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MOVING TOWARD DEVELOPMENT OF A CHUNGHWA POSTAL OFFICE BUSINESS

MODEL OF SUSTAINABILITY

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Dissertation

Presented in partial fulfillment of the requirements
for the degree of
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Abstract

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Moving toward Development of a Chunghwa Postal Office Business Model of Sustainability.

Chair: Merle J. Farrier, Ed.D.

This research integrated western and eastern organization theory in order to restructure the Chunghwa Postal Office (CPO). The goal was to create a more efficient and sustainable business model that would serve the future needs of Taiwan. A region of the CPO, the Hsinchu Post Office (HPO), received training in 2008 in order to provide a pilot study regarding the concepts of sustainability and learning organizations.

The research produced a CPO Sustainability Model in which learning organization theory is conceptually woven into the Chinese Tai Ji map. This Model has two core domains, namely vision and evaluation. Using two parallel branches of education and leadership, the Model creates sustainability in the organization and society by using evaluation to inform vision.

Key words: Organizational Learning, Sustainability, Business, Leadership.

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I also deeply appreciate my friends Dr. Peter Senge (MIT), Dr. John Ehrenfeld (MIT), and Mr. Jin-Gen Lin (林金根) each of whom provided me with excellent advice in organizational learning. I also want to thank Miss Claire Cheng (陳麗中) who helped me with the English language. The most important appreciation goes to my wife Hui-Yu (侯惠宇) for her continuous inspiration and support at home.

I believe the doctorate degree is an honor and responsibility. On behalf of The University of Montana, I will promote the execution of the organizational learning model of sustainable design from the post office business to the private company for the rest of my professional life. Finally, I would like to dedicate this dissertation and the labor of love it represents to my parents' love.

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CHAPTER ONE

STATEMENT OF PROBLEM

Introduction

The postal system in Taiwan is known as the Chunghwa Post Office (CPO). The operation and management of the CPO faces many difficulties and is under continuous pressure from customers and authorities. However, the postal services provided by the CPO have attained a good level of customer satisfaction from the general public in Taiwan (Huang, 2008; TEP, 2006). Some of the qualities of the CPO that have resulted in favorable public approval include:

1. CPO has not raised the postage price for about 20 years, so that messages, communication, and delivery of parcels enjoy low-cost services (Chunghwa Postal Office [CPO], 2008).
2. The CPO is also a banking business, which has allowed the postal offices to open in remote areas and provide good postal services as well as for regional and economic prosperity (CPO, 2008).

CPO mail delivery services have an international reputation for being able to correctly deliver mail having incorrect addresses. A film titled Cape on the 7th 海角七號, was based upon a successfully delivered misaddressed love letter of 60 years ago. The film has been a box-office champion for decades and also received an International Film Festival Award from the Halekulani Golden Orchid Award for Narrative Feature in 2008. This film is among many ways that the public reflects its satisfaction of the CPO (CPO website, 2008; CDN, 2009).

However, problems have begun to become apparent about the inefficiency of the CPO. Benefits and job security have been guaranteed to all civil servants in Taiwan. The annual job evaluation of these civil servants has not been effective in assessing their job performance (Central Personnel Administration [CPA], 2005). The problem of tenured civil servants without effective or consequential performance evaluations has also arisen in the CPO (Chuang, 2004; Zhen, 2005).

Another problem the CPO has encountered is that it has met fierce competition in the postal delivery system market, which has resulted in a great loss of its business to private companies, some 30 million US dollars in 2007 (CPO, 2007a) and 14 million US dollars from January to July in 2008 (CPO, 2008). All of these problems led the Ministry of Transportation and Communications (MTC) to request the CPO adopt a more efficient method of operating the enterprise (Ministry of Transportation and Communications (MTC), 2005, 2007).

After transforming from a government organization to a state-run company organization in 2003, the CPO has met great difficulty in management and is required to find effective strategies to solve them. The president of the CPO pointed out that the CPO needed to solve management problems through changing the employees' inner values and outer behaviors (CPO, 2005). In addition, the president of the CPO also stated that the change of the CPO system would be an indicator to most of the governmental organizations and the change should start with the leading positions (CPO, 2007a).

The president of the CPO has been seeking a way of launching an organizational change with an initiative designed to compete in this complex environment and is hoping to create greater productivity for the business (Wu, 2006). In addition, the CPO needs to

develop and implement some strategies to promote better communication skills and build a collaboration among employees and customers in order to achieve the desired change from a closed government culture to a synchronous culture (CPO, 2007 b).

To this end, manager Meng Yun-Zong of the Hsinchu Post Office (HPO) was the first to oversee the promotion of reform activities based upon organizational change and organizational learning (Hsinchu Postal Office, 2008). The HPO is a second-class postal center with a staff of 767 and 57 sub post offices located in the north part of Taiwan. The HPO has encountered the same management problems as the CPO, which may be solved with the application of organizational learning theories (Hsinchu Postal Office, 2007).

Organizational Culture Change

Argyris and Schön (1996) defined leadership as the attitude and motivation to examine and manage culture. Argyris and Schön regarded the organizational culture as a pattern of basic assumptions shared by the group, which are acquired by solving problems of adaptation and integration. Fullan (2001) clearly pointed out that leaders would increase their effectiveness if they continually worked on the five components of leadership; (a) pursuing moral purpose, (b) understanding the change process, (c) developing relationships, (d) fostering knowledge building, and (e) striving for coherence. Schein (2004) and Fullan (2001) advocated the use of these components lead to organizations that will be filled with energy, enthusiasm, and hopefulness, which can be expected to result in enormous rewards and benefits. In addition, many high technology companies have proved that developing organization culture can result in a collaborative effort between the organization and the employees, such as Lemel computer, Taiwan Semiconductor

Manufacturing, and Winbond Electronics Company. Lin (2005) pointed out companies who develop community culture have high performance in their businesses.

Leadership in a culture of change requires a new mindset that serves as a guide to day-to-day organizational development and performance. Developing this new mindset is paramount, but leadership development must also be afforded necessary time and content (Fullan, 2001; Schein, 2004).

Culture change and the role of leadership in managing first occur through different mechanisms, depending on the developmental stages of an organization. The key issue for cultural change is for leaders to change their maladaptive assumptions. The second cultural change occurs through a simplifying model of the psychodynamics of transformative change, involving three sub stages: (a) unfreezing: creating the motivation to change, (b) learning new concepts and new meanings for old concepts, and (c) internalizing new concepts and meanings (Schein, 1999).

Based upon this backdrop, the president of the CPO decided to embark on an initiative to lead workers toward revolutionary change. The president's expectations are for the CPO to achieve the highest level of change that is both moral and sustainable.

Problem Statement

Internal Issues

All civil servants in Taiwan are guaranteed benefits and job security until the age of 65 regardless of their performance. As a result, many officials believe the annual job evaluation of these civil servants has not been effective in improving job performance leading to serious management problems for the CPO (MTC, 2007). Another difficult

problem in the operation of the CPO is the increasing percentage of personnel expense, which stood at 80% in 2007, up from 78% in 2006 (CPO, 2006a, 2007c).

According to a report released in 2006, the director of the CPO, Mr. Liu, identified five problems within the CPO: (a) being assured of benefits, job security, and retirement at 65 results in many postal staff having adopted a passive work ethic; (b) the average age of the staff in the CPO is nearly 47 years old without vigor or active learning; (c) the mailing business of the post office has lost 43.3 million, 25.3 million, and 31.7 million USD in 2005, 2006, and 2007 respectively. Most recently, there is a loss of 17 million USD in mailing business from January to July in 2008; (d) fierce competition has impacted the CPO; and (e) total wages paid to employees account for 80% of the total earnings of the CPO, leaving little net revenue available for other purposes (CPO, 2008; Liu, 2007). The Taiwanese government required all state-owned organizations to develop organizational learning strategies in order to advance competitiveness (Executive Yuan, 2005, 2007). Accordingly, the president of the CPO announced in 2006 that it is determined to improve the quality and performance of management and expected the company to move toward and attain sustainability (CPO, 2006b). The Executive Yuan of Central Government (EYCG) required the organizations at all levels to develop organizational learning, in order to promote the government's competitiveness. Hence, the CPO needs to develop some new organizational learning strategies to solve their management problems (Executive Yuan, 2005, 2007).

External Pressures

With the advent of the regulations of the World Trade Organization (WTO), the CPO was forced to open parts of its postal services to private enterprises. Thus it underwent

enormous challenges of market competitors, such as DHL (Dalsey, Hillblom and Lynn, DHL is a division of Deutsche Post World Net, which provides international express mail services), Citibank and some affiliates of Seven-Eleven convenient stores island-wide. With excellent operational management and know-how, DHL has been gaining the market share of local courier services. Also, some 7-11 convenience stores island-wide have gained a large part of the retail daily goods market and bill payment services of public utilities. In the field of banking services, the group of Citibank in Taiwan has previously performed well and has been ranked as the top banking service. Under the circumstances of the severe market competition, the CPO has come under fire to produce greater organizational efficiency in recent years (CPO, 2007c).

To compound the situation, savings and insurance departments confronted the implementation of new finance laws announced in January 2003 that canceled duty preferential measures such as the tax-free status for the postal service in five years. Hence, the CPO urgently needs to implement the organization restoration in order to meet these external threats (Wang, 2005) and provide a more efficient postal service for the Taiwanese people.

The Challenge as Opportunity

All of the problems the CPO has encountered cannot be simply solved by turning it into a private business. According to Qing-Qi Lai, the Chairman of the Board of CPO, the CPO cannot be operated as a private business at present, providing an opportunity for organization reform, the most important factors of which are to improve the management, to increase the competitiveness, and to fulfill the company sustainability (CPO, 2007d). If

the CPO can meet this challenge, it will be a win-win for the CPO and the Taiwan government and society.

Summary of the Problem

The postal service in Taiwan is presented with many challenges. Perhaps the most important of these challenges is the uncertainty that exists with respect to future availability of postal services due to present economic factors. The present structure in the CPO has inherent issues that conflict with the ability of the CPO to compete effectively with private entities seeking to dominate the postal system in Taiwan.

If these issues can be appropriately addressed within the CPO, the problem of potentially marginalizing postal services can be resolved by maintaining the present form of nationalized postal system that is more efficient and cost effective than the private entities seeking to replace the CPO. Thus, the problem may be reduced to developing an organizational structure capable of providing the greatest possible postal service to the citizens of Taiwan that is best represented in the public model that also provides the greatest efficiency that is presently represented best in the private model. The problem seeks to combine the best of both public service and private efficiency into a single, sustainable model.

Research Question

This research was guided by the following question: Does western organizational learning theory have the capacity to reorganize the Chunghwa Post Office in order to achieve sustainable and competitive efficiency?

Purposes of the Research

The purpose of this research was to successfully address the internal and external threats to the future sustainability of the CPO. Western forms of organizational learning theory provide means to positively affect efficiency and sustainability within the context of the specific company or organization. Thus, the purpose of this research was to provide an organizational learning model that results in the most efficacious means available to achieving an efficient and sustainable postal organization with the capacity to provide the highest level of service.

Significance of the Research

The CPO is one of the public service departments in Taiwan. The Taiwan governmental agency employs nearly 300,000 people. The annual budget of the CPO amounts to 1.6 trillion NTD (53 billion USD), which makes it the biggest public organization nationally and the largest service system. Consequently, any improvement in the efficiency of management, service, learning, and/or capital of this organization represents very large-scale gains (Yang, 2007).

Achieving efficiency in the largest government service is highly important from both economic and service perspectives. More important, sustainability is of the essence to a postal system, and continuing to provide this service as a governmental agency allows for retaining the advantages of having governmental oversight through democratic processes.

This research may provide Taiwan with a new, highly improved CPO that could serve as the benchmark of government services. In order to achieve this end, the findings of this research must provide a model that is efficient and sustainable, retaining the benefits of

governmental provision of appropriate public services while providing efficiency that is competitive with the private market place.

Definitions of Terms

For the purpose of this research, the appropriate terms and acronyms are defined at the time of their initial useage as well as placed in total in Appendix C for convenience.

Summary

The CPO is facing crucial problems including threats of market mechanism competition that threatens to compromise service for efficiency, the cancellation of tax-free postal service, the pressure caused by the increase of workload, the aging of the staff, the ossification of the organization system, and the perennial financial losses of major mailing business. By researching western organizational learning theories, this research will seek to apply organizational learning theories that have been successful in the West in order to solve organizational problems in the East.

In summation, this research will analyze theories of organizational learning and study the problems of the Postal Office related to effective leadership and organizational structure necessary for solving the business problems of the Taiwan Postal System. Hence, this research sought to guide the CPO to solutions that addressed the current business problems and promoted corporate sustainability without diminishing service (Lawrence, 1998).

CHAPTER TWO

LITERATURE REVIEW

Introduction

The purpose of this study was to determine what kinds of strategies based upon western organizational theory could be implemented to improve the efficiency of the Taiwan Postal System. The research question was “Does western organizational learning theory have the capacity to reorganize the Chunghwa Post Office (CPO) in order to achieve sustainability?” The review of literature examined the structure of the CPO, research appropriate to the CPO, and current western organization learning theory.

The Organizational Structure of the CPO

Current Organizational Structure

Established in 1896, the CPO provided postal service consisting of three pools of mail along with a banking and life insurance business. Presently, there are 23 large branches designated as the administrative and supervisory post office level within the CPO. Each branch has administrative oversight of a group of smaller branches. The CPO utilizes five mail processing centers to handle the mail. These centers make use of high performance automated systems that create integrated mailing procedures, transport networks, and collection routes.

A board of directors that is composed of 11 to 15 members governs the CPO. According to national law and the company's Articles of Incorporation, this is the CPO's decision-making body. In addition, there is a board secretariat responsible for all administrative affairs of the board.

The CPO is composed of 11 departments. These departments are as follows: the Department of Mail Business and Operations, the Department of Philately, the Department of Savings and Remittances, the Department of Life Insurance, the Department of Property Operations, The Department of Capital Operations, the Department of Personnel, the Department of Civil Service Ethics, the Department of Accounting, the Department of Information Management, and the Department of Occupational Safety and Health/General Affairs.

Scope of the CPO's Business Operation

The CPO handled 2.70 billion pieces of mail in 2007, an increase of 0.3% over the 2.69 billion pieces the previous year. Philatelic sales, that is sales of stamps and postage, reached US\$ 15.58 million (NT\$ 516 million), which was a decrease of 3.5% over the US\$ 16.14 million (NT\$ 534 million) in sales of the previous year. Average daily balance of postal savings stood at US\$ 118.7 billion (NT\$ 3.93 trillion), which was a decrease of 5.6% over 125.3 US\$ billion (NT\$ 4.15 trillion) of the previous year. The amount of money orders remitted totaled US\$ 51.9 billion (NT\$ 1.72 trillion), which was a decrease of 15.3% over US\$ 45.0 billion (NT\$ 1.49 trillion) of the previous year. Life insurance business sales reached US\$ 24.9 billion (NT\$ 823.1 billion), which was a decrease of 2.6% from US\$ 25.5 billion (NT\$ 845.2 billion) of the previous year. The CPO agential, that is sales of postal products, stood at US\$ 2.90 billion (NT\$ 95.9 billion), which was a decrease of 1.7% from US\$ 2.95 billion (NT\$ 97.6 billion) of the previous year. The exchange rate for NT\$ 1.000 is US\$ 0.0288 as of February 17, 2009.

