THE APPLICATION OF INFORMAL FEEDBACK INTERVENTION AS A COMMUNICATION MANAGEMENT TOOL IN LEARNING ORGANISATIONS

by

DIEDERICK CORNELIUS JACOBS

Submitted in fulfilment of the requirements for the degree

PHILOSOPIAEO DOCTOR
(COMMUNICATION MANAGEMENT)

in the

DEPARTMENT OF MARKETING AND COMMUNICATION MANAGEMENT

FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES

UNIVERSITY OF PRETORIA

PROMOTER: PROFESSOR RS RENSBURG

Pretoria May 2005
Feedback is an essential component of the communication process. Feedback reveals how participants assign meanings and how these meanings are negotiated through interaction (Verwey, In: Lubbe and Puth 1994:64). Feedback also ensures the success of the communicated message and determines whether the objectives of the intended communication have been achieved (Seitel 1995:109). Communication feedback also contains information in all its formats. In the current information age, it is often believed that information is power and that those who have information at their fingertips are more powerful than the rest.

In communication management literature, writers and researchers often emphasise the significant role of communication feedback. Feedback plays a vital role in communication management, in particular, as a strategic management function. One example is the two-directional symmetrical model, described by Grunig (1992), where feedback and mutual adaptation play an important role.

In most management theory the collection of communication feedback is mainly seen as an active, intentional and formal research process that is initiated by corporate communication and marketing departments. In this sense much has been written about formal research (for example, surveys and environmental scanning) by means of quantitative and qualitative research methods as well as the solicitation of formal customer feedback. However, informal, unintentional and almost accidental casual communication feedback input (informal feedback) is often neglected and regarded as being unimportant by organisations, and is therefore not measured or captured in a data system.

At the same time stakeholder engagement and dialogue has become quite a contemporary issue in the corporate governance of organisations. This study agitates for the cultivation of informal feedback intervention as a method of obtaining improved stakeholder engagement that ultimately leads to inclusive corporate governance.

This research study investigates informal feedback and defines it as all of communication feedback (into the system - the organisation) that occurs spontaneously via media such as the telephone, e-mail, fax and through internet services, such as internet chat rooms, and even feedback obtained from the organisational grapevine, rumours and gossip.
Stakeholders or interest groups deliver informal feedback without the organisation making a formal effort to collect it.

The empirical research was conducted amongst 55 inspiring South African learning organisations as identified by The Corporate Research Foundation (CRF) in its publication *The Best Companies to Work for in 2004*. Organisations have to learn to be smarter to survive. Learning organisations are characterised by conscious and intentional learning, openness to inquiry, experimentation and the sharing of knowledge.

The applied research design consists of a dual investigation, with both exploratory and descriptive characteristics, of the management of informal feedback and the possible existence of informal feedback intervention methods in these organisations. In this qualitative investigation, content analysis was firstly used to determine the current degree of “openness” (accessibility) to informal feedback input in these organisations’ corporate web pages. This was supplemented by the results of a questionnaire as completed by the communication managers/ marketing managers of the same organisations.

This research study aims to determine whether informal feedback, the ongoing management of the feedback process and systematic analysis thereof can be regarded as one of the critical communication management tactics of *learning organisations*. The study also aims to determine how *informal feedback intervention* can be integrated into corporate communication strategy. It suggests that modern learning organisations should make an effort to provide proper channels and favourable environments to increasingly receive informal feedback input from all stakeholders and thereby facilitate ongoing learning and continuous improvement. This study concludes that communication managers have a vital role to play in explaining feedback inputs to management in terms of its impact on existing corporate communication and business strategies.

This study also defines *informal feedback intervention* as the communication management process by which all informal feedback input is collected, sorted and grouped, evaluated and described according to applied and relevant impact on strategy. The intervention lies in the *impact* and *outcome* envisaged as well as the adaptation of the organisation’s strategy and change of course. A framework that aims to systemise the informal feedback intervention process - *The Multi-Layer Informal Feedback Intervention Wheel* – is subsequently proposed. This framework aims to provide intervention suggestions (feedback interventions) to management.
The framework is also applied in an anonymous case study of a major South African company - *Company X*.

It is concluded from this case study that the *Multi-Layer Informal Feedback Intervention Wheel* also acts as a forecasting tool by providing communication managers with feedforward.

The *Informal Feedback Intervention Wheel* assists the communication manager in assessing everyday feedback issues and identifying emerging suggestions of informal feedback interventions to management. It, therefore, assists communication managers to be proactive, early warning agents for their organisations.

The meta theoretical background of the systems approach, systems thinking and the general systems theory, as well as the management notion of the learning organisation, form foundations for exploring the relevance and application of the concept of informal feedback intervention.
Opsomming

Terugvoer is ‘n belangrike komponent van die kommunikasieproses wat onthul hoe deelnemers betekenis toewys en hoe dit deur interaksie onderhandel word (Verwey, In: Lubbe and Puth 1994:64). Terugvoer verseker ook die sukses van die kommunikasieboodskap en bepaal of die doelwitte van die bedoelde kommunikasie suksesvol was (Seitel 1995:109). Kommunikasieterugvoer bevat ook inligting terwyl in ons huidige inligtingsera geglo word dat inligting mag is en dat diegene wat oor inligting beskik magtiger as die res is.

