy.

Based on previous research of the communicative construction of policy knowledge (Canary, 2010b), we expected that policy communication would be positively related to attitudes and knowledge about policy. Additionally, we anticipated that policy communication would be positively related to job satisfaction as indicated by previous research (DeNobile & McCormick, 2008; Sias, 2005). Items measuring these three variables were included in the survey to assess predictive validity of our instrument. Seven Likert-type items ($\alpha = .77$) measured employee attitudes toward the policy (from less to more favorable), including statements such as, “FMLA is a bad policy in general,” and “FMLA is a good policy to have in place.” Nine Likert-type items measured perceived knowledge about the policy (from less to more knowledge), including three items used in previous policy research (“I know as much as I need to know about FMLA,”

"I received enough training about FMLA," and "I know how FMLA is used") (Brookshire & Klotz, 2002). Through item analysis we deleted one knowledge item; the eight-item measure had high reliability (α = .90). Six Likert-type items measured job satisfaction (from less to more satisfied). Job satisfaction items included three items ("I am satisfied with my job,'' ''I would leave my job if I could,'' and ''My job is rewarding to me") used in published studies with reported alpha of .81 (Wanzer, Booth-Butterfield, & Booth-Butterfield, 2005) and .82 (Rizzo, Wanzer, & Booth-Butterfield, 1999). The measure used in this study obtained higher value (α = .93); all six items were retained for data analysis. Additionally, open ended and dichotomous items ("yes" or "no") were developed to assess participants' perceptions and anticipated use of the policy. Finally, demographic items were also included.

Participants

Undergraduate students at a southwestern university in the United States were offered extra credit for choosing one of many activities, including recruiting participants for this study. Students choosing this study for extra credit recruited full-time employees 18 years or older working in companies with over 50 employees to take the survey. Students were provided with a link to the online survey to forward directly to the recruited individuals. Participants responded to the questions based on experiences in their current jobs.

Several steps were taken to ensure that responses retained for analysis were from respondents who met the inclusion criteria. First, demographic responses were reviewed to eliminate those that clearly did not meet the inclusion criteria: if respondents reported annual incomes less than $10,000, referenced parents or classmates as the source of FMLA knowledge, listed company having fewer than 50 employees, reported being younger than 18 years old, or indicated less than one year of total work experience. Of the respondents deemed eligible,

participation was further verified by telephone or email with approximately 3% of remaining respondents. The final sample included 73% of 271 original respondents (N = 197), with 101 females (51.3%) and 96 males (48.7%). The average age was 40.8, ranging from 19 to 64 years old. Most participants were Caucasian (71.1%), with 12.2% Hispanic, 5.6% Asian, and 3.6% African-American participants. Participants represented several job categories in more than 20 industries, with an average of 10.39 years worked in the current organization. All income categories were represented, ranging from $10,000/year to over $100,000/year. Most participants (70.6%) reported that they had received an employee handbook with FMLA information or a link to a handbook webpage with FMLA information and 43.7% reported that they had signed or verified reading and understanding the policy. A majority of participants (63.5%) reported that they knew someone who has used FMLA benefits but only 18.8% reported that they had personally used FMLA benefits.

Data Analysis

Principal components analysis using Varimax rotation identified underlying dimensions of policy communication. Because we did not want to prematurely limit results based on our theoretical framework, initial computations used eigenvalues of over 1.0 to extract components. Although 15 factors emerged in the initial solution (KMO = .83, Bartlett's test of sphericity = χ^2 = 7492.72 (2016), $p < .001$), an examination of the scree plot indicated that only seven factors were useful. Analyses were re-computed several times, using eigenvalues of over 1.0 to extract components and using the 60/40 criterion to eliminate items that did not adequately load on a single factor until a stable solution emerged.

Results

The final factor solution (KMO = .86, Bartlett's test of sphericity = χ^2 = 2219.52 (210), p < .001) included 21 items in five factors that explained 69.91% of the variance (Table 1).

==========Insert Table 1 about here==========

Meeting discussions. The first factor includes five items that explained 37.33% of the variance. Reliability of these items was high, α = .92. We labeled this factor Meeting Discussions because most items specify meetings as a context for discussing details, background, and explanations of the policy. One item ("My supervisor tells me why FMLA exists") does not specify meetings, but the strong factor loading (and very weak loading on other factors) indicates that participants likely experience this type of supervisor-subordinate communication in meetings. According to SAT, discussing important issues such as federal policies in meetings can be interpreted as instantiation of activity system *rules* about how to go about accomplishing ongoing activity and the *community* as a mediating element for shaping policy-led activity (Canary, 2010a). A review of items in this factor indicates communication is mediated by the community of people exchanging policy information through accepted work practices. Furthermore, the use of meetings for structuring talk is both constrained and enabled by broader legitimation structures for how communication is accomplished in organizations (Boden, 1994; Canary & McPhee, 2009). In turn, using meetings to shape policy reproduces the legitimacy and meaning of meetings for such purposes.

Human resources communication. The second factor includes five items that explained an additional 10.98% of the variance. Reliability of these items was acceptable, α = .86. We labeled this factor Human Resources Communication because most items refer to communication with human resources representatives or trainers. Two items ("I learn about FMLA by learning about consequences of non-compliance" and "Handouts/fliers are in language

I can understand") do not specify human resources representatives but reflect information and resources that likely are generated from human resources staff members or trainers, such as compliance information and handouts. Items in this factor represent both vertical and horizontal *divisions of labor* concerning policy matters in organizations, with human resources staff or trainers generating policy information and having the authority to pass on that information.