Analysis of the Business Problems of the CPO

Inherent Problems

The CPO employs 25,000 employees who average 45 years of age. The personnel costs of these employees account for 74% of the total CPO budget, which is considered to be a heavy burden on the CPO budget (Huang, 2006). According to the MTC report in 2007, all civil servants in Taiwan are guaranteed benefits and job security until the age of 65. As a result, many officials believe the annual job evaluation of these civil servants has not been effective in improving job performance, a labor issue leading to the most important management problem encountered by the CPO (MTC, 2007). The director of the CPO, Mr. Liu, noted in 2006 that being assured of benefits, job security, and retirement at 65 years of age has resulted in most postal staff adopting a passive work ethic.

Alternatives offered by Technology

Technological advances have created many important advantages to the postal service business but such advances have also created alternatives to traditional mail services. As a result of the popularity of Internet, the mail operation began to decline in 1999. By comparison, the United States Postal Service (USPS) experienced a volume of mail that was reduced by 50% from 1999 to 2005, resulting in a 30% decrease in revenue (Hsiao, 1999). The CPO is also facing a decline in the letter business and the dilemma of the decline in the volume of mailing parcels.

Private Competition

At present, some private courier firms have begun to deliver mail by using methods that seek to minimize expense and allow for a cheaper rate of mail delivery. This new business operational mode has imposed a severe challenge on the traditional postal service

(Huang, 2003). Although efficiency and lower rates are desirable, no research could be found that determined the private market has delivered an efficient and sustainable organizational model.

Research Related to the CPO Business Operation

Specific research on the CPO is sparse. Research was sought in master theses, doctoral dissertations, government research, and published research regarding the CPO; however, the research varies greatly regarding scope of the findings and quality of methodology. The most representative pieces of research related to the CPO were reviewed.

Strategic Development

Lin (2006) studied the strategic development model known as The Integrating Balanced Scorecard with Intellectual Capital to Build Performance Evaluation Model. Lin stated that strategic management is the key factor for businesses to survive and managers should develop a performance evaluation management system as part of the strategic plan. The Balanced Scorecard and Intelligence Capital model pays attention to both financial and non-financial indicators and serves as a good evaluation system for the 21st century. However, though Balanced Scorecard and Intellectual Capital can support cost analysis and control management, it lacks quantified indicators to fully express the performance.

To compensate for this shortcoming, some evaluation tools, such as Data Envelopment Analysis, Analytic Hierarchy Process, or Fuzzy Set Theory, have been well developed. Lin (2006) proposed performance evaluation for linear shipping industry that is computed from the sum for four weighted factors. These four factors are computed and weighted individually by complex processes that produce values for (a) the financial

efficiency, (b) customer relations, (c) internal processes, and (d) learning and growth. This model was applied to the Evergreen, Yang Ming, and Wan Hai shipping industry for its regular shipping assessment. The results showed that the Balanced Scorecard and Intellectual Capital Model was able to accurately reflect the financial and non-financial performance of Evergreen, Yang Ming, and Wan Hai shipping industry.

Lin's 2006 research, in part, was related to the CPO. Lin suggested the CPO General Manager's Office should annually evaluate all classes of post offices and mail processing centers using the Balanced Scorecard and Intellectual Capital Model. Lin further suggested that combining the Balanced Scorecard and Intellectual Capital Model with an expert system for decision-making would enable the CPO to acquire a more forward-looking business strategy, resulting in improving and increasing the value of the performance targets. Lin concludes that all state owned enterprises would benefit from applying the combined model just described to their shipping performance goals, which ultimately may increase the competitiveness of the CPO.

Learning Environment

In a case study, Huang (2004) provided the first research for the CPO that was designed to improve organizational learning. This research focused on four Knowledge Conversion Models (i.e., Socialization, Externalization, Combination, and Internalization) and applied related principles and rules. The purpose was to design and develop a web-based official-document writing environment assisted by computer networks that would further promote the fundamental ability for official-document knowledge. Questionnaires and interviews were used to gather the appropriate data. The findings

indicate the combination of official-document learning and writing is greatly useful for users' substantial learning experiences.

The research found knowledge transformation theory improves the learning environment through network archives, which provided users with a network auxiliary to create and study archives. Through this mechanism, users in the group shared documents and, in turn, shared practical experiences with each other, substantially increasing the quality of the learning environment. The literature discussion explored the characteristics of the knowledge conversion model, the function mode of the ideal network learning environment, and the network platform mechanism of the knowledge sharing.

However, the research had some weaknesses, one of which was the tendency to focus on knowledge management rather than the issue of the organizational vision, organizational mission, and organizational strategy. After the book *Dance of Change* was published, organizational learning became more associated with System Thinking development from the perspective of the whole organization. Organizational learning was derived from individual learning and subsequently transferred to the study of organizational performance, which is presently characterized with team learning, team building, motivation of employees and encouragement, and leadership.

The CPO began formally addressing organizational learning in 2004 and still utilizes the network processing system developed at that time. In 2008, the CPO introduced an e-learning system in order to update the system. The CPO developed thousands of courses for use in the e-learning system and applied scientific and technological tools to enhance intellectual capital and personnel development of the training functions. The

improvements made in 2008 have contributed to increasing the actual learning functions in the CPO (CPO-E-learning-Plan 2008)

Management and Operation

Kuang (2006) researched corporate governance related to reform in China and Russia. His research concluded that the reform was flawed by serving individual interests and did not consider the common good represented by the stockholders. China sought to break up the monopoly of the state owned economy while Russia reassigned ownership of state owned companies. With respect to corporate governance, Russia took a more detailed and circumspective approach to governance while China was less rigorous and cautious, particularly in the very large enterprises such as the electrical companies.

Kuang's research is related in part to the CPO in that some rules of the corporate governance indicate that the rights of management and governance should be separated, Kuang's research suggested that the principles of full financial exposure can be applied to postal business management, which may be beneficial to the CPO's stable operation and perhaps sustainability. In addition, Kuang's recommendation of independent directors and financial principles may also be applied to the postal operations with a view to moving towards sustainability.

Postal Service Cost Structure

Gao (2008) studied the CPO's outsourcing of mail delivery. Gao found the CPO includes both public and private labor-intensive industry characteristics requiring effective use of human resources. Under these conditions, expansion of services using the guidance of performance objectives requires consideration of adopting an outsourcing strategy in order to reinforce human resources.

Gao studied the performance of mail delivery outsourcing for the CPO. Gao utilized a method of data analysis developed in 1957 and known as the Data Envelopment Analysis method. In addition, the Farrell Nonparametric Act replaced the traditional pre-set function with the leading-edge non-fault function in order to assess the efficiency of value with respect to the CPO's outsourcing of human resources. Gao (2008) specifically researched the efficiency of the CPO. Of the 23 post offices in Taiwan that outsource mail services, Gao found that relative to this population of post offices, 16 were efficient, and seven were characterized as inefficient with respect to outsourcing of delivery. Efficiency for the purposes of Gao's research did not include measures of the proportion of outsourcing, outsourcing budget expenditures, and the amount of a variety of projects such as the volume of mail delivery. Gao also did not include research on Fourth Party Logistics (4PL), which is an arrangement where a firm outsources its logistical operations to two or more specialist firms (the third parties) and hires another specialist firm (i.e., the fourth party) to coordinate the activities of the third parties.

The research did offer insight into the business management of the CPO primarily through the analysis of reference for the postal operators, postal services, and outsourcing delivery of human services; however, the research was lacking in three areas. The study failed to find the performance benchmarks of what would constitute excellent levels of performance for the various responsibilities of the post office, thus not providing for specific goals that would be valuable for future goal setting. The research showed only the relative performance for postal operators, services, and outsourcing, but as would be expected, labor unions oppose the outsourcing of mail delivery and other human resources that reduce jobs, resulting in the unions having a very negative image of outsourcing. None

of these factors were included in the performance considerations. Finally, the research tended to consider ideal conditions and circumstances without regard to the reality of postal business management.

Home Delivery Service

Huang (2004) studied the key success factors for home delivery. He found convenience and fast delivery are the most dominate consumer demands. Huang observed the logistics model, that is, the form of management that oversees the flow of goods, information and other resources between the point of origin and the point of consumption, has started to produce structural changes in the transportation industry. Huang found what was once a simple delivery of goods to customers has become a diversified service and has become a personalized service contributing to public satisfaction.

In 2003, the CPO initiated an organizational change creating a new vision of operation, having staff learn from customers, and developing a marketing division. The CPO redefined itself as a service company, including improved services such as cold weather delivery service, delivering door-to-door, network service, and reacting to customer concerns regarding the delivery market.

Huang (2004) investigated the association between management practices and business performance. Huang sampled 220 customers and found that 34% of the predictability of company performance could be accounted for by management practices. The specific management practices that were found to be important included dealing with returned goods, assisting customers, knowledgeable service personnel, timely delivery, and competitive prices.

Chinese express market. Great demand for express resulted from its rapid development in the Mainland China and pushed the Chinese express industry to a new stage of rapid development. Although Taiwan had just developed a relationship with Mainland China, this study did not extend its findings to the CPO.

Western Organizational Theories

The history of organizational theory has its roots in antiquity; however, there are so many varied organizations and systems to which these theories pertain that it is nearly impossible to find scholars all agreeing with how to categorize the history. Jantsch (1980), for example, studied natural systems and based upon change within natural systems, he divided organizational theory into three categories, traditional, balanced, and non-balanced. Hatch (1997) argued that organizational theoretical development is roughly divided by three periods of time, referred to as classical, modern and post-modern organizational theory. In this scheme, the classical period is sometimes characterized by a concern for the company as a whole, the modern period emulates a concern for the individual members of the company, and the post-modern period is noted for its focus on learning and knowledge as a resource.

To further delineate, modern organization theory is thought of as the management of an organism, a living system of interdependence, in order to survive and adapt to the world and modulate its functions at the opportune time (Hatch, 1997). Post-modern organization theory adds to this organism, new knowledge and understanding coming from creating a new view based upon the reflection of the past. Managers of the organization are artists and theorists (Hatch, 1997).

Contemporary History

Among those scholars who adhere to the classical, modern, and postmodern scheme, not all agree on the exact time frames or which scholars pertain to which era given many overlap. For the purposes of this research, dominate contributors to organizational theory were briefly reviewed in the chronological order of their birth.

Adam Smith

Classical organization theory also known as traditional organizational theory dated back to Adam Smith when he published *An Inquiry into the Nature and Causes of the Wealth of Nations* in 1776. Smith first put forward the principles of division of labor. Division of labor serves as the basic principle of organizational design in the classical theory. The classical organization theory is commonly divided into three categories, that is, scientific management theory, bureaucratic theory and administrative system theory.

Henri Fayol

Henri Fayol was born in 1841 and is considered the founder of administration theory. Fayol (1916) published *Industrial Management and Administration* where he expounded his principles of administration theory. The primary principles advocated by Fayol are (a) the difference between the operation and management and (b) advocate for management education. Fayol identified the management functions to include planning, organization, command, coordination, and control.

Frederick Taylor

Taylor was born in 1856 in Philadelphia and sought to improve industrial efficiency. Taylor observed that industrial management was haphazard and published a monograph in 1911 entitled *The Principles of Scientific Management*. Taylor sought to bring organization

management up to the level of science so that agreed upon principles would serve to better order organizations. Taylor is often referred to as the Father of Scientific Management. The essence of the scientific management theory includes: (a) the work of the fixed principles, (b) the selection of first-class workers, (c) the standardization of the principles, (d) piecework wage system, (e) the close cooperation between employers and employees, (f) establish the planning department to plan the work and operation, (g) separate management and work function, and (h) the exception principle provides the manager with authority over subordinate members (MBA-lib, 2009).

Max Weber

Max Weber was born in Germany in 1864 and authored the bureaucracy theory. According to the theory, the ideal type of bureaucratic system utilizes the following principles: (a) the principle of a fixed official jurisdiction, (b) institutional hierarchy and the principle of multi-level authority, (c) the management is document-based, (d) the management provides comprehensive professional training as a prerequisite, (e) institutions require the full development of the administrative officials the ability to work and bring into full play, (f) management sets the general rules, and (g) the reasonable and legitimate system of personnel administration (MBA-lib, 2009).

According to Liao (2001) bureaucratic organizations were founded as the basic structure of modern civilizations and have been popular tools for rational thinking, influence of science, and reflecting the human society.

Mary Parker Follett

Mary Parker Follett is also prominent as an early scholar in organizational theory. Follett was born in 1868 in Massachusetts and promoted her visionary concepts of

organizational theory through a large number of books, articles, and presentations.

Follett's contributions have served as the basis of what is now known as participatory management. Follett advanced visionary principles that advocated organization power as shared rather than hierarchical. A comprehensive collection of Follett's articles and speeches were published posthumously in 1941 under the title of *Dynamic Administration*.

W. Edwards Deming aka Dia Ming

Deming or Dai Ming as he was known in Japan was born in 1900 in the state of Iowa. Deming advanced the concept of quality management, which beginning in 1983, was synthesized by 14 points and brought under the name of Total Quality Management. Currently the United States and Britain have set up Deming Institutes, which have served to inspire greater quality in production and management (MBA-lib, 2009).

Douglas McGregor

Douglas McGregor, who was born in 1906, chronologically follows in the progression of organizational studies. McGregor was a professor of management at the Massachusetts Institute of Technology. McGregor is well known for his 1960 work entitled the *Human Side of Enterprise* wherein he synthesized many perceptions of organizational management with his Theory X and Theory Y characterizations of management.

Peter Drucker

Peter Drucker was born in 1909 in Austria-Hungary. Drucker published exhaustively in the area of organizational learning. Drucker was strongly convinced that knowledge was the key to organizational management and coined the term "knowledge worker" to indicate the importance of knowledge to the essence of the organization. Drucker and Ferdinand, (1993) contributed to post-modern organization theory in their book *Post-Capitalist*

Society, a book from the perspective of the evolution of capitalism. Drucker changed the view of capital to override the traditional land, labor, natural resources, and other factors of production.

Chris Argyris

Chris Argyris was born in 1923 in New Jersey. He is considered one of the originators of modern theory on learning organizations and was particularly interested in learning how organizations adapt. Argyris began to focus on organizational change and published *Competence and Organizational Effectiveness* in 1962. In 1993, Argyris published an article *Education for Leading-Learning* and began to compile a framework for organizational learning.

Edgar H. Schein

Edgar H. Schein was born in 1928 and also worked at the Massachusetts Institute of Technology. Schein was a colleague of McGregor and contributed a great deal to organizational theory in his own right. Schein was active in many areas of organizational theory, but most applicable to this research is his work in organizational cultures, which he defined in *Organizational Culture and Leadership* (1992) to be:

A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way you perceive, think, and feel in relation to those problems. (p.12)

Schein distinguished between organizational culture and corporate culture, a term coined by Schein, in order to separate what an organization *has* from what an organization *is*. Schein considered culture to be the most enduring of all physical attributes of an

organization and, consequently, the most difficult to change. Schein concluded the most important thing leaders should do is help shape an effective culture in which people will complete their work smoothly.