In kommunikasiebestuursliteratuur beklemtoon skrywers en navorsers dikwels die belangrike rol van kommunikasieterugvoer. Terugvoer speel veral ‘n belangrike rol in kommunikasiebestuurs as ‘n strategiese bestuursfunksie. Een voorbeeld is die tweerigtingssymmetriese model, deur Grunig (1992) beskryf, waar terugvoer en wederkerige aanpassing ‘n groot rol speel. In die meeste bestuursdenke word die insameling van kommunikasieterugvoer hoofsaaklik as ‘n aktiewe, doelgerigte en formele navorsingsproses gesien wat deur die korporatiewe kommunikasie- en bemarkingsafdelings van organisasies geïnisieer word.

Hieroor is daar reeds baie geskryf en ook oor formele navorsing (byvoorbeeld, opnames en omgewingsverkenning) deur middel van kwantitatiewe en kwalitatiewe navorsingsmetodes asook die ontginning van formele kliëntterugvoer. Maar, dikwels word informele, ongerigte en amper toevallige informele kommunikasieterugvoer (informele terugvoer) in organisasies afgeskeep, as onbelangrik beskou en daarom nie gemeet of vasgevang in ‘n soort datastelsel nie.

Hierdie navorsingstudie ondersoek informele terugvoer en definieer dit as alle kommunikasieterugvoer na die stelsel (die organisasie) wat spontaan geskied via media soos die telefoon, e-pos, faks, internetservice (soos internetgeselskamers) en selfs deur riemtelegramme, gerugte en skinder. Belanghebbers of belanggroepie lewer dit sonder dat die organisasie self ‘n formele poging aanwend om dit te versamel.

Die empiriese navorsing is onder 55 inspirerende, Suid-Afrikaanse, leerorganisasies (learning organisations) gedoen soos geïdentifiseer deur die Corporate Research Foundation in sy publikasie, The Best Companies to work for in 2004.

Organisasies moet leer om slimmer te raak en te oorleef en daarom word leerorganisasies
gekenmerk deur bewustelike en doelgerigte leer, openheid tot vrae, eksperimentering en die deel van kennis.

Die toegepaste navorsingsontwerp bestaan uit 'n tweeledige ondersoek, met beide ondersoekende en beskrywende eienskappe, van die bestuur van informele terugvoer en die aanwending van informele terugvoer-intervensiemetodes in hierdie organisasies. In die kwalitatiewe ondersoek word inhoudsanalise eerstens aangewend om die huidige mate van openheid (toeganklikheid) vir informele terugvoerinsette van hierdie organisasies se webwerwe te bepaal.

Belanghebberbetrokkenheid en dialoog het ook onlangs 'n gewilde en tydige aangeleentheid in die korporatiewe bestuur van organisasies geword. Hierdie studie betoog vir die bevordering van informele terugvoerintervensie as 'n metode om beter belanghebberbetrokkenheid te bewerkstelling wat uiteindelik tot inklusiewe korporatiewe bestuur sal lei.

Die navorsingstudie het ten doel om vas te stel of informele terugvoer, die voortgesette bestuur van die terugvoerproses en die sistematiese ontleding daarvan, as 'n kritiese kommunikasietaktiek van leerorganisasies beskou kan word. Die studie wil ook bepaal hoe informele terugvoerintervensie in korporatiewe kommunikasiestrategie geïntegreer kan word. Dit stel voor dat moderne leerorganisasies behoorlike kanale en gunstige omstandighede moet skep om toenemende informele terugvoerinsette van alle belanghebbers te verseker en sodoende voortgesette leer te faciliteer. Die studie kom tot die gevolgtrekking dat kommunikasiebestuurders 'n belangrike rol te speel het in die verduideliking van terugvoerinsette aan bestuur in terme van impak op bestaande korporatiewe kommunikasie- en sakestrategieë.

Hierdie navorsingstudie definieer verder informele terugvoerintervensie as die kommunikasiebestuursproses waardeur alle informele terugvoerinsette versamel, sorteer, groepeer, evaluer en beskryf word volgens toegepaste en relevante impak op strategie. Die intervenisie lê opgesluit in die impak en uitkoms wat visualiseer word, die aanpassing van die organisasiestrategie asook die verandering van koers. ‘n Raamwerk – Die Veellaag Informele Terugvoer Intervensie Wiel (The Multi-Layer Informal Feedback Intervention Wheel) – wat ten doel het om die informele terugvoerintervensieproses te sistematiseer, word vervolgens voorgestel.