Coworker interactions. The third factor includes four items that explained an additional 8.88% of the variance. Reliability of these items was acceptable, $\alpha = .81$. We labeled this factor Coworker Interactions because items concern informal interactions with coworkers. One item ("I learn about FMLA from things that happen at work") does not specify co-workers; rather, it reflects informal observation of organizational experiences for gathering policy information. Relying on informal conversations and experiences with others in a work group represents the mediating element of *community*. According to SAT, the community is the group of people involved in accomplishing ongoing activity in a particular activity system (Canary, 2010a). Results of this study indicate that the community is an important influence in how policies are viewed, understood, and used. Items in this factor very weakly loaded on the Meeting Discussions factor (Table 1), indicating that Coworker Interactions constitute a unique type of policy communication with its own mediating force. This factor comports with previous policy communication research indicating the significance of coworkers in the structuration of policy (Kirby & Krone, 2002).

Supervisor/coworker written instructions. The fourth factor includes four items that explained an additional 6.93% of the variance. Reliability of these items was acceptable, $\alpha = .80$. We labeled this factor Supervisor/Coworker Written Instructions because items concern various ways in which supervisors and coworkers provide instructions about the policy in writing.

Although only one of the four items specified coworkers, it was most descriptive and included all sources of written instructions represented in the factor. This factor reflects the influence of material *mediating resources*, such as communication information technology and memos, in policy communication processes and demonstrates the important role of authoritative *divisions of labor* in how people communicate about and learn about policies. As with meetings, previous research indicates that written instructions also represent structural resources for communicating, interpreting, and enacting policies (Canary & McPhee, 2009). That is, people expect important issues to be communicated in writing and by using written instructions the authority of the issuer is reproduced along with the legitimacy of the practice.

Personal expressions. The fifth factor includes three items that explained an additional 5.81% of the variance. Reliability of these items was acceptable, $\alpha = .77$. We labeled this factor Personal Expressions because the items reference how participants use their personal values, opinions, and suggestions in communicating about the focal policy. This factor comports with previous research indicating the importance of individual identities, experiences, and values in the communicative construction of policies (Buzzanell & Liu, 2005; Canary & McPhee, 2009; Kirby & Krone, 2002). Items in this factor specifically point to the influence of *subjects* who contribute to shaping how policies are interpreted and implemented in ongoing activity.

Predictive validity data analysis. Variables were created to represent each of the five factors by computing means of factor items. An overall composite measure, labeled "Policy Communication Index" (PCI), was computed from the mean of the five variables (sub-scales). Reliability for the composite PCI was high, $\alpha = .91$. Values for the PCI and sub-scales range from 1 – 5. Scores were generally low for the composite PCI as well as for the five sub-scale variables (PCI, $M = 2.13$, $SD = .70$; meeting discussions, $M = 1.73$, $SD = .90$; human resources

communication, $M = 2.74$, $SD = 1.13$; coworker interactions, $M = 2.12$, $SD = .88$; supervisor/coworker written instructions, $M = 1.99$, $SD = .92$; personal expressions, $M = 2.09$, $SD = .98$).

We conducted correlational analyses to assess relationships among the composite PCI variable, the five sub-scale variables, and the three variables we predicted would be positively related to PCI variables (policy attitude, policy knowledge, and job satisfaction). As predicted(Table 2), the composite PCI was significantly and positively correlated with policy attitude ($r = .26$, $p < .01$) and policy knowledge ($r = .35$, $p < .01$). Several PCI sub-scales were also positively associated with policy attitude and knowledge, although the supervisor/coworker written instructions sub-scale was not significantly related to any of the predicted outcome variables. Job satisfaction was not significantly correlated with the PCI but it was positively correlated with human resources communication ($r = .13$, $p < .05$) and negatively correlated with coworker interactions ($r = -.20$, $p < .01$) and personal expressions ($r = -.23$, $p < .01$). Overall, the correlation analysis supported the predicted associations between the PCI and policy knowledge and attitudes but not the predicted association with job satisfaction.

==========Insert Table 2 about here==========

Additionally, we used hierarchical regression analysis to assess the extent to which the five PCI sub-scales explained variance in perceived policy knowledge, policy attitudes, and job satisfaction (Van Dyne & LePine, 1998) (Table 3). Overall, the second model that included the PCI sub-scales as predictor variables explained additional variance over control variables that might influence policy knowledge, attitudes toward FMLA, and job satisfaction (age, sex, and years worked in the organization). The overall adjusted R^2 for the second model was significant for all three criterion variables (policy knowledge $R^2 = .35$, $p < .001$; policy attitude $R^2 = .25$, $p <$

.001; job satisfaction $R^2 = .16$, $p < .001$). Relationships between policy communication, attitudes, knowledge, and job satisfaction constitute a nomological network, which Schwab (2005) noted is increasingly used to demonstrate validity for new measures of constructs.