Erich Jantsch

Erich Jantsch was born in 1929 in Australia. Jantsch, an Austrian astrophysicist, was the first scholar to delineate the complexity of the science of self-organization theory and then to apply that theory to the social sciences and management theory. He held that organizations in natural systems and sub-systems, through self-organization, interactions, and co-evolution, would experience continuous change and innovation, which is the main characteristic of organizational life (Jantsch, 1980).

Donald Schön

Donald Schön was born in 1930 in Massachusetts and is also considered one of the originators of organizational learning theory, particularly for his work in reflective learning. In 1983, Schön published *The Reflective Practitioner*, a work that contributed seminally to much of his later organizational theory. Together, Argyris and Schön published a number of books and articles: *Theory in Practice: Increasing Professional Effectiveness*; *Organizational Learning: A Theory of Action Perspective*; and *Organizational Learning II: Theory, Method and Practice*. Both men made many contributions to organizational theory; however, they collaborated and worked together to theorize to what degree reasoning can be considered the basis for organizational improvement.

Steven Covey

Steven Covey was born in 1932 in Salt Lake, Utah. Covey received national and international recognition when he published in 1987 his *Seven Habits of Highly Effective*

People. While Covey did not specifically address organizational theory, he did contribute to self-actualization, an important component of a learning organization.

Peter Senge

Peter Senge was born in 1947 in Chicago. Like many of the organizational theorists, he taught management at the Massachusetts Institute of Technology. Senge (1990) authored the widely read *The Fifth Discipline the Art and Practice of the Learning Organization*, formally bringing the concept of organizational learning or learning organization into the mainstream of organizational theory. The *Harvard Business Review* identified Dr. Senge's *Fifth Discipline* as one of the seminal management books written in the past 75 years. Dr. Senge's work in organizational theory was internationally recognized when he was named as a Strategist of the Century, which placed him among the top 24 men and women who have had the greatest strategic impact on the way present day business is conducted (Senge & Scharmer, 2001).

The philosophical base of Dr. Senge's concept of an organization is how to decentralize organizational power in such a way that it is shared by the members of the organization and becomes perfected in the common good of the organization. Inherent in this philosophy is the recognition of human dignity as the underlying basis of the common good. This philosophy is very much appropriate today both for countries attempting to decentralize power as well as for countries that desire to make better use of decentralized power. In order to achieve these results, Senge argues that it is necessary for individuals in the organization to become learners, which meets a fundamental human need, that is, to learn. This learning is collectively used to flex and bend the organization to adapt to change.

Michael Porter

Michael Porter was born in 1947 in Michigan and currently is a university professor at Harvard Business School. Porter (1980) published *Competitive Strategy: Techniques for Analyzing Industries and Competitors*. This book has been reprinted 63 times owing to its strong influence in changing the strategic thinking of CEOs. Porter connected business people to three highly effective strategies, that is, cost-competitive strategy, differentiation strategy, and specific marketing strategy. Porter emphasized that companies should choose strategic policy based upon their own specific situations and characteristics (MBA-lib, 2009).

Summary of Western Organizational History

Organizational theory offers a clear and comprehensive introduction to the study of organizations and organizing processes (Hatch, 1997). According to Hatch, organizational theory consists of core concepts, including (a) Organization and Environment, (b) Organizational Social Structure, (c) Technology, (d) Organizational Culture, (e) Physical Structure of Organizations, and (f) Organizational Power, Control, and Conflict.

Contained in organization theory is the concept of bureaucracy, which is defined as a set of complicated structures system governing the employees' performance in the offices (Liao, 2001). Strict discipline and control of workers' conduct in the offices are expected, but many modern organizations have hybrid and network structure, which are more flexible and functional. See definitions for explanation of hybrid mail.

According to Schein (1985), organizational culture has three levels consisting of core values, the first of which consists of the visible and tangible artifacts. The second level of core values is reflected by the cultural behavior held by the organization while the third or

deepest level is the assumptions held by organization that ultimately underlie the values and artifacts.

As both technology and organizations undergo dramatic changes in form and function, organizational researchers are increasingly turning to concepts of innovation, emergence, and improvisation to help explain the new ways of organizing and practicing technology. People in a dramatic changing organization interact with the technology by their continuous practices, which shape their emergent and situational use of that technology (Orlikowski, 2000).

Overview of Leadership Theory

Introduction

Leadership, as essential to organizational theory, was reviewed briefly so as to provide the basis by which this research will utilize the concept of leadership. Many authors have noted there is an abundance of definitions of leadership and, consequently, as many theories. For example, Rost (1991) reviewed nearly 600 books and articles in which the word leadership appeared in the title. He found 221 such books or articles provided a definition of leadership, thus leaving the concept of leadership either without definition or having a definition that differed from 200 other definitions.

Modern Leadership Theory

Rost (1991) noted that reviews of leadership theory typically follow a predictable and well-known pattern of linear, orderly progression. As a result of numerous readily available and comprehensive depictions of leadership theory, the delineation of leadership development will only be very briefly reviewed here.

Pre 1990

The modern era typically begins with Carlyle's Great Man Theory in 1907 followed by introducing traits such as socio-economic status, and IQ into leadership theory. Researchers next added role and situations to variables that factor into leadership, which led to characterization of leadership by style such as democratic, autocratic, and bureaucratic. In 1950, Bales introduced the notions of tasks and relationships, which led to variations; the most relevant to this proposed research is Stogdill's (1963) perception of tasks and relationships as system-oriented behaviors and person-oriented behaviors respectively.

Theory X and Theory Y were introduced by McGregor in 1960. The autocratic style is based on Theory X, making assumptions in which leaders announce decisions, sell decisions, and invite questions about other people's expectations. The democratic style is based on Theory Y assumptions in which leaders delegate parts of authorities to subordinates and permit them to function within the defined limits.

Greenleaf (1977) developed the theory of Servant Leadership. In this theory, the leader begins by being the servant and then develops into making a conscious choice to serve as leader.

Hencley (1973) and Hoy and Miskel (1987) describe the contingency model of leadership, but perhaps the most enduring work on leadership from this era is Burns' (1978) concept of transformational leadership. Soon to follow were the additions of shared leadership and shared vision within organizations.

Deming became very well known for his 1986 work in Total Quality Management (TQM). TQM is a kind of management method to improve the quality of the product, serve

the customer, and encourage employee's innovation. TQM is characterized by the free flow of information, pride and teamwork, a common purpose, an atmosphere of innovation and continuous improvement.

1990 to Present

Covey (1990) introduced his concept of Principle-Centered Leadership. This theory of leadership modeled a deductive form of thinking in which leadership centered on principles from which all leadership actions are determined. The principles are derived from natural laws and based upon the assumption that human nature cannot violate natural laws with impunity.

In addition to Rost (1991), Bass and Stogdill (1990) published a massive review of leadership theory in an attempt to apprehend a universal conceptualization of organizational leadership. Rost concluded with a definition of leadership that considered leadership to be a *relationship* while Bass and Stogdill's definition categorized leadership as an *interaction*. In both cases, these authors' definitions place more importance upon the followers than previously existed in the industrial conceptualizations of leadership.

Yukl, Wall and Lepsinger (1990), Sergiovanni (1990), and Leithwood (1992), like Rost and Bass, continued to build on Burn's characterization of leadership as transformational. Yukl, Wall and Lepsinger made team building, networking, and mentoring a part of organizational leadership while Sergiovanni and Leithwood advanced leadership to include psychological needs such as self actualization.

Wheatley (2000) developed the Chaos Theory of leadership based upon her view that Euclidean constructs do not represent the most desirable form of leadership. Wheatley argued leaders look for the order of things because there is order in the chaos. To seek the

order is generally one of people's inherent qualities, that is, people naturally tend to make their conditions coherent to a small change that can disturb and threaten order or equilibrium and result in chaos throughout a system. Chaos has boundaries beyond which it will not go. Wheatley held that disequilibrium creates growth necessary and desirable for the organization.

Bonsignore (1982) developed Ethics-Based Leadership where he argued leadership comprises three ethics: caring, justice, and critique. Yukl (2002) added or perhaps returned to leadership theory personality traits, as did Zenger & Folkman (2002), Muczyk and Adler (2002), and others. Vroom and Jago (2007) also agree that that leadership includes inherent traits but also requires the more recently recognized factors such as the cognitive processes, the nature of the interaction, and the situational context.

Summary Of Leadership Theory

The years prior to 1990 tend to focus on an industrial model of leadership in which leadership moved from inherent traits to certain behaviors. The 1990s can roughly be thought to be further development of collaborative and democratic characteristics inherent in Burns transformational leadership. The work on organizational leadership that followed the 1990s revived the importance of inherent traits but without diminishing the importance of humanistic values.

Modern and Post Modern Models of Organizational Change

The Burke-Litwin Model of Organizational Change

The Burke-Litwin model in Figure 1 elaborates the transformational aspects of organizational dynamics and organizational change (Burke, 1994). Transformational factors, as Burke (1994) defined, are "areas in which alteration is likely caused by

interaction with environmental forces (both within and without) and which require entirely new behavior sets" (p. 129).

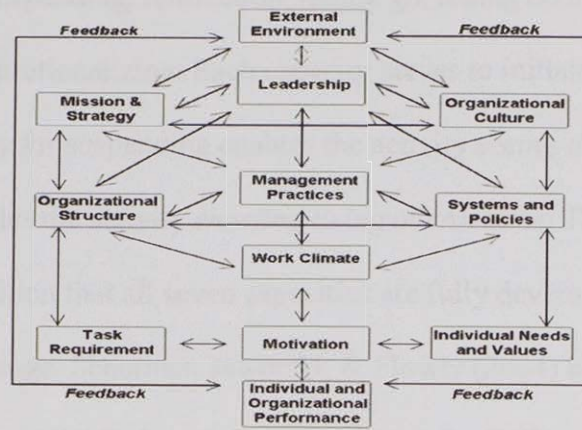


Figure 1. The Burke-Litwin Model of Individual and Organizational Performance (adapted from Burke, 1994).

The Burke-Litwin model examined organizational change and performance, providing an overall institutional analysis and diagnosis of the enterprise. The model supports a link between an assessment of the wider institutional context and the nature and process of change within an organization. The figure identifies the 12 organizational variables and the relationships between them, which are incorporated with seven factors, namely, skills, structure, staff, systems, style, strategy, and shared values. These are very useful for the transformation of the bureaucratic organization to reflective synchronicity organizations. The model provides good support for the explanations of organizations to perform organizational change (Burke, 1994).

Presencing – Theory U

Senge, Scharmer, Jaworski, and Flower, (2004) pointed out the Theory U movement (Figure 2) describes a clear progression of transforming people's habitual ways of seeing.

Similarly, the movement up the U is familiar to entrepreneurs in all domains, transforming the source of people's awareness. The entire U movement originates from seven core capacities, namely suspending, redirection, letting go, letting come, crystallizing, prototyping, and institutionalizing. Each capacity serves to initiate the next activity. For instance, the capacity for suspending enables the activity *seeing their seeing*; the capacity for prototyping enables the activity *enacting living microcosms*. The entire U movement is possible on the condition that all seven capacities are fully developed.

According to Senge, Scharmer, Jaworski, & Flower (2004) both a collective organizational and an individual, personal experience, the Self becomes the gate through which the new Self comes into reality. Theory U is the discipline that brings full Self into presence and uses one's highest Self as a medium for sensing and creating a new world. Presencing is a term coined by Scharmer to depict *presence* and *sensing*, that is, the awareness of Self. Note that Self is capitalized by Senge, Scharmer, Jaworski, and Flower to conceptually denote the highest nature of self.

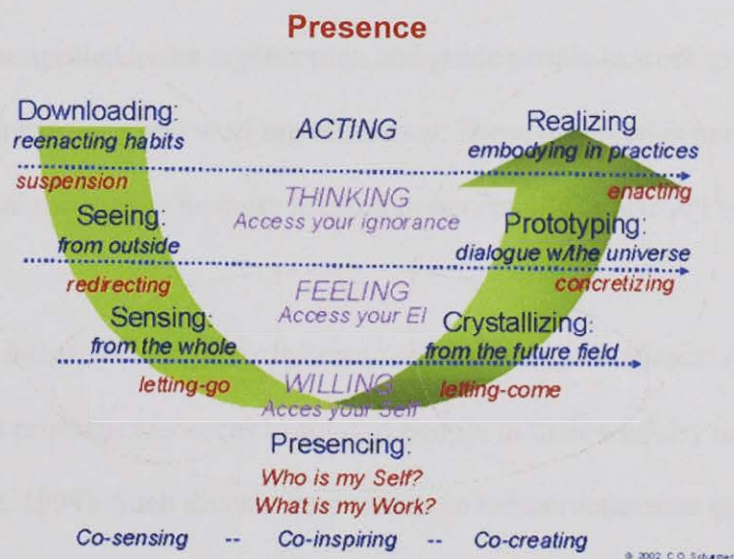


Figure 2. Presencing – Theory U

Theory U found in the western organizational learning theory has merged together with the eastern management theory such as Confucian and Dao's concepts. The process of the U movement originates from seven core capacities, same as Confucian instructions of seven meditative spaces, specifically, awareness, stopping, calmness, stillness, peace, true thinking, and attainment. There are eight steps in the way of Chinese learning process to foster a person's thought from the inner spirit to the outside shape: (a) purifying one's wills, (b) rectifying one's mind, (c) cultivating one's self, (d) harmonizing the family, (e) governing the state, (f) keeping peace throughout the world, (g) probing into things deeply, and (h) extending knowledge (Li, 2007; Senge, Scharmer, Jaworski, & Flower, 2004).

A Chinese book called *JI-Gin*, known as the *Book of Change*, clearly reflects the systems thinking concepts, integrating it into the daily life and decision-making. Moreover, Chinese people like Tai Ji Quan, a Chinese martial arts expert, teach that learners can merge themselves with nature as an organic wholeness through slow hands-and-legs moving gestures with slow breathing that are healthy to the body, the heart, and the spirit. Inspired by the goodness of Tai Ji Quan, some organizational learning scholars think that this philosophy can be applied to the organization and guide people in work groups to learn the method of human harmony and working efficiency. These discoveries may help some western organizational theories to be more integral or acceptable to oriental society (Li, 2007).

Organizational Infrastructure: from Information Technology to Human Network

An organization provides resources to support people in their work by means of infrastructure (Senge, 1994). Such diverse innovations in infrastructures as quality circles, self-managing work teams, learning laboratory, the managerial practice field, the

community of practice, information network, and space or shared space have been validated in order to promote organizational learning.

Information networking, which connects users with any configuration of information technology, is considered the most important innovation in organizational infrastructures. As Dijk (1999) stated, the essence of late 20th century society can be represented by information whereas the organizational forms and infrastructures of this society can be conceptualized as networks. The modern, networked society is not only established by technology, but also through cultural, economical, and political factors (Castells, 2000).

A New Organizational Era Emerging in the 21 Century

A paradigm shift takes place across several transformational factors. Those transformational factors include (a) organizational learning: from single-loop to double-loop learning, (b) organizational change: from transactional to transformational change, (c) organizational performance: from profit to sustainability performance, (d) organizational leadership: from transactional to transformational leadership, (e) organizational infrastructure: from IT to human network infrastructure, (f) organizational culture: from closed to open culture, and (g) organizational strategy: from management by objectives (MBO) to management by instruction (MBI) to management by values (MBV) strategies.

Organizational Change: from Transaction to Transformation

Drucker (1999) argued that four requirements must be satisfied for organizational change: (a) policies to make the future, (b) systematic methods to look for and to anticipate change, (c) the right way to introduce change, and (d) policies to balance change and

continuity. Drucker presents change and continuity as two poles, both having internal and external continuity as necessary to effect organizational change. (P.73)

Leadership refers to the behaviors of senior management responsible for setting the organization's direction and encouraging its members to move toward that direction with required actions, which includes transformational leadership and the values the executives hold and communicate (Isaacs, 1999). As Schein (1985) pointed out, a leader must be able to shape an effective culture where people will complete their work. Fullan (2001) later defined the most powerful qualities of a leader to create culture change in his convergence theory, including (a) having a moral purpose, (b) understanding the process of change, (c) developing relationships, (d) fostering knowledge building, and (e) striving for coherence. Furthermore to achieve effective leadership, building a new mindset to deal with the day-to-day organizational development and performance is foremost; yet, necessary time and context should be also considered (Fullan, 2001).

Leadership is crucial to the Burke-Litwin model and involves culture, mission, and strategy. More direction-setting activities can be used for transformational leadership. Leaders need to transform a creative, personal, emotional vision into a pragmatic, analytical mission and strategy (Beckhard & Harris, 1987; Kotter, 1995; Tichy & Devanna, 1986).

With the involvement of all employees, the delineation of definite responsibilities, the communication of the reasons to change all over the organization, and the interdependence of effective leadership and sensitive management to realize the goals, the companies can be so successful that they gain considerable return on investment (Ahn, Adamson, & Dornbusch, 2004; Senge, et al., 2008).

Organizational Change

Organizations that are able to bring about fundamental, lasting, and system-wide change in a rapid and effective way are likely to be successful in the future (Jacobs, 1994). Organizational change implies understanding alterations, modifications, and revisions in an organization among individuals, groups, and the entire organization.

Three stages of change identified mid 20th Century served as the historical foundation of most organizational change. These stages were simply unfreezing, transition, and refreezing (Lewin, 1935). The change process by the end of the last century was represented by Gleicher's Formula for Change, a model created by Beckhard and Harris (1987). There are three factors presented for meaningful organizational change to occur: D = Dissatisfaction with how things are now; V = Vision of what is possible; F = First concrete steps that can be taken towards the vision. R refers to the resistance within an organization. The formula can be hypothetically represented as: $D \times V \times F > R$, that is, dissatisfaction times vision of possibilities times first concrete steps must exceed the resistance. The product of these three factors must be greater than the resistance in order for change to be desirable or possible. On the contrary, if any of the three factors is absent or low, the product may be too low to overcome the resistance.

Kotter (1995) revealed eight possible first steps to reform organizations, demonstrating different levels with clear distinctions and proceeding in an orderly way: (a) building crisis consciousness, (b) creating leading groups, (c) proposing visions, (d) communicating reform vision, (e) authorizing worker participation, (f) generating short term results, (g) maintaining effect along with persistent efforts, and (h) building an enterprise culture. The underlying theme is to successfully transform the organization into

a learning organization that relies heavily on good leadership, mandates, vision support implementation, and tailor-made learning processes for the organization (Lawrence, Mauws, Dyck, & Kleysen, 2005).

Leading a Paradigm Shift

Eight assumptions for the social discipline of management were defined by Drucker (1999) and necessary to leading a paradigm shift: (a) management is business management, (b) there is- or there must be- *one* right organization structure, (c) there is- or there must be- *one* right way to manage people, (d) four old assumptions for the practice of management, (e) technologies, markets, and end-users are given, (f) management's scope is legally defined, (g) management is internally focused, and (h) the economy as defined by national boundaries is the *ecology* of enterprise and management.

Although those assumptions grew outdated, Drucker (1999) pointed out the following new assumptions: (a) management is *not* only for profit-making businesses, (b) there is *not* only one right organization; the right organization is the organization that fits the task, (c) there is *not* one right way to manage people, (d) technologies and end-users are *not* fixed and given, (e) management's scope is *not* only legally defined; it has to be operational, (f) management's scope is *not* only politically defined, but also operationally, (g) the inside is *not* the only management domain, and (h) management's concern and responsibility are everything that affects the performance of the institution and its results.

The paradigm shifts result in a change of organization leadership, organizational change, and organizational performance. Transformational factors of leadership are necessary for the successful completion of an organization's mission; thus, leaders need to

make efforts to achieve organizational change through focusing on the team building and cooperative training of employees (Schein, 1998).

A qualified leader must be powerful and possess remarkable convergence to conduct organization learning (Fullan, 2001). The real challenge is how to actually transform the organization into learning one. Successful organizational learning depends on good leadership, mandates, vision support implementation, and tailor-made learning processes for the organization (Lawrence, Mauws, Dyck, & Kleysen, 2005). Therefore, it is important for the leader of the CPO to embark on an initiative to lead workers toward revolutionary change in a closed culture with the highest moral standard (Creswell, 2003; Schein, 1999).

The scholars of organizational learning generally tend to revolve around three main challenges: (a) the idea of organizational learning is contradictory or paradoxical, (b) organizational learning is always seen as not seeking benefits, and (c) in the real-world organizations do learn productively and they are capable of coming to be a learning organization (Argyris & Schön, 1996).

Theory and Practice of Organizational Performance

Balance Score Card (BSC) is an integrated model with a new function of evaluating the performance of organizations. This model is focused on organizational strategies, and helps create operational balance by the perspectives of finances, customers, internal processes, and growth as well as learning. BSC tries to manage and evaluate the performance of complicated organizations. In the field of modern researches, BSC was considered as a more appropriate study model for evaluating people's performance in public organizations (Kaplan & Norton 2005). The core of the BSC applied to the

enterprise is based on mission, value, vision and strategy. Thus, some strategic objectives and specific targets can be filtered into all aspects of the organization by the use of the rating system of the BSC (Huang, 2004).

In 2004, the Central Personnel Administration in Taiwan implemented a performance bonus system as a component of a learning organization. The process utilized practice, trial and error, feedback, and review as a means to effect the learning process. Performance management is in itself a learning process that includes strategic management, organizational decision-making through performance information, strategic assessment, learning strategies to develop goals and plans, and to improve organizational performance (Xu, & Tsai, 2007). Carstedt (2008) shared examples from Volvo and IKEA on how meaning and energy can be created from: (a) understanding why we do what we do, (b) seeing things from an outside looking-in perspective of a customer, supplier and coworker perspective instead of the traditional hierarchical top-down perspective, and (c) being relevant to the times we are living, seeing ourselves as parts of the bigger picture.

Organizational Sustainability

Sustainability is not easily defined; however, its common meaning is generally understood to some degree (Ehrenfeld, 2008). Ehrenfeld believed that sustainability required the transformation of consumer culture, for example, from traditional concepts of postal services to new and innovative forms in order to create greater possibilities of production. Senge (2006) provides the following definition of sustainability as the possibility that all forms of life will flourish forever. For human beings, the term flourishing encapsulates not only surviving and maintaining the species, but also a sense of

dignity and authenticity. Sustainability in business means creating businesses as living systems in alignment with nature; hence, all life can flourish for all time.

A similar perspective is provided by the Tao of sustainability, which has three domains that form a set of three overlapping fields that underlie any activity designed to produce sustainability. The three domains are human, nature, and ethical. This view holds that in order to meet problems, the organization must think about the fundamental solution, care about human needs, and create possibilities through institutional design.

Five Disciplines of Organizational Learning

Senge, Kleiner, Roberts, Roth, Ross, Smith (1999) published *The Dance of Change* where they described five essential elements referred to as disciplines necessary to create a learning organization. These five disciplines of organizational learning include personal mastery, mental models, shared vision, team learning, and systems thinking. The essence of the five disciplines is to create organizational change within a culture that understands the role of self, mind, vision, education, and the interdependency of all elements.

Organizational strategy: from MBO to MBV strategy

Efficient strategies can turn an organization's assumptions into performance. Therefore, Drucker (1999) concluded that strategy making must consider five social and political concerns: (a) the collapsing birthrate in the developed world, (b) shifts in the distribution of disposable income, (c) defining performance, (d) global competitiveness, and (e) the growing incongruence between economic globalization and political splintering.

In the past, organizations have used management by objective (MBO) when organizations needed to keep functioning well and competing successfully in more global,

professionally demanding, changing, quality-oriented, and customer-oriented markets. In more recent times, management by values (MBV) has emerged as a tool to reform organizational culture, enabling the organizations to prepare for the next millennium. The trend for 21st century suggests companies will no longer be effectively managed by rigid objectives (MBO) nor will they use management by instruction (MBI). The organization management is derived by its members in the form of shared values of the members (MBV), which is a more efficacious approach to management of internal and external complexities of the company (Dolan & Garcia, 2002).

Performance from Profit to Sustainability

Organizational performance has been evaluated with a shift from measuring the organization's actual output, results, or shareholder wealth to measuring the organization's multiple dimensions by using the balanced scorecard methodology (Gerhart & Milkovich, 1990; Laszlo, 2001).

With the emphasis of the Corporate Social Responsibility (CSR), there is a need for organizations to consider the good of the local and global communities, the sustainable economic activities, and organizations' social responsibility. That organizations should endeavor to make a profit, to obey the law, to be ethical, and to be a good corporate citizen (Carroll, 1981) is well accepted; however, Kanter (1997) called for the Corporate Social Innovation (CSI) to create lasting change in that many companies regard the social sector as a charity case rather than a learning laboratory. For example, customers bring a great quantity of mail to the post office, resulting in the post office creating alternative designs to meet this customer need such as hybrid mail, which allows for transferring money and

parcels. CSI seeks to have companies design strategies for transforming consumers' needs by developing possibilities increasing production of the company.

Kanter's point of view was soon supported by Scharmer (2000), who proposed the shift from the CSR to the CSI. As Scharmer suggested, pursuing the performance and achieving sustainable social change result from company-wide involvement in the CSR, which integrates across the organization and links to business innovation.

Organizational Learning for Sustainability

The core of organizational learning can be identified by asking four questions: (a) what may an organization learn, (b) in what ways are real-world organizations capable of learning, (c) what kind of learning may become desirable, and (d) by what means can an organization develop its desirable learning (Argyris & Schön, 1996; Micklethwait, & Wooldridge, 1996).

Senge (1994) pointed out in his book, *the Fifth Discipline*, that the essential conditions for organizational learning are the presence of leaders who possess discipline and the ability of organizations to develop the five disciplines: system thinking, personal mastery, mental models, shared vision, and team learning. These five disciplines provide a solid structure and allow organizations to develop leadership skills with a focal point. Senge (2006) also stated that enterprises have to assemble workers' mutual recognitions by creating group activities to learn from each other, to change mental patterns, to improve communication, to utilize system thinking, and to increase organizational efficiency, leading the organization toward a better future.

There are two important concepts appropriate for organizational learning. The first is inner personal values and the desire for a change of behavior; the second is the

organizational process and strategies along with a change of methods and systems. These revolutionary changes are called *profound change* (Senge, 1999).

In recent years, there have been numerous efforts made by organizations to reengineer or reinvent themselves to achieve more efficient and effective global orientations. No matter which term it is called, whether reengineering, downsizing, or even rightsizing, these changes sometimes have resulted in enormous losses in employee commitment and limited long-term productivity gains (Champy, 1995; Kottor, 1995; Senge, 1999); (Senge, et al. (2006).

Current Organizational Learning Theory

Introduction

Senge (1994) pointed out two simplified definitions of organizational learning. One involves inner personal values and the desire to change behaviors; the other involves organizational process, strategy, and changed methods and systems. Changes made under the two definitions are termed *profound change*.

Profound Change refers to organizational change that combines inner shifts in people's values, aspirations, and behaviors with outer shifts in processes, strategies, practices, and systems (Boyett & Boyett, 1998).

Organizational Learning: From Single-Loop to Double-Loop Learning

Collective ability is used by organizations to make sense of and respond to the environment. Organizational learning does not simply mean to add up all the employees' learning experiences (Dixon, 1995). More specifically, organizational learning requires the presence of leaders possessing discipline and the ability of organizations to develop the five disciplines, including (a) systems thinking, (b) personal mastery, (c) mental models, (d)

shared vision, and (e) team learning (Senge, 1990), which provide a substantial foundation and enable the organizations to further develop more focused leadership skills (Senge, 1994). For a better future of the organizations, Senge indicated organizations should employ group activities through which employees gain mutual recognition, learn from each other, change mental patterns, have better communication, apply system thinking, and improve organizational efficiency.

There are numerous models of organizational learning categorized by various researchers. For example, Nonaka and Takeuchi (1995) initiated a four-stage spiral model of organizational learning about Howells, (2002) tacit knowledge and explicit knowledge. Scharmer (2000) and Dixon (1999) also developed the concepts of not-yet-embodied or self-transcending knowledge, which Dixon held is the force driving the knowledge spiral.

The notions of single-loop learning and double-loop learning, related to the concepts of the first-order and second-order learning introduced by Bateson (1972), that were first proposed for organizations by Argyris and Schön (1978). Single-loop or first order learning occurs when individuals, groups, or organizations modify their actions based on the differences between expected and actual outcomes, while double-loop learning, or second-order learning happens when the entities are able to view and modify the actions that result from the entities' questioning of values, assumptions, and policies.

Single-loop and double-loop learning were further compared with Model I Theory (O-I) and Model II Theory (O-II) promoted by Argyris, Putnam, and Smith (1985). Model I Theory embraces four values: (a) to define goals and try to achieve them, (b) to maximize winnings and minimize losses, (c) to suppress negative feelings, and (d) to behave rationally. Model II Theory governs four variables: (a) valid information, (b) free

and informed choice, (c) internal commitment to the choice, and (d) constant monitoring of its implementation (Argyris, Putnam, & Smith, 1985).

Senge et al. (2004) pointed out reforming an old organization needs long-term efforts and an ongoing process. This would include positive feedback and negative chaos, which on one hand, would gain commitment in the organization, but on the other hand, it would also draw some criticism of organizational learning through practical experiences.

In addition, successful reform depends much on top leaders in organizations. The effects of revolutionary change can be produced as long as the top management of an organization executes sincerely (Schein, 2004).

Moreover, there are some important directions research should take to improve future organizational learning, including (a) existence proofs: multiply existence proofs of the transformation of O-I to O-II learning systems, (b) analysis of change processes: including both the processes by which organizations evolve O-II learning system and the complementary processes by which their members develop O-II theories in use, and (c) interactions between double-loop learning in organizational inquiry and interventions aimed at fostering learning organizations (Argyris & Schön, 1996).

Leaders must possess the ability to shape an effective culture in which people will complete their work (Senge, 1999; Schein, 2004). When an organization, such as the CPO, meets a complex challenge, many things will happen unexpectedly. Consequently, leaders in the CPO must be able to reform an effective culture with which the staff of the CPO can accomplish their work.

The critically important kind of organizational double-loop learning is second-order learning, through which the members of an organization may discover and modify their

learning system. Double-loop learning refers to the two feedback loops, which means learning within a change in the values of the theory in use, as well as in its strategies and assumptions. For the past few years, research has indicated the organizational learning of how to change culture and how to develop double-loop learning was the most difficult task (Argyris & Schön, 1996).