The regression analysis also points to unexpected findings about unique effects of sub-scales of the PCI. Importantly, human resources communication appears to represent the most influential factor for policy attitude and knowledge, and when entered into a regression equation this large influence overshadows zero-order correlations of other sub-scales reported above. Items in this sub-scale point to concerted formal efforts by organizational experts to communicate with participants about the focal policy. Human resources communication about FMLA, concerning family leave practices, indicates an organizational commitment to the policy. It seems logical that a recognized formal organizational commitment to the policy positively influences members' levels of knowledge about the policy, their attitudes toward the policy, and their satisfaction in their organizational position. Additionally, coworker interactions and personal expressions had significant negative relationships to job satisfaction. Previous studies demonstrating a positive association between job satisfaction and organizational communication focused on perceived quality of communication and relationships rather than specific communication behaviors and channels concerning a specific policy. Because FMLA concerns leaves of absence mandated at the federal level, it is consistent with previous research (e.g., Kirby & Krone, 2002) that coworker interactions and personal expressions about FMLA were negatively associated with job satisfaction. It could be that such informal interactions include "gripe sessions" about the policy and a host of other job-related issues.

==========Insert Table 3 about here==========

Results from Study One indicated that the Policy Communication Index is a reliable multi-dimensional measure of organizational policy communication that also demonstrates content and criterion-related validity. The five factors reflect the theoretical underpinnings of the measure, structurating activity theory, and represent mediating elements of systems as well as social structure. Subsequently, we conducted Study Two to further test and refine the instrument.

Study Two

Study Two partially replicated Study One. Undergraduate students at two large universities in the western United States were offered extra credit for recruiting full-time workers 18 years or older who worked in organizations with more than 50 employees. As with Study One, FMLA was the focal policy of the survey.

Design

The anonymous survey was completed online and consisted of the 21 PCI items determined in Study One as well as seven items to measure attitudes toward FMLA, eight items to measure self-reported knowledge of FMLA, three sub-scales (familiarity with coworkers, familiarity with supervisors, and acculturation) of the Organizational Assimilation Index (OAI) (Gailliard, Myers, & Seibold, 2010), and demographic questions. Results of Study One indicated that job satisfaction is not significantly related to the overall PCI so it was not included in Study Two. The OAI sub-scales were included because results from Study One include several items concerning coworker and supervisor communication, indicating that sub-scales might relate positively to familiarity with coworkers and supervisors. The acculturation sub-scale taps familiarity with the way things are done in an organization, which might relate positively to policy communication.

Participants

As in Study One, we verified participant eligibility and participation in several steps. First, the same demographic information review was used to remove clearly ineligible responses from the 369 responses submitted online (i.e., income, knowledge, company size, age, and years worked). Approximately 36% of remaining 268 respondents were contacted by telephone or email to verify participation and eligibility. This dataset was further analyzed to remove response sets (20 cases) and three outliers, resulting in a final sample (N = 245). Participant ages ranged from 18 to 67 years old, with a mean age of 37.54 years old. There were 126 men (54.4%) and 118 women (48.2%), with one participant not specifying. Most participants identified as European American (69.4%), with 10.2% as Hispanic-American, 4.9% multi-ethnic, 3.7% Asian-American and another 3.7% African-American. All income categories were represented, ranging from $10,000/year to over $100,000/year. Participants represented several job categories in more than 12 industry categories, with an average of 7.88 years in the current organization. Most participants (71.4%) reported that they had received an employee handbook with FMLA information or a link to a handbook webpage with FMLA information and 54.3% reported that they had signed or verified reading and understanding the policy. A majority of participants (73.9%) reported that they knew someone who has used FMLA benefits but only 17.1% reported that they had personally used FMLA benefits. Most participants (69%) reported that they could see themselves using FMLA benefits at some point.

Data Analysis

We conducted a confirmatory factor analysis to validate the factor structure identified in Study One. Initial data screening indicated that many variables were positively skewed, violating the assumption of normality. We corrected for non-normality by taking logarithms of

skewed variables as recommended (Hair, Anderson, Tatham, & Black, 1998). Analysis indicated that the transformed data were normally distributed. The model included the 21 indicator variables in five factors that emerged in Study One. However, examination of results indicated that the Personal Expressions factor had low reliability (.23) that was significantly improved by removing one item ("I use my personal values to interpret FMLA").

Results

The final five-factor model included 20 items and demonstrated the following fit indices: χ^2 (165) = 473, $p < .001$, CFI = .88, NFI = .83, RMSEA = .09 (Figure 1). These results are acceptable as indicators of a good model fit when there is a strong conceptual reason for the model and when reliability analyses are acceptable (Brown, 2006). However, to test the hypothesis that the five-factor model is the best fit for the data, several models were compared to determine the best fit for the data (Fink & Monge, 1985). The five-factor model (M_5) was compared to the null model (M_0), a one-factor model (M_1), a two-factor model (M_2), a three-factor model (M_3), and a four-factor model (M_4). Table 4 presents model tests and comparisons of the alternative models. Because the chi-square statistic is sensitive to sample size (Brown, 2006), we examined the χ^2/df ratios using the rule of thumb that ratios below five are desired (Fink & Monge, 1985). The five-factor model has the most favorable fit indices scores compared to alternative models, indicating it is the best fit for the data (Table 4).

==========Insert Figure 1 and Table 4 about here==========

Predictive validity data analyses. As in Study One, we created variables to represent each of the five factors and the composite PCI. Consistent with Study One results, Study Two scores for the PCI and constitutive variables (sub-scales) were fairly low and reliability was

acceptable[1]: Policy Communication Index $M = 2.1$, $SD = .68$ ($\alpha = .91$), Meeting Discussions $M = 1.84$, $SD = .80$ ($\alpha = .84$), Human Resources Communication $M = 2.71$, $SD = 1.0$ ($\alpha = .83$), Supervisor/Coworker Written Instructions $M = 1.97$, $SD = .85$ ($\alpha = .80$), Coworker Interactions $M = 2.17$, $SD = .87$ ($\alpha = .80$), Personal Expressions $M = 1.79$, $SD = .84$ ($\alpha = .62$).