Whether organizational learning theory is based on a functionalistic paradigm or an interpretive paradigm, criticism still exists. Hence, Flood (1999) and Ortenblad (2002) pointed out that the radical perspective of organizational learning refers to an organization, in which everyone can learn as a free actor under some norms or rules to guarantee freedom. Furthermore, the learning environment provided by the organization ensures that everyone can hold different points of view and ponder over their actions and learning, thereby assuring everyone a permanent position of employment.

German Post Office Organizational Structure

The Deutsche Post is 500 years old. The Deutsch Post is one of the most outstanding post offices in Europe, whose excellent performance and continuous attention to the future can be served as an example for sustainability. For example, the Deutsche Post utilizes what are called brief stations, which are mini distribution points for 150 different mail products for both domestic and international and always open for business.

In 2003, the Deutsche Post merged with Dalsey, Hillblom, and Lynn (DHL), a worldwide postal delivery and express business conglomerate, thus making the Deutsche Post World Net one of the leading logistics groups in the world. The Deutsche Post offers tailored, customer-focused solutions for operational management, marketing, delivery and

banking. With some 500,000 employees in more than 220 countries, the Deutsche Post World Net is one of the biggest organizations worldwide (Deutsche Post, 2008).

Business Segments of German Post Office

In order to make business operations more flexible, the system of centralized management seeks to improve service quality, enlarge economic scale, and reduce costs. To this end, the Deutsche Post World Net has five segments: (a) Mail, (b) Express, (c) Forwarding/Freight, (d) Supply Chain/CIS (Corporate Information Solutions), and (e) Discontinued Operations. All five segments operate under the control of their own divisional headquarters, and the Corporate Centre is responsible for the operational management of the group. To provide the group with efficient work procedures, they have centralized all internal services, including financial operation, IT and procurement.

Corporate Culture

The corporate culture reflects the values of Deutsche Post World Net. There are seven values comprising the core of the corporate culture: (a) to deliver excellent quality, (b) to make customers successful, (c) to foster openness, (d) to act according to clear priorities, (e) to act in an entrepreneurial way, (f) to act with integrity internally and externally, and (g) to accept social responsibilities. The corporate culture of Deutsche Post World Net unites all of its individual subsidiaries thus creating a unique culture that produces a shared strength linking all segments tightly. This unified culture in a huge organization is believed to create an active, open corporate culture that makes an attractive employer for highly talented people and strengthens its role as a responsible global corporate citizen.

German Post Office Reform

The Deutsche Post merger integration strategy came about after experiencing financial loss year after year. Beginning in 1989 through 2008, nearly 20 years of postal reform took place through three stages before evolving into the present broad spectrum of postal services of today. Two essential results from the reform are (a) an increase in performance, thus reducing the fiscal deficit, and (b) Deutsche Post went to providing financing services for new businesses by development of new strategies (Lin, 2007). Two important strategies for the merger of the Deutsch Post and the DHL was to form one of the world's largest logistics companies, that is, the Deutsch Post World Net; the other important strategy for increasing the organizational performance was to develop a successful unitary corporate culture in Deutsche Post World Net (Cheng, 2008).

Summary

The literature review presents numerous organizational development models, including a variety of learning, change, performance, leadership, infrastructure, culture, and strategy concepts. Argyris & Schön (1978) argued that successful organizational learning takes place best through double-loop learning. Burke (1994) held developing a successful organizational learning model is difficult for government businesses; however, the Burke-Litwin model of individual and organizational performance can be considered a successful model of organizational learning and provides good support for organizational change.

Theory U identified the capabilities that underlie the human presence, the ability to see, sense, and realize self. Scharmer proposed a new perspective for organizational learning that utilized the *blind spot*, that is, learning from the emerging future rather than

past experiences (Senge, Scharmer, Jaworski, & Flower, 2004). Scharmer notes that very little research has explored the blank canvas, the resources from which the self acts. Lawrence et al (2005) emphasized the importance of leadership for organizational learning.

The Society for Organizational Learning (SOL) was formed as a means to provide a central resource and international forum by which the world can continuously improve and promulgate the advancements made in learning organization theory and the organizations themselves. The theme of the 2008 forum was *Bridging the Gulf*, consisting of reflecting upon reaching across boundaries, creating new connections, collaborations, and strengthening community. The SOL itself models its seminal philosophy, moving from systems to human interactions as the core value of organizations.

These many resources provided by organizational scholars and organizational practitioners collectively contribute to a rich insight into sustainability. This research will draw upon the theories and practices that have been developed to date coupled with data gathered in the research in order to develop a model of sustainability specifically designed for the CPO in Taiwan.

CHAPTER THREE

METHODOLOGY

Introduction

The problem motivating this study was rooted in the need for the Taiwanese government to bring about an organization culture change in the CPO in order to achieve a more efficient system of postal service throughout Taiwan. In addition, a successful organizational change in the CPO may serve as a model for other Taiwanese government agencies. The research question forming this research sought to determine if an appropriate organizational theory exists that might be applied to the benefit of eastern organizations, specifically, the CPO.

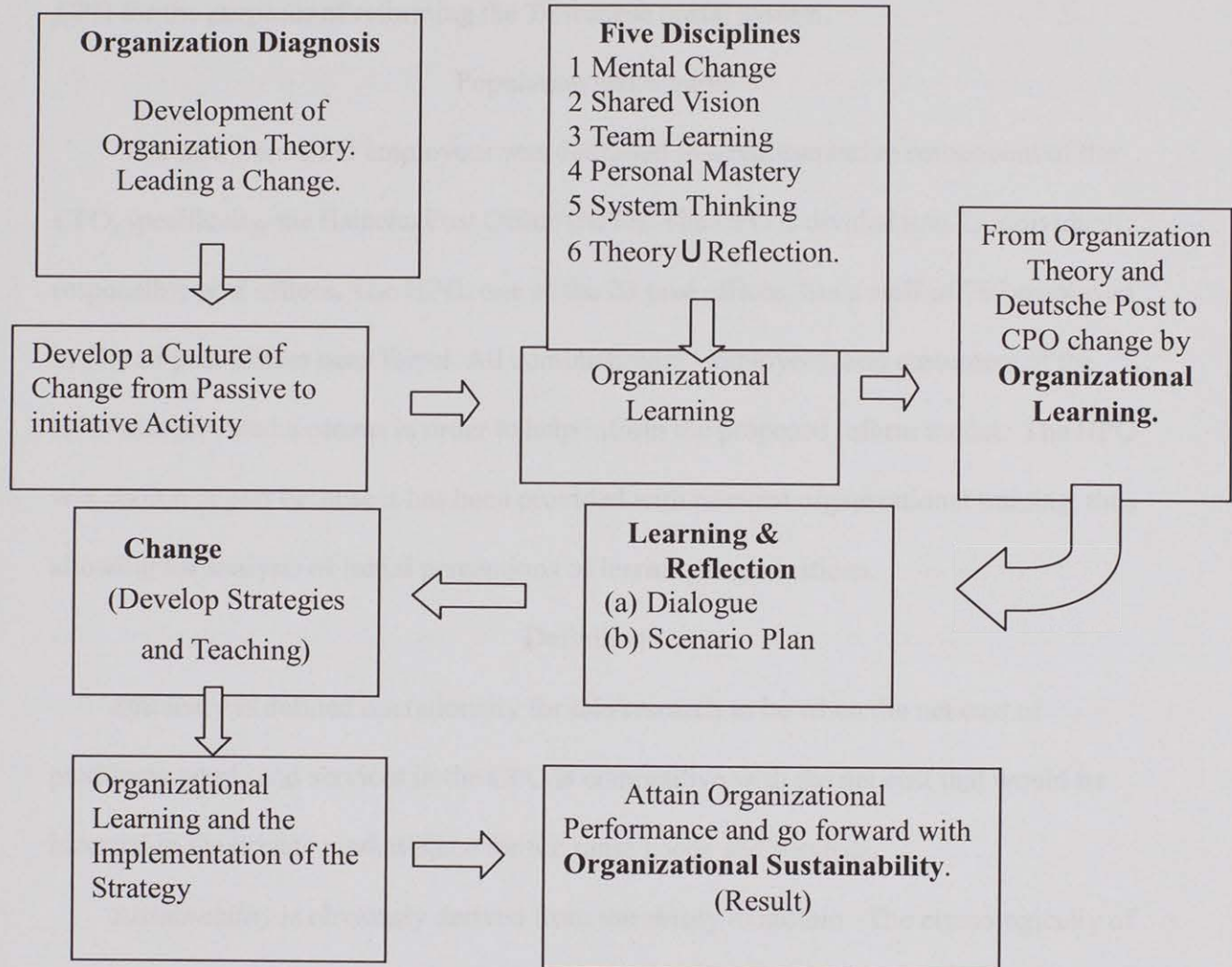
The literature review brought forth an overview of western organizational theory and leadership. The most prominent topics within these theories are learning organizations and Theory U. Both learning organizations and Theory U bring forth not just human needs but just and valued human needs as the seminal basis of organizational structure. Additional work in the areas of organizational strategy, cultural transformations, group dynamics, and the servant leadership contribute to the formation of human needs (Hunter, 2001). These concepts are important to the view and design of this research, which has been conceptually synthesized as illustrated in Figure 1.

Conceptual Framework of Western Literature

The linkage among the concepts from the literature review is illustrated in Figure 2. This framework represents a set of propositions concerning the influence of the determinants to succeed in a culture of change and in government organizational learning.

The arrows show the expected direction of the relationship between the element and relative literature and also serve as the objectives that guide this study.

Figure 3. Conceptual Framework of Organizational Theory



Research Design

This research consists of several parts, the first of which is to bring together the appropriate elements from the review of literature that was thought to best form the basis of cultural reform in the CPO that has the promise of sustainability. The second part of this research was to conduct a census of CPO employees that informs the design of the cultural

model. The third part utilized input gathered from customers through an annual survey conducted by private firms retained by the CPO. Utilizing these sources, the final part of this research was the development of the sustainability model that will be adopted by the CPO for the purposes of reforming the Taiwanese postal system.

Population and Sample

The data from CPO employees was delimited to a representative component of the CPO, specifically, the Hsinchu Post Office (HPO). The CPO is divided into 23 individually responsible post offices. The HPO, one of the 23 post offices, has a staff of 767 employed in 57 sub-post offices near Taipei. All administrators, employees, and customers of the HPO was provided a census in order to help inform the proposed reform model. The HPO was chosen in part because it has been provided with relevant organizational training, thus allowing for analysis of initial perceptions of learning organizations.

Definitions

Efficiency is defined operationally for this research to be when the net cost of producing goods and services in the CPO is competitive with the net cost that would be incurred in the private market place for the same goods and services.

Sustainability is obviously derived from the ability to sustain. The etymologically of sustain is taken from the Latin *sustinere*, meaning “to hold up, support, endure.” The operational definition of sustainability was its general meaning as implied in its etymology, that is, the ability to endure. See Appendix C for theoretical definition.

Consent Letter, Permission, and Anonymity

The researcher contacted the HPO post office officials to explain the research and sought to obtain permission to census employees. Upon obtaining permission, a list of all

HPO employees was obtained and a letter of explanation placed in their work mailboxes. The letter explained: (a) the purpose of the research, (b) anonymity afforded to the participants, (c) participation was voluntary, (d) reporting of findings was restricted to composite data, and (e) contact information for questions during or after the study. They were also informed that they have the opportunity to withdraw at any time without penalty if they wished to stop participating in the research. The employees were told that they would require about 20 minutes to complete the questionnaire.

The questionnaire (Draft found in Appendix A) was provided to all HPO employees. There was no identifying information on the questionnaires, thus providing anonymity for all participants. In addition, employees were reminded that participation was voluntary and participation or lack thereof would not affect their performance evaluation or have any other consequences. Employees completed the questionnaire if they so chose and then placed the questionnaire in a collection box without supervisor oversight. Further, employees turned in blank questionnaires if they so chose. Once each employee had an opportunity to complete the questionnaire, a supervisor gathered the collection boxes and provided them to the researcher who stored the data in a secure location.

Instrumentation

The questionnaire used for this research consisted of 29 items that were used to generate data designed to provide a determination of the degree to which HPO employees viewed the aspects of their employment that were enumerated in the questionnaire. In addition to descriptive data and two open-ended questions, the questionnaire consisted of domains comprising Leadership, Five Disciplines, Performance, Learning, and Organizational Climate.

Content Validity

In order to determine content validity, the questionnaire was based primarily upon factors identified in the review of the literature and in conversations with experts in the field. These experts included professors of educational leadership as well as internationally recognized scholars such as Peter Senge.

Reliability

The objective reliability of this questionnaire was limited due to the nature of the topic under research. Most items on the questionnaire required a subjective response; hence, responses would be expected to change from one administration of the questionnaire to the next based upon ongoing experiences of the respondents. However, the responses for this administration may be thought to reflect the desired perspectives and opinions of the participants at the time of administration.

Treatment of Data

The data from the census were analyzed and logical conclusions drawn from these findings. These conclusions served to inform the development of the sustainability model developed thereafter. In addition, appropriate comparisons were made between the data gathered from the HPO employees and the findings of the customers' opinions to check for agreement. The degree of agreement as well as the separation of opinions were useful for considerations within the development of the sustainability model.

Threats to Validity

As a result of conducting a census, there was no formal or statistical generalization of findings to a larger population. The degree to which the sustainability model has validity

was dependent upon the strength of the theories and employee input used to form it as well as the applicability of western thought to eastern culture.

Limitations

The research had the following limitations:

1. There are cultural differences between western and eastern thought that may unwittingly limit the success of applying western ideas to eastern organizations. CPO employees may find western concepts were inconsistent with their cultural values.
2. Once the sustainability model was developed, it will take several years to fully evaluate the success of the model, thus making it unpractical to include such analysis in this initial research.
3. The development of the sustainability model was limited by the lack of an accepted definition of sustainability and little substantial research on sustainability.
4. Contractual agreements may limit the degree to which reform may be implemented and, consequently, limit the scope of the sustainability model.

Delimitations

Delimitations for this study were:

1. The perceptions of employees were delimited to the HPO.
2. The theoretical sustainability model was delimited to present western models.

CHAPTER FOUR

RESULTS

Introduction

The purpose of this research was to investigate western organizational theory in order to develop a model of organizational sustainability for the CPO in order to meet the nation's need for an effective, efficient, and sustainable postal system. In addition to reviewing Western organizational theory, this research gathered data from the HPO region of the CPO where learning organizational concepts had been introduced. The information gathered from this survey included descriptive as well as specific learning organization data and was used as part of the development of the sustainability model.

Survey Findings

Descriptive

A total of 715 questionnaires were distributed at the HPO. Of these 715 questionnaires, 387 went to the window section of the HPO and 328 were distributed to the delivery sector of the CPO. The window and delivery sectors experienced an 87% and 73% return rate respectively, which combined for an overall return rate of 81%. The males outnumber the females in the delivery sector although the opposite was true for the window employees. The average age overall was 44 years and the average number of years of experience in the CPO was 17. Overall CPO demographics are not published.

The education level was much higher for the window sector than delivery. The window sector reported 61% of the employees with university degrees compared to 28% for the delivery people with the opposite ratio for high school graduates. Table 1 displays the descriptive results.

Table 1.
Descriptive Data for the HPO Organizational Survey

Question	Combined	Window	Delivery
Return Rate	81%	87%	73%
n =	576	354	222
Q1 Gender	Combined	Window	Delivery
Males	61%	38%	95%
Females	39%	62%	5%
Q2 Years of Experience	Combined	Window	Delivery
Average	17	19	15
Q3 Age in Years	Combined	Window	Delivery
Average	44	45	42
Q4 Department Employed	Combined	Window	Delivery
Admin	4%	7%	0%
Deposit	40%	69%	0%
Post Mail	27%	23%	32%
Delivery	28%	1%	68%
Q5 Education Level	Combined	Window	Delivery
High School	52%	39%	72%
University	47%	61%	28%
Research Institute	1%	1%	0%

Organizational Sustainability Components

The first component of the organizational survey provided an insight into the leadership of the HPO region of the CPO and the second component surveyed was the five disciplines of organizational learning. The next four questions dealing with leadership received an overall positive response of 95% while the five disciplines were rated at 93%. The Window surveys were slightly stronger throughout than the Delivery while the five discipline results were mixed between the two groups. The Learning Component is presented in Table 2 and the Five Disciplines are presented in Table 3.

Table 2.
Leadership Rating

Question	T/F	n	Combined	Window	Delivery
Q6 Respect Moral Leadership	T/F	n	Combined	Window	Delivery
	T	555	98%	99%	96%
	F	14	2%	1%	4%
Q7 HPO keeps abreast of progress	T	554	97%	97%	96%
	F	20	3%	3%	4%
	Q8 Executive believes cooperative culture important	T	538	94%	95%
	F	35	6%	5%	8%
Q9 Executive communicates well	T	532	93%	95%	91%
	F	39	7%	5%	9%
	Leadership All Questions	T	2179	95%	96%
	F	108	5%	4%	6%

Table 3.

Five Disciplines of Organizational Learning

Question	T/F	n	Combined	Window	Delivery
Q10 More positive view during 2008	T/F	n	Combined	Window	Delivery
	T	536	93%	94%	92%
	F	40	7%	6%	8%
Q11 HPO reflects progressive needs of society	T	531	93%	92%	93%
	F	43	7%	8%	7%
	Q12 Know how to form a team	T	552	96%	99%
F		24	4%	1%	8%
Q13 New methods influenced me to become independently responsible		T	519	90%	91%
	F	56	10%	9%	11%
	Q14 I understand the importance of systems thinking in my workplace	T	518	90%	88%
F		56	10%	12%	7%
Five Disciplines All Questions		T	2656	92%	93%
	F	219	8%	7%	8%

These five disciplines of organizational learning include personal mastery, mental models, shared vision, team learning, and systems thinking. The essence of the five disciplines is to create organizational change within a culture that understands the role of self, mind, vision, education, and the interdependency of all elements.

The third component deals with organizational performance. Table 4 indicates the outcome of the survey, which can be seen to be quite consistent across both sectors.

Table 4.

Performance Component of HPO

Question	T/F	n	Combined	Window	Delivery
Q15 My performance evaluation has been completed in 2008	T	541	95%	95%	94%
	F	31	5%	5%	6%
Q16 Employee productivity has improved the service efficiency of the HPO	T	543	95%	96%	93%
	F	28	5%	4%	7%
Q17 I estimate the average customer's satisfaction to be this percentage	Average		85%	86%	84%
Q18 What percent of the HPO's customers express praise for PO service?	Average		83%	84%	82%
Performance All T/F Questions			95%	95%	94%
Performance Satisfaction Questions			84%	84%	83%

The findings in Table 4 note that the Delivery sector was nearly even with Window for performance responses or lagged a little in some questions. Nevertheless, both groups tended to rate overall Performance lower than either of the first two domains of Leadership and the Five Disciplines.

There were four questions devoted to the learning aspect of the HPO. There was a substantial difference in responses with the Window responses exceeding Delivery by a substantial margin throughout the Learning component.

Table 5.

Learning Organization Responses

Question	T/F	n	Combined	Window	Delivery
Q19 The number of hours in 2008 that I participated in website training for my employment					
	Average		22	27	15
Q20 The number of hours in 2008 that I participated in company's training and CIS activity for my employment					
	Average		6	9	4
Q21 During 2008 training, I found new ideas and concepts to be important to my employment in the HPO	T	454	85%	89%	78%
	F	81	15%	11%	22%
Q22 I have implemented in my workplace the new methods of marketing that I learned in 2008 training	T	447	85%	89%	79%
	F	81	15%	11%	21%
Learning T/F Questions			85%	89%	79%
Ave Training by Hours			24	18	9

As can be observed, the Window responses averaged nearly twice as many hours in website training as well as company training than did the employees in the Delivery sector. In addition, the Window employees had substantially better responses regarding the value of the 2008 training they received.

The final component surveyed was organizational climate. Again, the Window responses were substantially better than the Delivery responses in all questions. Both the individual and cumulative results by question and survey distribution are presented in

Table 6.

Results of Organizational Climate Questions

Question	T/F	n	Combined Window Delivery		
			Combined	Window	Delivery
Q23 The executive of my office integrates well with staff.	T	497	91%	95%	84%
	F	52	9%	5%	16%
Q24 The results of annual evaluation are kept confidential.	T	486	88%	92%	84%
	F	64	12%	8%	16%
Q25 My good performance is praised or acknowledged by my executive.	T	502	91%	95%	84%
	F	49	9%	5%	16%
Q26 My manager ensures subordinates work hard to accomplish goals	T	464	86%	88%	83%
	F	74	14%	12%	17%
Q27 The percent I am satisfied with my manager's performance.	Average		86%	91%	80%
Organization Climate Average		1949	89%	93%	84%
		239	11%	8%	16%

The surveys distributed to the Window employees had, overall, 5% more positive responses on each component than did the respondents from the Delivery employees and 42% more hours of training. Given the Window evaluations were predominately female and the Delivery were predominately male, the analysis was conducted again for all women and all men regardless of sector of employment. In addition, data were sorted for response rates based upon level of education. Table 7 displays these findings.

Table 7.

*Positive Response by Gender, Education, and Employment Sector**Five Disciplines of Organizational Learning*

	Male	Female	HS	University	Window Delivery	Combined		Question	
354	222	282	254	239	337	576	= n		
Male	Female	HS	Univ	Win	Deliv	Comb		Question	Component
16	18	19	14	19	15	17	Q2	Years Experience	Descriptive
43	44	46	41	45	42	44	Q3	Average Age	Descriptive
59%	41%			39%	72%	52%	Q5	High School Diploma	Descriptive
40%	58%			61%	28%	47%	Q5	University/College Degree	Descriptive
97%	98%	97%	97%	99%	96%	98%	Q6	Respect Moral Leadership	Leadership
97%	94%	98%	95%	97%	96%	97%	Q7	HPO keeps abreast of progress	Leadership
93%	95%	94%	93%	95%	92%	94%	Q8	Executive believes cooperative culture important	Leadership
93%	94%	93%	94%	95%	91%	93%	Q9	Executive communicates well	Leadership
92%	95%	93%	94%	94%	92%	93%	Q10	More positive view during 2008	Discipline
93%	91%	94%	90%	92%	93%	93%	Q11	HPO reflects progressive needs of society	Discipline
94%	99%	95%	96%	99%	92%	96%	Q12	Know how to form a team	Discipline
90%	91%	90%	91%	91%	89%	90%	Q13	New methods influenced me to become independently responsible	Discipline
91%	90%	91%	90%	88%	93%	90%	Q14	I understand the importance of systems thinking in my workplace	Discipline
94%	95%	95%	93%	95%	94%	95%	Q15	The customer realizes my all-out efforts to serve them.	Perform
93%	98%	93%	97%	96%	93%	95%	Q16	Employee productivity has improved service efficiency	Perform
85%	85%	86%	85%	86%	84%	85%	Q17	I estimate the average customer's satisfaction to be this percentage	Perform
84%	83%	84%	82%	84%	82%	83%	Q18	Percent of the HPO's customers express praise for PO service	Perform
21	25	21	27	27	15	22	Q19	The hours participated in website training for my employment	Learning
5	8	6	5	9	4	6	Q20	Hours in company's training and CIS activity for my employment	Learning
82%	89%	81%	88%	89%	78%	85%	Q21	I found new ideas & concepts to be important to my employment	Learning
84%	86%	83%	85%	89%	79%	85%	Q22	I have implemented new methods of marketing learned in 2008	Learning
88%	95%	87%	95%	95%	84%	91%	Q23	The executive of my office integrates well with staff.	Climate
87%	91%	87%	90%	92%	84%	88%	Q24	The results of annual evaluation are kept confidential.	Climate
89%	95%	88%	95%	95%	84%	91%	Q25	My good performance is praised or acknowledged by my executive.	Climate
85%	88%	85%	88%	88%	83%	86%	Q26	My manager ensures subordinates work hard to accomplish goals	Climate
85%	90%	86%	88%	91%	80%	86%	Q27	The percent I am satisfied with my manager's performance.	Climate

Based upon the findings in Table 7 above, a chart was generated in order to rank composite responses by question for all responses. Figure 4 ranks each question by positive response rate.



Figure 4. Positive response rate for all surveys by question number and component.

These data underscore the excellent status of the HPO with respect to leadership, disciplines, and to a lesser extent, performance. However, these findings also illuminate the relative weakness in the organizational structure of the HPO, specifically, climate and learning. Although the overall magnitude varied somewhat, these same rates had the same trend line across all subgroups analyzed. In all cases, organizational climate and learning appear to require the most attention in a sustainability model.

Figure 5 presents the questions by positive response rate ranked from highest to lowest for males. The figure demonstrates that females tend to rate somewhat higher than males across the spectrum including some of the climate and learning questions.

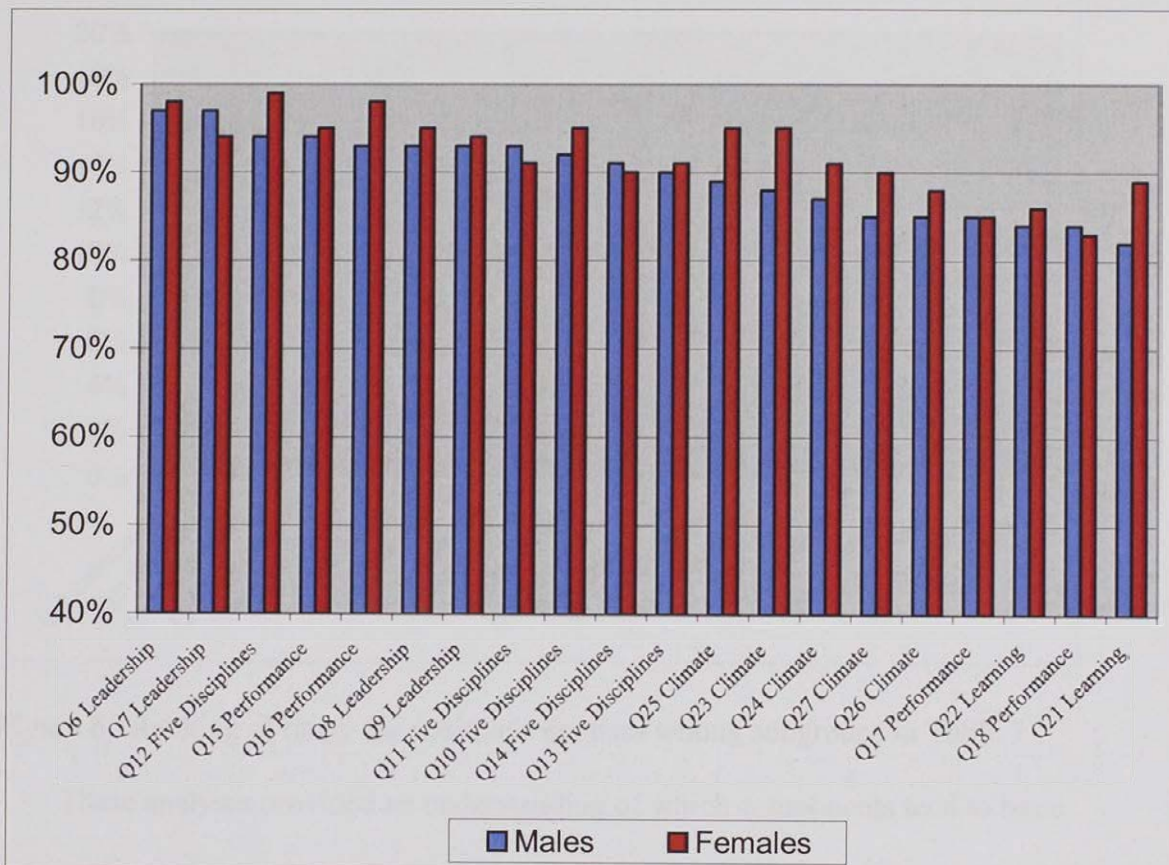


Figure 5. Positive response rate by gender.

Additional analyzes were conducted to determine if high school graduates differ in any aspects from the employees who are college graduates. Little differences surfaced from the responses on the survey; however, employees of both levels tended to agree with other analyzes in that both groups had weaker responses for organizational climate and learning than they did for leadership, disciplines, and performance.

One additional perspective was considered, specifically, the variability of the positive response rate for each question answered with a true or false response. The range

between the high and low positive response rates was computed for each question and ranked by question from the lowest range or variability to the highest. These results are presented in Figure 6.

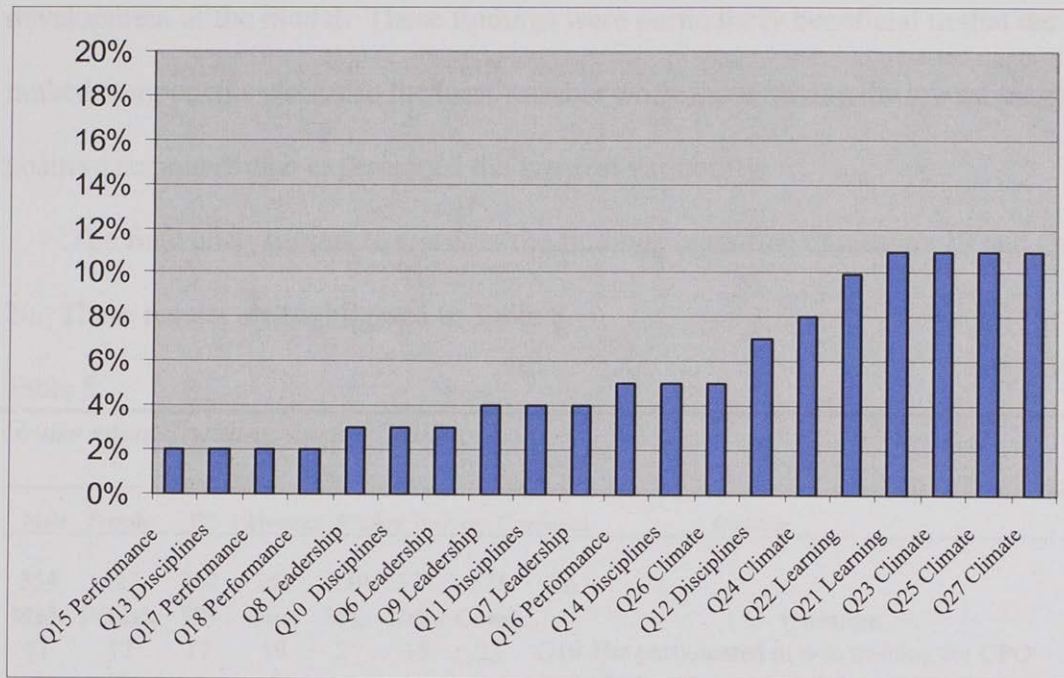


Figure 6. Ranking of range for positive responses among subgroups in Table 7.