We conducted correlational analysis to examine associations between the PCI, its constitutive sub-scales, policy attitude and knowledge, and the three organizational assimilation variables (Table 5). The OAI variables of familiarity with coworkers and familiarity with supervisors yielded no significant correlations with any other variables in the study. The PCI was significantly and positively correlated with policy knowledge, as in Study One ($r = .25$, $p < .01$). None of the other predicted associations emerged for the composite PCI. Several correlations did emerge for sub-scales, however, including positive correlations between policy knowledge and human resources communication ($r = .44$, $p < .01$), coworker interactions ($r = .16$, $p < .01$), and supervisor/coworker written instructions ($r = .17$, $p < 01$). There were also significant correlations between acculturation and meeting discussions ($r = -.18$, $p < .01$), human resources communication ($r = .16$, $p < .01$), supervisor/coworker written instructions ($r = -.11$, $p < .05$), and personal expressions ($r = -.19$, $p < .01$). Importantly, meeting discussions, written instructions, and personal expressions were *negatively* correlated with acculturation, perhaps pointing to the ways people who are newer to organizations communicate about policies in a number of contexts and ways whereas people who "know the ropes" rely on formal organizational roles, such as human resources professionals, to communicate about policy.

==========Insert Table 5 about here==========

We also used hierarchical regression analysis to assess the extent to which the five PCI sub-scales explained variance in perceived policy knowledge, policy attitudes, coworker

[1] Means and reliability statistics were computed with non-transformed variables.

familiarity, supervisor familiarity, and organizational acculturation (Van Dyne & LePine, 1998). Overall, the second model that included the PCI sub-scales as predictors explained additional variance over the control variables (age, sex, and years worked in the organization) that might influence policy knowledge, attitudes toward FMLA, and organizational acculturation. As Table 6 shows, the overall R^2 was significant for all three of those criterion variables (policy knowledge $R^2 = .25$, $p < .001$; policy attitude $R^2 = .20$, $p < .001$; acculturation $R^2 = .09$, $p < .001$). As expected from the correlational analysis, policy communication variables did not predict coworker or supervisor familiarity scores. As with Study One, human resources communication emerged as the most significant factor predicting policy knowledge and attitudes and acculturation, overshadowing zero-order correlations of other sub-scales reported above and in some cases changing their valence (see Tables 5 and 6). This consistent finding in both studies indicates that although all five factors represent unique aspects of organizational policy communication, human resources communication represents the most important aspect for levels of policy knowledge and positive policy attitudes.

==========Insert Table 6 about here==========

Discussion

Previous research and theory concerning policy communication provided the foundation for this endeavor to construct, test, and refine the Policy Communication Index (PCI). Through a two-study process we surveyed 442 employees in a range of job functions and industries. We first conducted an exploratory factor analysis to identify items for the instrument and then a confirmatory factor analysis to test the content and structure of the measure (Levine, 2005). The revised measure, comprising 20 items in five sub-scales, represents a research tool that will

increase insight and understanding of policy communication processes in organizations and provides an applied research instrument grounded in structurating activity theory.

Structurating activity theory posits that organizations consist of inter-related activity systems, and further that these systems are connected to activity systems outside organizational boundaries (Canary, 2010a). Broad social structures both constrain and enable the mediated activity as outcomes reproduce and/or transform systems and structures. Policies are an important part of organizational activity due to their multiple levels and consequences for both action and outcomes. Previous qualitative research of policy communication produced several insights that deserve further investigation across policy contexts. The PCI is an instrument to enable such research and application.

The first sub-scale of the PCI, Meeting Discussions, includes items that highlight the role of structured policy communication. Items in this dimension of the PCI provide an indicator of how meeting contexts foster dialogue about a focal policy. Meetings are often used as forums for exchanging ideas among members of activity system *communities*. Furthermore, discussing important issues such as federal policies in meetings can be interpreted as instantiation of activity system *rules* about how to go about accomplishing activity. That is, meeting discussions are accepted contexts and modes for shaping how policies are understood and used. However, results of this study show that policy communication in meetings was relatively infrequent, as indicated by the low mean score, and that meeting discussions about the focal policy, FMLA, was negatively related to attitudes and perceived knowledge about the policy. Accordingly, although results of this study confirm this dimension as an important part of policy communication, the influence of meeting discussions likely is related to the nature of the focal policy and the content of meeting discussions. This sub-scale could be used to study policy

communication in meetings over time as new policies are introduced, old policies are changed, or organizational exigencies highlight the need to increase policy knowledge. Also, this sub-scale could be incorporated into large-scale longitudinal designs across intersecting systems to investigate how meeting discussions, as mediating rules and community interaction, are structurating processes that either reproduce or transform structural rules and resources. For instance, Canary (2010b) found that people in policy-related systems developed policy knowledge through explanations and clarifications, expressing lack of knowledge, and other communication processes during meetings. These processes are reflected in items included in the Meeting Discussions dimension of the PCI (Table 1).