These analyses provided an understanding of which components tend to have universal agreement among subgroups and which components experience a high degree of variability and thus instability among employees. This information is particularly informative regarding the development of a sustainability model in that the greatest stability tends to exist in the same components that also have the highest level of positive response. Similarly, those components having the lowest positive response rate, specifically, organizational climate and learning, are also the components that have the greatest variability and thus, least stability within the organization.

To further discriminate strengths and weaknesses, the variability of the response rates for each question was computed. Any contrast in variability served to highlight which

components may need additional attention within the model as higher variability would indicate greater instability. Further, any components that are both highly variable and having a lower positive response rate would suggest the highest level of attention in the development of the model. These findings were particularly beneficial in that the highest ranked components were also the least variable while those having the lowest magnitude of positive responses also experienced the greatest variability.

The final analysis was to consider the findings regarding Questions 19 and Questions 20. These results are highlighted in Table 8.

Table 8.

Hours spent Training during 2008

Male	Female	HS	University	Window	Delivery	Combined	Question	Component
354	222	282	254	239	337	576	= n	
Male	Female	HS	Univ	Win	Deliv	Comb	Question	Component
21	17	17	19	27	15	22	Q19 Hrs participated in web training for CPO	Learning
6	6	5	5	9	4	6	Q20 Hrs in company's training and CIS activity	Learning

As can be seen, the Window respondents disproportionately represent the average number of hours for both questions in a positive way. Analyzing by gender or education did not initially seem to explain or even identify the difference between the much lower average numbers of hours of training for Delivery over Window employees. The Delivery sector has a very low average number of hours of training relative to the Window sector. Given Delivery was dominated by males and Window was high in females, the average between males and females was computed, showing females averaged four hours more of training than males, not enough difference to account for Delivery's quite low average.

Further analysis revealed that if the calculation of the average number of hours spent training males and females was delimited to just those respondents who reported more than

zero hours of training, both genders had an average of 33 hours of training. The number of males in Delivery were further examined and it was found that 49% of the males (110 out of 226) in Delivery reported no training at all, thus identifying the contingent of employees who create the low average for the entire Delivery sector. This finding also is important in that it points out that when males and females actually receive training, there was no difference in the average amount of training received. This finding also informs the development of a sustainability model to allow for differentiation within the model not only between sectors or departments of employment within the CPO, but also among employees within specific departments.

Open-ended Questions

Two open-ended questions were provided for employees to identify what criteria they believed would be the most valid means to measure the CPO's performance and what action tactics would be the most efficacious with respect to improving CPO performance.

With respect to criteria that would validly measure CPO performance, the respondents selected service attitude, processing, planning, social image, and innovation. With respect to tactics to improve CPO performance, respondents identified utilizing the Internet, strengthen alliances with other businesses, enhance the pay of new employees, organizational learning, enhance CPO public image, improve team work, provide cooperative training, strength the CPO's interaction with society, and promote the CPO.

Summary of Survey Findings

An excellent overall response rate of 81% was achieved with the survey utilized in this research. The survey results were analyzed from a number of perspectives, the first of which was to examine the responses based upon the two different distributions, that is, the

Window and Delivery sectors. The responses from the Window distribution was generally stronger than those responses from the Delivery sector. Additional analysis was conducted by gender and education, both of which tended to mirror the overall pattern established by the findings from all surveys combined.

The findings suggest that those questions aligned with leadership and disciplines are very strong, ranking at or above a 90% positive response rate. However, performance tended to be a bit mixed and organizational learning and climate were clearly weaker relative to leadership and disciplines. Having just received training in organizational learning and climate, these findings would suggest special attention should be given to the development of a sustainability model for organizational structure for the CPO.

The validity of these findings is reinforced by the lower ranking of organizational climate and learning, both of which would be expected to be the most difficult to change over a year's time. These lower rankings underscore the need to structure a sustainability model from the perspective that such a model will encompass a number of varied timelines based upon the nature of each component of the model.

The differences among the average number of hours of training received by employees were traced to males who did not report having any training. These males were primarily found in the Delivery sector. For those males and females who reported any training at all, the differences in average number of hours of annual training by gender disappeared.

Finally, the open-ended questions identified employees' perspective on what to measure to determine performance and what actions should be taken to lead to higher levels of performance. The factors to measure were identified to be customer attitude

regarding service, processing efficiency, planning capacity, feedback on performance and social image, and innovation. Actions to be taken were recommended to utilize the Internet more, strengthen alliances with other businesses, improve pay for new employees, promote employees based upon performance, enhance CPO image, provide additional learning in teamwork and cooperative culture, and improve public image.

Results from the Survey Applicable to the Development of the Sustainability Model

The survey findings resulted in identifying the following conclusions that served to inform the development of the sustainability model.

1. Leadership and Discipline components are perceived by the HPO employees to be successful.
2. Performance was mixed, requiring more attention.
3. Organizational Climate and Learning components are the lowest ranked of the five organizational components surveyed. These two components require the most attention.
4. The overall rankings of all five components were robust to the subgroup analyzed, suggesting that the between differences by component must be addressed systemically, that is, with all groups.
5. The highest ranked groups had the least within component variability; the lowest ranked components have the greatest within component variability across subgroups analyzed. These last two conclusions advocate that sustainability must address individual differences *within* and systemic differences *between* components.
6. The sustainability model must have goals with differentiated timelines.

7. The organization has general needs that extend universally to the organization as well as needs that are specific to subcultures within the organization.

All factors noted above emphasize the importance of continuously gathering data to determine the health of the organization in order to address the needs of both the unhealthy healthy aspects of the organization. The data provided by the survey administered for this research, particularly the open-ended questions, provide substantial feedback that is crucial to the sustainability model of any organization, but particularly the CPO given its large workforce, the nature of its service to the country, and its highly visible public presence in Taiwan.

CHAPTER FIVE

CONCLUSION

Introduction

This research contributed to the development of a sustainability model for the CPO in Taiwan. The postal service in Taiwan has been troubled by a variety of problems that has threatened the value of its service to the Taiwanese people. Taiwan government authorities have authorized a reformation of the postal system based upon the most efficacious organizational structure that can be developed.

The purpose of this research was to review the relevant literature in order to explore the western organizational theories as a possible means to support postal organizational transformation from a weakening and increasingly inefficient business to an organization that is both efficient and sustainable. From these theories, conceptual models emerged the structure of which was weighed against the results of a survey of 576 CPO employees located in the HPO region. A final model was developed that reflected the merging of the conceptual models with the responses from the employees as a first important step in truly developing a learning organization. This final model, henceforth called the CPO Sustainability Model, integrates concepts found in the traditional Chinese organizational structure with futuristic concepts held by the most prominent theorist of modern western organizational scholars, concepts that will lead the CPO from the future as the future emerges. Equally important, this model reflects the mental models, vision, and education of the members of the organization and includes them not only as participants in the transformation but also as a contributing factor of the very concept of the CPO Sustainability Model itself.

Considerations Preliminary to the Development of a Sustainability Model

Many considerations were necessary in order to provide the overall construct for developing a sustainability model. The model had to reflect the most recent developments of organization learning theory. The researcher co-presented at a Society of Learning Organization (SLO) conference at the Massachusetts Institute of Technology (MIT) in February 2009 with Dr. Senge, Dr Ehrenfeld, and Dr. Crawley among others. This conference prepared the researcher first hand with the most modern learning organization theories and emerging concepts regarding organizational sustainability. The researcher had many conferences with organizational learning and sustainability scholars from throughout the world.

This unique opportunity provided the researcher with the highest level of present day understanding of sustainability, a concept that is not well defined nor easily modeled. Many scholars at the conference will provide feedback to the researcher once the model has been presented as the culmination of this dissertation.

Sustainability

General Model

The form of the general sustainability model is comprised primarily of the perceptual representation of the Tai Ji concept of dynamic motion. Figure 7 shows this model as an interweaving flow between two reciprocal shapes that give the mental impression of harmonious or perhaps even sustainable motion. Additionally, two small circles are placed symmetrically in the drawing having the opposite color of the shape in which they are found so as to draw the mind to see each small circle as the source for bringing its opposite

shape to itself, as if to create a circular flow of motion, each taking from and yet giving to the other.

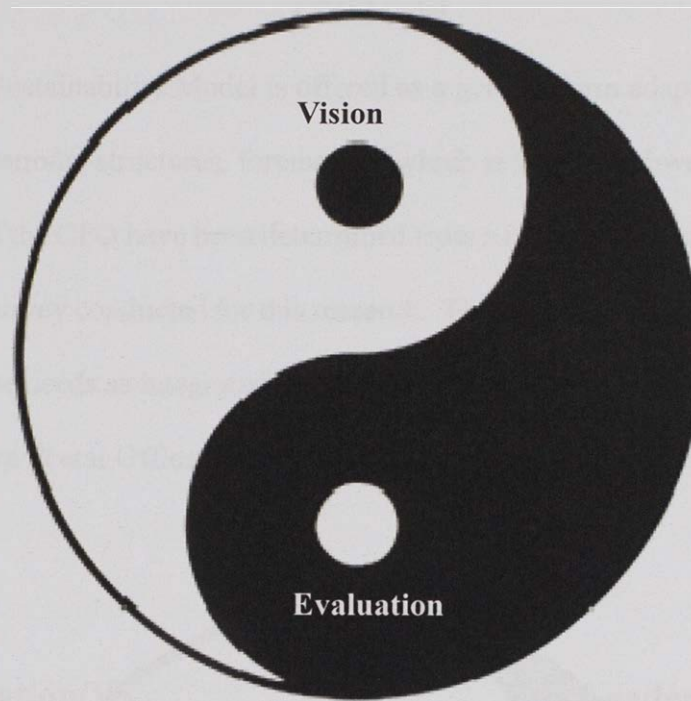


Figure 7. *The General Sustainability Model.*

The two circles are identified for this research in the Tai Ji drawing to represent the proactive and reactive elements of sustainability. The highest circle represents the Vision of the organization and the lower circle the Evaluation. The vision contains the value of the organization and communicates the human message, that is, the importance of human dignity and personal human values. The evaluation provides essential information regarding the performance of the organization and feeds this information back to the vision, which is perfected or improved based upon the evaluation of performance. The perfected vision then returns the growth to the organization only to be processed once again and returned to the vision. This cyclic action maintains the organization but more importantly, gives continuous growth to it and, consequently, creates the form necessary to sustain the

system. In order to specifically identify this model of sustainability, the general model will be formally referred hereafter as the Shih Sustainability Model (SSM).

CPO Model

The Shih Sustainability Model is offered as a general form adaptable to many possible organizational structures, foremost of which is the Chunghwa Postal Office. The specific needs of the CPO have been determined from a number of sources, the most recent of which is the survey conducted for this research. The following model depicted in Figure 8 represents those needs as integrated into the SSM to create the Shih Sustainability Model for the Chunghwa Postal Office (SSM/CPO).

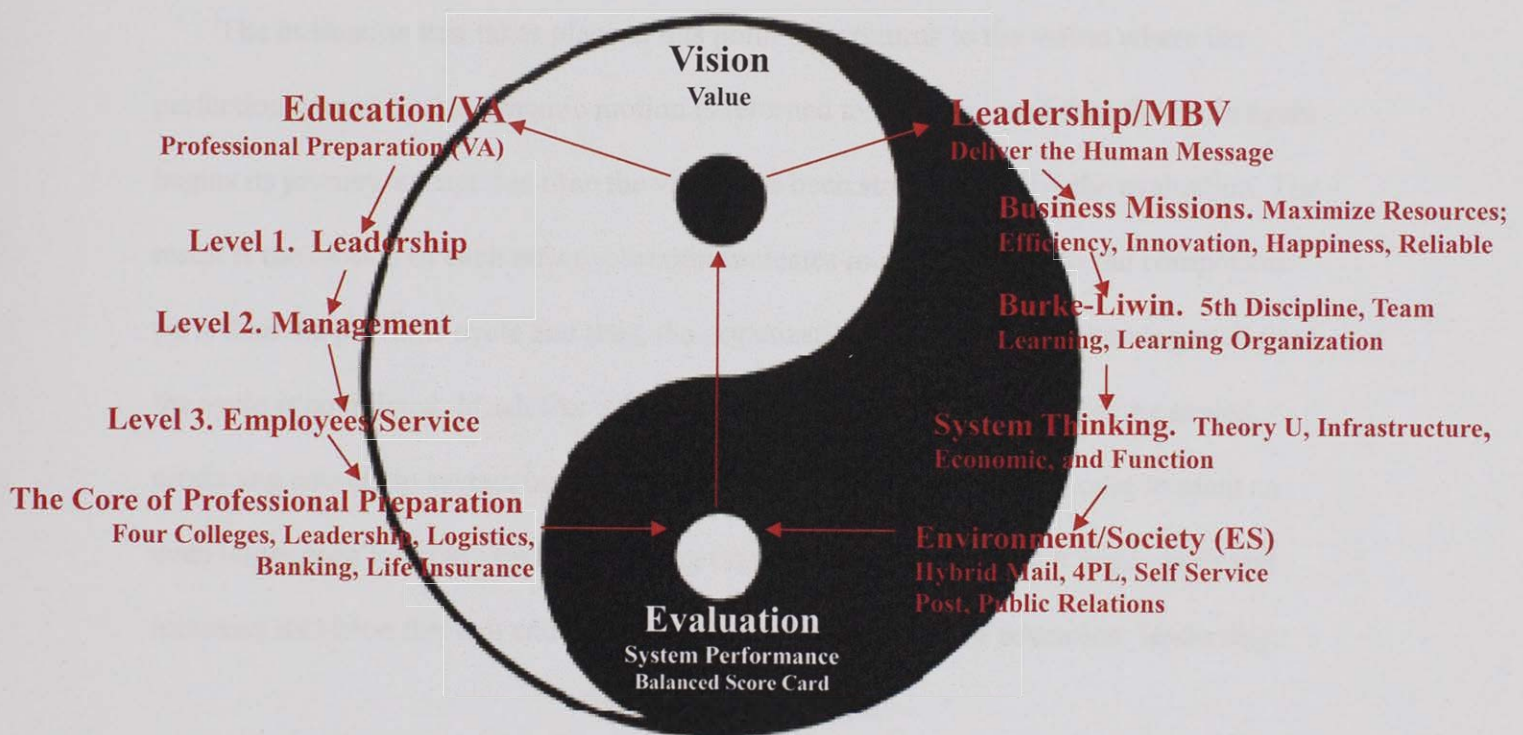


Figure 8. The Shih Sustainability Model for the Chunghwa Postal Office.

Theoretical Development

As previously noted, the SSM/CPO is patterned from an overall theoretical construct that combines the Tai Ji conceptualization of motion with sustainability. Given the vision and the evaluation as the core components of the model, two branches flow from vision to evaluation, specifically leadership and education. The model identifies the major elements in each branch and then brings both branches together as one whole where each part contributes an essential existence to form the whole of the organization. As each branch progressed from the vision to the evaluation, important organizational attributes were gained individually but were realized or actualized at the time they united in one way or another to contribute to the performance of the system.