The second sub-scale of the PCI, Human Resources Communication, highlights the mediating system element of *division of labor*. According to SAT, division of labor includes both horizontal, or functional, divisions of labor and vertical, or authoritative, divisions. This was the only dimension with a mean above the mid-point, indicating the importance of formal communication involving human resources representatives and trainers. Additionally, this dimension was positively related to both levels of policy knowledge and general positive attitudes toward FMLA, representing multiple communication channels and processes. Handouts and on-the-job instructions represent *mediating resources*, which are both material resources and non-material resources, used to accomplish activity of a particular system. Thus, this dimension reflects ways in which mediating elements co-influence ongoing activity.

The third sub-scale, Coworker Interactions, reflects the importance of informal communication and work group interactions in policy communication processes. Relying on informal conversations with others in a work group represents the mediating element of *community* shaping how policies are interpreted and implemented in ongoing activity. The

important role of coworkers in policy processes comports with previous qualitative research of work-life policies (e.g., Buzzanell & Liu, 2005; Kirby & Krone, 2002). Additionally, items in Coworker Interactions include processes such as expressing difference and providing explanations, which were found to be part of the communicative construction of policy knowledge (Canary, 2010a).

The fourth sub-scale, Supervisor/Coworker Written Instructions, reflects material *mediating resources*, such as communication information technologies and memos. Items in this sub-scale also demonstrate the important role of authoritative and functional *divisions of labor* in how people communicate about and learn about policies. Supervisors are important, indeed, but not the only source of formal instructions for understanding and implementing policies in organizations. Coworkers are often approachable and accessible resources for putting policies into practice in everyday work contexts. Canary and McPhee (2009) had similar findings in that policy knowledge construction across an organization often was initiated or facilitated by peers providing information or instructions to each other in writing.

The final sub-scale, Personal Expressions, represents the importance of the *subject* for shaping policy-related activity. As posited by structurating activity theory, activity system members are agents who make choices and use their unique sets of knowledge, experience, and values to shape ongoing activity. This sub-scale in the PCI includes items that acknowledge ways members of activity systems communicate those experiences and values in policy contexts.

Although this scale development project obtained "snapshots" of policy communication processes, the PCI can be used across time and contexts to examine structurating processes within and across organizational systems. The sub-scales of the PCI represent dimensions of policy communication that both instantiate rules and resources and reproduce those rules and

resources through use. For instance, Meeting Discussions accounted for the largest amount of variance in the Study One factor analysis but it was negatively associated with policy knowledge and attitudes in both studies. These results indicate that meetings constitute an important policy communication context, drawing on the more broadly accepted practice that organizations "do" communication through formal meetings, but that such practices might constitute "going through the motions" when it comes to developing requisite policy knowledge. Additionally, the PCI measures communication behaviors but does not tap content or valence. Whereas people might identify that "In meetings, people talk about the background of [policy]," the instrument does not tap whether such talk is positive or negative. It might well be that the negative association found in this project indicates that much meeting talk about FMLA is not informative and perpetuates negative attitudes toward the policy.

On the other hand, the structural legitimacy and authority of human resources professionals and trainers to communicate about policies is represented in the Human Resources Communication sub-scale. This sub-scale was most significant for predicting policy knowledge and attitudes in both studies as well as for predicting organizational acculturation in Study Two. Human resources professionals, including trainers, do not simply gain their ability to shape policy processes within organizational systems. The profession they represent gains expert legitimacy and authority on a broader scale and the use of human resource specialists to communicate about policy through various mediating resources reproduces that structural legitimacy and power.

The other sub-scales of the PCI, Coworker Interactions, Supervisor/Subordinate Written Instructions, and Personal Expressions can also be used across time and contexts to identify system structuration. Items in these sub-scales instantiate rules and resources for how policy is

talked about and how policy-related practices are accepted; at the same time, these communication behaviors reproduce structural rules and resources such as supervisor authority and the power of peer pressure in organizational systems.

Practical Implications

A goal of this project was to develop an instrument that would be both theoretically sound and practically useful. Several practical benefits materialize from the Policy Communication Index. First, the PCI can be adapted to any policy of interest and used in a variety of organizational contexts. The PCI, with 20 items, is easy to use either in paper or online formats and can be completed in a short amount of time, making it convenient to combine with measures of other phenomena of interest. Sub-scales also can be used separately to identify particular areas of concern regarding policy communication.

We realize that the PCI is not the only communication survey available for examining organizational communication regarding policies. For example, researchers and practitioners report using the Episodic Communication Channels in Organizations (ECCO) audit (Davis, 1953) to investigate policy (Downs & Adrian, 2004; Hargie & Disckson, 2007). Although there are many benefits to that instrument, it is based on the assumption that recall of textual information is the same as knowledge and limits questions to sources (people) and channels rather than processes. The PCI addresses these shortcomings with a more interpretively-grounded measure of specific communication behaviors that does not conflate information recall with useable knowledge. Indeed, the knowledge items developed and tested with the PCI are based on previous research and reflect multiple types of knowledge that people use when putting policies into practice.[2]

[2] Policy knowledge items are available by contacting the lead author.