The evaluation that takes place at this point then returns to the vision where the perfection gained by the dynamic motion is returned to its source and thus the cycle again begins its journey, except this time the vision has been strengthened by the evaluation. The result is the motion of each new cycle communicates more perfection to the component parts than the previous cycle and thus, the organization becomes self-sustaining each time the cycle is completed. Much like a farmer who has raised more seeds than he sowed, producing enough to sustain his family for the year and yet enough left over to plant an even larger crop for next year, the learning organization adds to what it began with and increases its vision through education and through the fruition of education, leadership.

Practical Development

The 576 respondents to the HPO survey provided substantial information regarding the development of the CPO Sustainability Model. The primary findings of the survey are addressed as follows.

1. *Leadership and Discipline components are perceived by the HPO employees to be successful.* This may be the result of the 2008 training the HPO received in preparation for development of the CPO Sustainability Model. This training for all CPO employees is found in the Education branch of the Model.
2. *The Performance component was mixed, requiring more attention.* The mixed results indicate some aspects of performance may have increased due to the 2008 training. The improved performance would be a result of the mental change provided by the organizational learning. Part of this mental change was created by the CPO announcing key index goals in the beginning of the year and then providing encouragement and support to reach those goals. This need is addressed at the bottom center of the Model, that is, System Performance.
3. *Organizational Culture and Learning components are the lowest ranked of the five organizational components surveyed. These two components require the greatest attention.* Organizational climate and learning require the greatest amount of time for change and would be expected to take longer to operationalize than the other components. As can be seen in the Model, organizational learning and climate are of the essence to the model. There will be a great deal of emphasis placed upon creating a slow, positive change first in the parts, which will then change the whole, the organization.
4. *The lower rankings of Climate and Learning were robust to the subgroup analyzed, suggesting that both components must be addressed systemically.* The Model treats both components in a systemic manner, meaning all aspects of the organization will be given thorough development, training, and education with

regard to the functions of the CPO. New employees will receive particularly careful preparation so that they can represent the future of the company, one of the most important principles of sustainability. The open-ended responses contained frequent mention of improving new employees' compensation. This is a consideration that might have been overlooked without the feedback from the survey. Providing a just living for new employees is important for insuring new employees eventually become long term employees, capable of bringing forth all of their experience and education to the sustainability of the future. This conclusion from the survey is found again in the whole model and specifically in the Learning Organization component of the Leadership branch.

5. *The sustainability model must have goals with differentiated timelines.*

This finding from the data collected with the survey has been addressed in the CPO Sustainability Model particularly in the Tai Ji model discussed in Chapter Two. Change is ordered by a vision designed for the progress of society, in this case, particularly with the customer in mind, and the change is never without evaluation. Vision and evaluation, the two central principles of Tai Ji take place slowly over incremental periods of time.

Sustainability requires a dynamic system; vision and evaluation are the principles of dynamic motion incorporated into the model that give rise to the motion necessary to create and sustain progressive or dynamic motion. Hence, vision and evaluation create the motion that gives life to the organization and therefore determines the destination of the organization. The Model addresses

goals in the vision component, which is sensitive to the evaluation component of the system and thus will provide ongoing support as needed where needed.

6. *The organization has general needs that extend universally to the organization as well as needs that are specific to subcultures within the organization.* This finding is a great contribution for the SSM/CPO. The model addresses this need in the provision of global thinking, which exists not only to solve the problems facing the CPO but also to provide the kind of thinking that results in innovating means to improve society. Organizational sustainability, like sustaining an ecosystem, sustains the whole when it sustains the part. Caring for the subcultures provides sustainability to the smallest parts, which communicates sustainability one part at a time to the systemic culture, which in turn communicates sustainability one system at a time to the global environment. This finding is provided for in the Leadership Branch, specifically in the bottom right corner of the Model in the Environment and Society (ES) component.

7. *All factors found in the employee responses emphasis the importance of continuously gathering data to determine the health of the organization in order to address the needs of the unhealthy parts and continue to support the healthy.* This conclusion is very important to the Model. The parts must work as a system. The only way to determine the specific needs of each part is to first care about the part, no matter how small; however, caring for the part needing attention should not cause neglect of the healthy parts or sustainability will be lost. Further, as discussed in #5, evaluation of system performance is very important to the life or sustainability of the organization if the information is fed back to enhance the

vision, which in turn, perfects the quality of the organization. The system performance component is a major part of the model for the reasons addressed by the respondents of the HPO survey.

Recommendations

In order to provide support to some of the anticipated needs as the SSM/CPO is implemented, the following recommendations are offered.

1. The CPO should appoint independent professional directors in order to enhance the decision-making capacity of the CPO board of directors.
2. The CPO should develop the operation of Fourth Party Logistics (4PL) to enhance mail business performance. (See pgs 20, 118)
3. The CPO should consider setting up more self-help post offices as Deutsche Post has done in order to provide 24-hour customer postal service for Taiwan.
4. The new wave of CPO leaders should learn Theory U to gain self-discipline and to become a good humankind leader.
5. The CPO should consider setting up colleges of postal enterprises to keep up the core business operational knowledge of CPO for business competency in the future.
6. The CPO must provide more care for new employees, particularly in training and sufficient salaries in order to build a sustainable workforce for the future business development of the CPO.
7. The CPO must very carefully decide the key performance index of the balance scorecard for the general office by the beginning of the next year.
8. If the SSM/CPO proves successful in the Chinchu Post Office, then it also can be modified for the other governmental agencies and companies.

Implications for Further Research

The researcher was very fortunate to have multiple sources of feedback for future improvement to the CPO Sustainability Model if appropriate and necessary. Several international level learning organizational scholars will study this model after it has been developed. This researcher has been invited by Dr. Senge to present at a future SOL conference at MIT where his Sustainability Model will be further examined and discussed. Dr. Ehrenfeld has invited this researcher to join his website in order to gain more feedback regarding his sustainability model. Feedback from these discussions will be invaluable to decisions regarding future research and the theoretical proficiency of the model.

The practical proficiency will be researched through surveys from employees and customers, where feedback from both will contribute to the continued improvement in the model. Further, a national level study is conducted annually regarding the performance of the CPO by a private research firm. This research will be modified based upon the needs of the SSM/CPO in order to provide a comprehensive set of data that allow for systemic evaluation based upon the reform configured by the new model.

This three-fold manner of evaluation utilizing the elements scholarship, employee, and customer provides each element with an essential role in securing the sustainability of the CPO. Further, each element of the evaluation process gains in that scholarship is informed by practicing models, employees enjoy a workplace in which they are valued, and the customer receives greater service and benefits from their investment.

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Appendix A: The Employee Questionnaire in English with Response Totals

Employee Ratings of Hsinchu Post Office (HPO)

Please respond honestly and to the best of your ability to the following statements by checking the appropriate boxes or writing the answers on the blank lines.

Descriptive

1. I am **354** Male **222** Female
2. Number of years I have worked in the CPO. **17** years. (average)
3. My age is **44** years. (average)
4. My department of employment is: **25** Administration, **230** Deposit and Remittance, **155** Post Mail, **161** Delivery.
5. My highest education degree is **282** High School, **254** University, **4** Research Institute.

Leadership

6. I respect and follow those who are in charge of moral actions. **555** T, **14** F
7. I believe the HPO keeps abreast of the progress of society. **554** T, **20** F
8. My executive believes a culture of cooperation is important in the workplace. **538** T, **35** F
9. My executive often communicates/discusses appropriate issues with me. **532** T, **39** F

Five Disciplines

10. My view of the HPO became more positive during 2008. **536** T, **40** F
11. I believe the HPO reflects the progressive needs of society. **531** T, **43** F
12. I know how to form a team with colleagues. **552** T, **24** F
13. I have been influenced by studying new methods to become independently responsible in my workplace. **519** T, **56** F
14. I understand the importance of systems thinking in my workplace. **518** T, **56** F

Performance

15. The customer realizes my all-out efforts to serve them. **541 T, 31 F**
16. Employee productivity has improved the service efficiency of the HPO. **543 T, 28 F**
17. I estimate the average customer's satisfaction to be this percentage. **85 %**
18. What percent of the HPO's customers express praise for PO service? **83 %**

Learning

19. The number of hours in 2008 that I participated in website training for my employment. **22 hours.**
20. The number of hours in 2008 that I participated in company's training and CIS activity for my employment. **6 hours.**
21. During 2008 training, I found new ideas and concepts to be important to my employment in the HPO. **454 T, 81 F**
22. I have implemented in my workplace the new methods of marketing that I learned in 2008 training. **447 T, 81 F**

Organizational Climate

23. The executive of my office integrates well with staff. **497 T, 52 F**
24. The results of annual evaluation are kept confidential. **486 T, 64 F**
25. My good performance is praised or acknowledged by my executive. **502 T, 49 F**
26. My manager ensures subordinates work hard to accomplish goals. **464 T, 74 F**
27. The percent I am satisfied with my manager's performance. **86 %**

Open-ended Questions

28. Please enumerate five important criteria that measure the post office's performance.

Please list these criteria from most important to least important.

29. Please enumerate some action tactics for the HPO that would lead to higher levels of performance. **Please list these tactics from most important to least important.**

Appendix B: The Questionnaire in Chinese:

新竹郵局組織學習評鑑員工回應效度量表

請你勾選適當的 , 並請將意見寫在 _____

基本資料:

- 1) 我是 男性 女性
- 2) 我進入郵局工作 _____ 年
- 3) 我今年 _____ 歲
- 4) 我現在工作部門是 行政, 儲匯, 郵務, 投遞
- 5) 我的教育程度: 高中, 大學, 研究所

請閱讀下列句子, 並誠實認真勾選問卷;

比較符合你的信念(想法)的敘述, 請勾選 T, 否則請勾選 F。

領導風格 Leadership

- 6) 我的主管品德很好----- T, F
- 7) 我知道郵局願景是與社會同步邁進----- T, F
- 8) 我的主管重視工作場所的團結合作氣氛----- T, F
- 8.) 我的主管十常與我們溝通、討論事情----- T, F

五項修練 5 disciplines

- 9.) 我認為今年我工作之心態已改變為積極些----- T, F
- 10.) 我相信新竹局業務的進步能回應社會的需求----- T, F
- 11.) 我工作時已能與同事建立團隊合作----- T, F
- 12.) 我在工作上已能自我超越，學習新事務、新方法----- T, F
- 13.) 我在工作或生活上已更注意到系統性全盤的思考方式----- T, F

績效表現 Performance

- 14.) 本年度我的業務績效已大部分完成----- T, F
- 15.) 我的工作已經常作縮短流程的改變，服務效率已改善些----- T, F
- 16.) 我的顧客對我的服務滿意度估計為 ----- %
- 17.) 新竹郵局經常有好事發生、業務超前達成、顧客稱讚滿意度估計為 ----- %

學習成效 Learning

- 18.) 本年度我參與訓練所網站學習時數為----- 小時
- 19.) 本年度我參與公司訓練及新形象活動共計時數為----- 小時
- 20.) 本年度我參加演講會聽講及閱讀新書，掌握新觀念與學習興趣---- T, F
- 21.) 本年度我學習提昇業績與行銷新方法，應用於工作中----- T, F

組織氣氛 Organizational climate

- 22.) 我們辦公室主管與員工相處融洽----- T, F
- 23.) 我們年度業績之達成員工信心十足----- T, F
- 24.) 我的服務績效被主管肯定，有信心顧客滿意我們的日常服務----- T, F
- 25.) 我們主管領導方式使我們很有壓力但能完成----- T, F
- 26.) 我們滿意我們主管的管理能力百分比為----- _____ %

開放的問題 Open-ended Questions

- 28) 請列舉五個你用來評量郵局的重要準則；最重要到最不重要依序為：

- 29) 請列舉一些可以提供給郵局做參考的行動策略，使「郵局經營績效」能更上層

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Appendix C: Definition of Terms

Definitions of Terms

For the purpose of this research, the appropriate terms were defined as follows.

CPO

The Chunghwa Post Office (The Post Office in Taiwan).

Efficiency

Efficiency is defined operationally for this research to be when the net cost of producing goods and services in the CPO is competitive with the net cost that would be incurred in the private market place for the same goods and services.

Fourth Party Logistics (4PL)

Fourth Party Logistics is an arrangement in which a firm outsources its logistical operations to two or more specialist firms (the third parties) and hires another specialist firm (.i.e., the *fourth party*) to coordinate the activities of the third parties.

Hybrid Mail

Hybrid mail is based on electronic transfer of high-volume letter content, which can be prepared, printed, and delivered most cost effectively than regular mail. A customer delivers an email letter file in electronic form to an electronic letter center. The electronic letter center processes and prints the letters and places them in envelopes. Letters printed on paper and put into envelopes are delivered to the addressees in the normal postal delivery fashion. These letters are also archived for future use and printed format has all of the options available at any high end print business.

HPO

The Hsinchu Post Office is a second-class responsibility center with a staff of 767 and 57 sub post offices in the north of Taiwan.

Mental Model Change

Mental model change refers to the ability to separate the territory from the map. It is the capability of identifying previously hidden worldviews or assumptions, bringing them out in public, and working with them (Senge, 1994).

Organizational Culture

Organizational culture includes four system types: (a) closed organizational culture--hierarchy, policies, and procedures; the organization comes first, (b) open organizational culture--collaboration, team, and consensus; the process comes first, (c) random organizational culture—individuality, autonomy, creative excellence; the individual comes first, and (d) synchronous organizational culture--alignment, vision driven; the value comes first (Slobodnik, 1999).

Organizational Learning

Organizational Learning refers to a representation of the dynamic human processes required to increase the cognitive capacity of the total organization (Senge, 1994).

Personal Mastery

Personal mastery refers to personal basis, working on developing one's vision, one's abilities, and one's focus of energy. It is a spiritual inner drive to be the best that one can be (Senge, 1994).

Servant Leadership

Servant leadership refers to the emphasis on the leader's role as the steward of the resources (human, financial, and otherwise) provided by the organization (Covey, 1991; Greenleaf, 1977).

Shared Vision

Shared vision refers to the pictures of the future truly shared by the members of a group, which will result in members acting out of inner motivation and voluntarily going out of their way to contribute (Senge, 1994).

Sustainability

Sustainability refers to the possibility that all forms of life will flourish forever. For human beings, the term flourishing encapsulates not only surviving and maintaining the species, but also a sense of dignity and authenticity. Sustainability in business means creating businesses as living systems in alignment with nature; hence, all life can flourish for all time (Senge, 2006).

System Thinking

System thinking refers to the ability and practice of consistently examining the whole system, rather than just trying to fix isolated problems. System thinking consists in using the conceptual framework and tools to clarify full patterns and to understand how to change them most effectively (Senge, 1994).

Team Learning

Team learning refers to the ability of a group to suspend its assumptions and free thinking. It involves dialogues in the true meaning of the word, as a flow of intelligence (Senge, 1994).

Theory U

Scharmer (2000) uses the terminology Theory U to refer to the importance of Self and the resources of Self that serve to create a sensing of the present (presencing) and the future Self so that leadership takes place in the future as it emerges. The U is used to distinguish different depths of perceiving reality and different levels of action. Self is capitalized in this theory to denote self in the highest nature of human self.