In brief, the PCI can be used in practice for several purposes. For example, it is a convenient tool to track the efficacy of policy information campaigns in organizations. The PCI also can be used to identify gaps in current organizational communication practices regarding important policies in order to improve communication and outcomes related to policies. Another use would be to compare communication practices across organizational departments, locations, or divisions. Contemporary organizations are complex and geographically dispersed. It is often difficult to get a good idea of how policies are communicated in such complex organizations. The PCI can be administered easily across locations; results can be used to address concerns of organizational members who might not otherwise be heard. Additionally, the PCI can be used longitudinally to examine how communication practices are reproduced or transform over time within and across activity systems. Such comparisons would be extremely useful when new policies are adopted or when organizational systems are merged, acquired, or re-organized. The five sub-scales allow organizational practitioners to move beyond the one-way information dissemination model of policy communication to a more nuanced understanding of organizational policy communication.

Limitations

We recognize the limitations testing the PCI with FMLA, a federal policy that is not used in everyday work operations. We chose the policy so our study samples could include participants from a wide range of job functions, organizational levels, and industries. Although this policy has broad implications for professional and personal lives when people experience medical or family emergencies, it is not a policy that comes up in everyday talk. Accordingly, future studies will assist in testing and refining the PCI by using it for organization-specific policies that are used in everyday organizational functions, such as HIPAA in healthcare

organizations and FERPA in educational organizations. We view this as important for further assessing the scale's validity.

The sampling method is an additional limitation. Gaining organizational access for studying policies is challenging. After several rejections from organizational legal departments we determined that recruiting outside of organizations was the best way to get a sufficient and diverse sample for both studies. We took several steps to ensure that our sample met the inclusion criteria but the use of an online format admittedly leaves open the possibility of "cheating." Future studies can overcome this limitation by recruiting participants through organizational channels (e.g., human resources departments) and using organizational intranets to distribute surveys.

We also recognize the limitation within the instrument itself. The PCI taps the *amount* or *frequency* of different types of communication concerning a policy, but not the *valence* or *content* of that communication. This limits its application to identifying different types of communication behaviors and channels for a particular policy. Researchers and practitioners interested in identifying whether that communication is perceived positively or negatively or exact content of the communication need to use additional methods for such information. This limitation was most salient when analyzing results of Study One concerning our predicted association between the PCI and job satisfaction. No significant correlation emerged between the whole PCI and job satisfaction yet there were significant negative correlations between job satisfaction and both Coworker Interactions and Personal Expressions and a significant positive correlation between job satisfaction and Human Resources Communication (Table 2). Researchers or practitioners using the PCI should first analyze sub-scale results concerning variables or processes of interest before combining the sub-scales for analyzing associations with

the overall PCI. If some sub-scales negatively influence a related variable and others positively influence the same variable, as in our case with job satisfaction, insignificant results for the entire PCI measure might mask what is really going on with specific aspects of the measure and the other phenomenon of interest.

Future Directions

Because the PCI was developed from the theoretical foundation of structurating activity theory, future research using the instrument will also benefit from taking a longitudinal perspective on the structurating nature of policy communication. Importantly, the PCI is only a tool for analysis. Researchers and practitioners determine, through study designs and samples, how useful tools are for examining communication processes and contributing to our knowledge of how communication constructs what policy does in action. The PCI can be used to build upon previous small-scale studies to examine structuration through policy communication in complex and dispersed organizations that characterize contemporary workplaces.

Another future direction would be to add a demographic question about participation in formal training about the policy of interest. Two items about formal training participation emerged as a unique factor in our exploratory factor analysis but the items were so different from other items, indicating training participation without tapping specific communication behaviors or channels that were included in other factors, that we eliminated them from further analysis. We determined that those two items constituted demographic information similar to the question about receiving a handbook. Future studies might use such demographic information for comparing PCI results between participants who have and have not participated in formal policy training sessions.

Conclusion

All organizations have policies. Understanding ways in which these policies are communicated is useful for organizational stakeholders and scholars alike. Building upon qualitative studies that have explored policy communication in organizations, this project resulted in an overall measure of policy communication, the Policy Communication Index, which includes five sub-scales. These sub-scales are consistent with previous qualitative research regarding policy communication and comport with the theoretical approach used to develop the measure, structurating activity theory. Although results of this study call for continued study in different policy and organizational contexts, the Policy Communication Index is promising for future research and practice. The usefulness of the instrument will be demonstrated by further use across policy contexts. Additionally, a variety of study designs will benefit from including the PCI as one measure of policy communication, particularly multi-method and longitudinal studies that seek to be theoretically grounded and to provide practical gains for organizational members.

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Table 1

Study One Final Factor Solution

Item	Factor 1 Meeting Discussions	Factor 2 Human Resources Communication	Factor 3 Coworker Conversations	Factor 4 Spvsr/Coworker Instructions	Factor 5 Personal Expressions
In meetings, people talk about the background of FMLA.	**.831**	.153	.049	.168	.239
In meetings, people compare FMLA to other work issues.	**.825**	.066	.225	.130	.132
In meetings, people ask for details about FMLA.	**.819**	.191	.243	.176	.144
My supervisor explains FMLA in meetings.	**.773**	.253	.142	.249	-.002
My supervisor tells me why FMLA exists.	**.756**	.165	.165	.237	.111
I learn about FMLA by learning about consequences of non-compliance.	.066	**.834**	.204	.040	.050

Table 1, continued

Study One Final Factor Solution

Item	Factor 1 Meeting Discussions	Factor 2 Human Resources Communication	Factor 3 Coworker Conversations	Factor 4 Spvsr/Coworker Instructions	Factor 5 Personal Expressions
I get written instructions on the job from HR/trainers.	.041	**.796**	.242	.163	-.070
People in HR/trainers tell me why FMLA exists.	.280	**.765**	.086	.094	.053
I get verbal instructions on the job from HR/trainers.	.198	**.762**	.328	.089	-.009
Handouts/fliers are in language I understand.	.200	**.686**	-.055	.138	.263
Coworkers and I talk about what is right and wrong about FMLA.	.276	.048	**.753**	.038	.236
This policy has come up in conversations with coworkers.	.050	.313	**.745**	.103	.151
I learn about FMLA by getting detailed explanations from coworkers.	.151	.269	**.702**	.158	.048

Table 1, continued

Study One Final Factor Solution

Item	Factor 1 Meeting Discussions	Factor 2 Human Resources Communication	Factor 3 Coworker Conversations	Factor 4 Spvsr/Coworker Instructions	Factor 5 Personal Expressions
I learn about FMLA from things that happen at work.	.246	.122	**.700**	.224	.148
Written instructions from my supervisor are given through memos.	.193	.104	.099	**.828**	.064
Written instructions from coworkers are given through email.	.099	.059	.120	**.786**	.090
Written instructions from my supervisor are given through email.	.231	.086	.093	**.689**	.125
I get written instructions on the job from my supervisor.	.342	.310	.186	**.605**	-.024
I use my personal values to interpret FMLA.	.042	.061	.025	.053	**.817**

Table 1, continued

Study One Final Factor Solution

Item	Factor 1 Meeting Discussions	Factor 2 Human Resources Communication	Factor 3 Coworker Conversations	Factor 4 Spvsr/Coworker Instructions	Factor 5 Personal Expressions
I express my opinion to others about FMLA.	.176	.107	.383	.078	**.759**
I offer suggestions about FMLA.	.281	.012	.217	.145	**.740**

Note.* Items loading on each factor are in **bold type.

Table 2

Study One Correlation Matrix[a]

	GenAtt	JobSat	PolKnow	PCI	MeetDisc	HRCom	CoWkr	WtnInst	PsnExp
GenAtt	1	.07	.39*	.26**	.09	.44**	.24**	.03	.03
JobSat		1	.07	-.06	-.00	.13*	-.20**	.04	-.23**
PolKnow			1	.35**	.12*	.55**	.32*	.11	.12*
PCI				1	.78**	.72**	.77**	.71**	.66**
MeetDisc					1	.44**	.49**	.53**	.41**
HRCom						1	.47**	.36**	.25**
CoWkr							1	.41**	.46**
WtnInst								1	.31**
PsnExp									1

[a] $N = 197$

Note. * Correlation is significant at the 0.05 level (1-tailed); ** Correlation is significant at the 0.01 level (1-tailed).

Note. GenAtt = policy attitude; JobSat = job satisfaction; PolKnow = perceived policy knowledge; PCI = policy communication index; MeetDisc = meeting discussions; HRCom = human resources communication; CoWkr = coworker interactions; WtnInst = supervisor/coworker written instructions; PsnExp = personal expressions

Table 3

Study One
Hierarchical Multiple Regression Analyses

	Policy Knowledge		Policy Attitude		Job Satisfaction	
Predictor	ΔR^2	β	ΔR^2	β	ΔR^2	β
Step 1	.16***		.09***		.07**	
Age		.44***		.21*		.29**
Sex		-.08		.19**		-.18*
Years in Org.		-.05		-.01		-.13
Step 2	.22***		.19***		.13***	
Age		.24**		.02		.24*
Sex		-.10		.19**		-.13
Years in Org.		.01		.06		-.06
Meeting Discussions		-.15		-.11		.08
HR Communication		.50***		.48***		.21*
Coworker Interactions		.14		.07		-.29**
Written Instructions		-.08		-.02		.06
Personal Expressions		-.01		-.10		-.22**
Overall Adjusted R^2	.35***		.25***		.16***	
Overall Model F	13.63***		8.65***		5.41***	

*p < .05 **p < .01 ***p < .001

Table 4

Study Two
Model Tests and Comparisons for Alternative Models of Policy Communication[a]

Model	χ^{2*}	*df*	χ^2/df	CFI	NFI	RMSEA	χ^2_d
M_0	2822.12	210	13.44	0	0	.23	
M_1	933.40	189	4.94	.71	.67	.13	
M_2	890.7	169	5.27	.72	.68	.13	
M_3	634.0	167	3.80	.82	.77	.11	
M_4	509.7	166	3.07	.87	.82	.09	
M_5	473.0	165	2.87	.88	.83	.09	
$M_0 - M_1$							1888.72
$M_0 - M_2$							1931.42
$M_0 - M_3$							2188.12
$M_0 - M_4$							2312.42
$M_0 - M_5$							2349.12

[a] $N = 245$
* $p < .001$ for all Chi-square statistics

Figure 1
Study Two CFA Solution

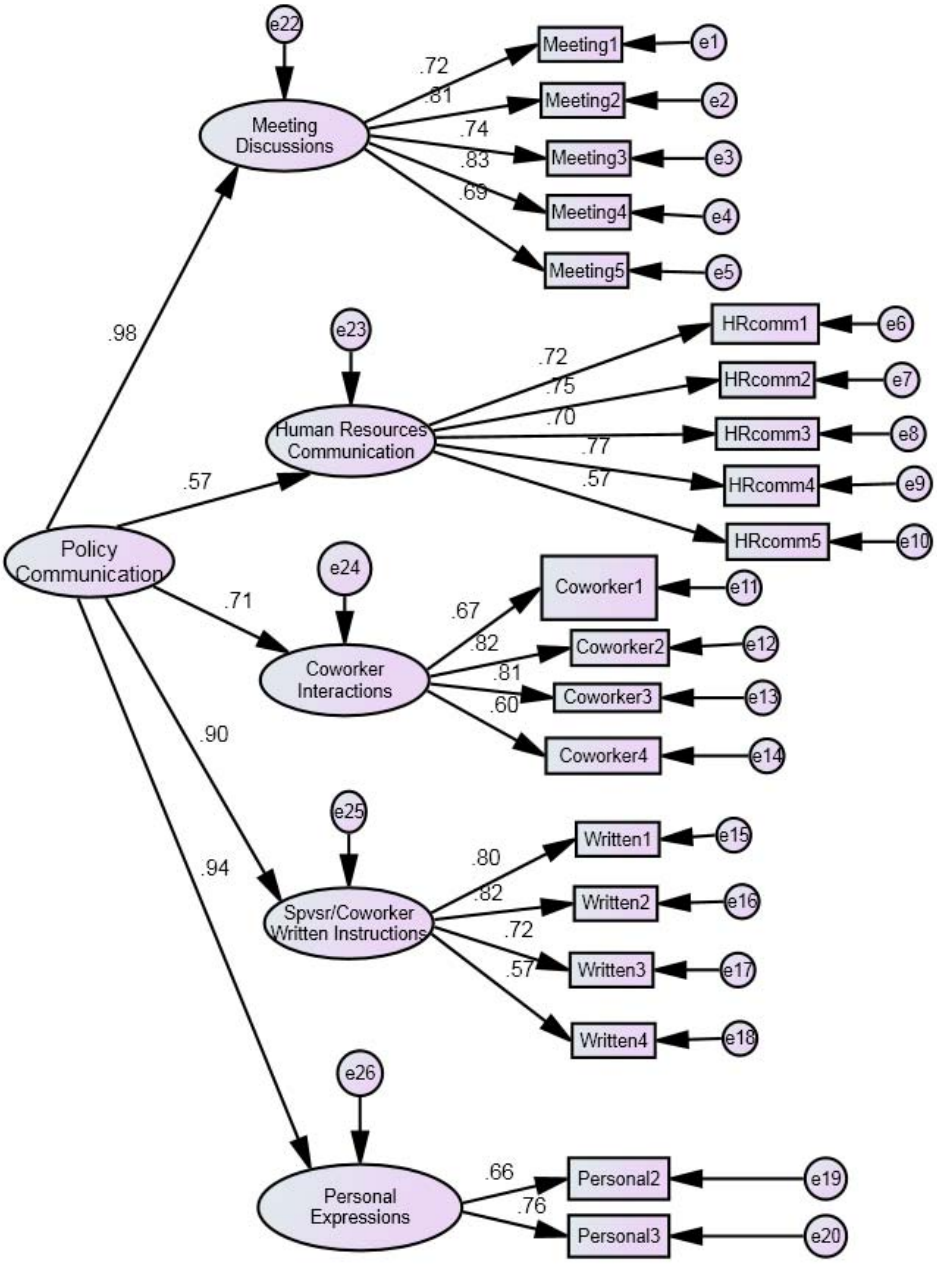

Table 5

Study Two Correlation Matrix[a]

	GenAtt	PolKnow	Accult	PCI	MeetDisc	HRCom	CoWkr	WtnInst	PsnExp
GenAtt	1	.49**	.28**	.03	-.15**	.25**	.09	-.08	.05
PolKnow		1	.23**	.25**	.05	.44**	.16**	.17**	.08
Accult			1	-.08	-.18**	.16**	-.03	-.11*	-.19**
PCI				1	.85**	.67**	.71**	.84**	.78**
MeetDisc					1	.43**	.49**	.73**	.72**
HRCom						1	.32**	.53**	.26**
CoWkr							1	.45**	.55**
WtnInst								1	.54**
PsnExp									1

[a] $N = 245$

Note. * Correlation is significant at the 0.05 level (1-tailed); ** Correlation is significant at the 0.01 level (1-tailed).

Note. GenAtt = policy attitude; PolKnow = perceived policy knowledge; Accult = acculturation; PCI = policy communication index; MeetDisc = meeting discussions; HRCom = human resources communication; CoWkr = coworker interactions; WtnInst = supervisor/coworker written instructions; PsnExp = personal expressions

Table 6

Study Two
Hierarchical Multiple Regression Analyses

	Policy Knowledge		Policy Attitude		Acculturation	
Predictor	ΔR^2	β	ΔR^2	β	ΔR^2	β
Step 1	.07**		.12***		.01	
Age		.23		.20*		.01
Sex		.07		.17**		.05
Years in Org.		.02		.10		.10
Step 2	.21***		.11***		.13***	
Age		.18*		.13		-.06
Sex		.00		.13		.00
Years in Org.		.03		.11		.12
Meeting Discussions		-.26**		-.25*		-.19
HR Communication		.47***		.37***		.34***
Coworker Interactions		-.01		.07		-.01
Written Instructions		.09		-.16		-.08
Personal Expressions		.09		.07		-.09
Overall Adjusted R^2	.25***		.20***		.09***	
Overall Model F	11.07***		8.52***		3.89***	

*p < .05 **p < .01 ***p < .001