Die raamwerk help met die verskaffing van intervensievoorstelle aan bestuur en word ook
toegepas in 'n anonieme gevallestudie met 'n groot Suid-Afrikaanse maatskappy - Organisasie X. Daar is tydens hierdie gevallestudie ook tot die gevolgtrekking gekom dat die Informele Terugvoer Intervensie Wiel as voorspellings-instrument optree deur kommunikasiebestuurders van vooruitvoer (feedforward) te voorsien.

Die meta-teoretiese agtergrond van die sisteembenadering, sisteemdenke en die algemene sisteemteorie, asook die bestuurskonsep van die leerorganisasie, vorm die fundament vir die ondersoek van die relevansie en toepassing van die konsep van informele terugvoerintervensie.
Acknowledgements

This research study is dedicated to my parents, family and friends.
Thank you for your love and motivation throughout my life and specifically on this journey.

Thank you also to:

- Adrie van der Merwe and Veronica Prinsloo
- Prof Ronél Rensburg - my promoter
- Janine Smit and Michelle Holdsworth for the language editing
- STATOMET - Dr Mike van der Linde
# TABLE OF CONTENTS

## CHAPTER ONE
THE PROBLEM AND ITS SETTING

1. THE TITLE 1
1.1. THE PROBLEM AND ITS SETTING 1
1.2. THE CONCEPTUALISATION OF COMMUNICATION MANAGEMENT AS A STRATEGIC MANAGEMENT FUNCTION 1
1.3. THE PROBLEM STATEMENT 2
1.3.1. Formal communication feedback 4
1.3.2. Informal communication feedback intervention 4
   - The general research problem 5
   - Sub-problem one 5
   - Sub-problem two 6
1.4. RESEARCH QUESTIONS 6
1.5. RESEARCH OBJECTIVES 7
   - Research objective one 7
   - Research objective two 7
   - Research objective three 7
   - Research objective four 7
   - Research objective five 7
1.6. DEFINITION OF TERMS 7
1.6.1. Public relations and communication management 8
1.6.2. Corporate communication research 8
   - Quantitative research approach 8
   - Qualitative research approach 9
1.6.3. The learning organisation 10
1.7. RESEARCH METHODOLOGY 10
1.8. RESEARCH DESIGN 11
   - Research method one 12
   - Research method two 12
   - Research method three 13
CHAPTER TWO

THE THEORETICAL FRAMEWORK OF THE STUDY. LINKS WITH THE SYSTEMS, CHAOS, POST-MODERN, CONTINGENCY AND COMPLEXITY THEORIES

2.1. INTRODUCTION 19
2.2. A GRAPHIC PRESENTATION OF THE META THEORETICAL FRAMEWORK AND CONCEPTUALISATION 19
2.3. DEFINING COMMUNICATION 20
2.4. DEFINING PUBLIC RELATIONS, CORPORATE COMMUNICATION AND COMMUNICATION MANAGEMENT 22
2.4.1. Public relations 22
2.4.2. Corporate communication and communication management 23
2.4.3. The relationship paradigm and communication management 24
2.5. THE SYSTEMS APPROACH 26
2.5.1. Introduction 26
2.5.2. Human communication systems 28
2.5.3. Characteristics of systems thinking 28
   Open and closed systems 29
   Open systems and the Organistic Model 30
   Open systems and the Adaptive Model 33
   Autopoiesis 33
   Closed systems (mechanistic systems) 34
2.6. CHARACTERISTICS OF OPEN AND CLOSED SYSTEMS 35
2.6.1. Patterns of open and closed organisations 37
2.7. THE SYSTEMS APPROACH APPLIED TO PUBLIC RELATIONS 39
2.8. DIALOGIC THEORY OF PUBLIC RELATIONS 42
2.8.1. Principles of dialogic public relations theory

Mutuality 43
Propinquity 43
Empathy 44
Risk 45
Vulnerability 45
Emergent unanticipated consequences 45
Recognition of strange otherness 45
Commitment 46
Genuiness and authenticity 46
Commitment to the conversation 46
Commitment to interpretation 46

2.8.2. Dialogue and public relations

Building interpersonal relationships 47
Building mediated dialogic relationships 47

2.9. CHAOS, POST-MODERN, CONTINGENCY AND COMPLEXITY THEORIES

2.9.1. The chaos theory 49
2.9.2. Post-modernism and complexity 53
2.9.3. Contingency approach 56

2.10. CONCLUSION AND APPLICATION OF THESE THEORIES TO THE STUDY 57

CHAPTER THREE
THE LEARNING ORGANISATION

3.1. INTRODUCTION 59
3.2. LEADERSHIP 60
3.3. STRATEGY 62
3.3.1. Communication strategy 64
3.3.2. The mirror and window perspectives 66
The mirror perspective 66
The window perspective 67
3.4. LEARNING CULTURE AND THE LEARNING ORGANISATION 69
Learning to gain competitive advantage 71
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning to ensure survival</td>
<td>71</td>
</tr>
<tr>
<td>Learning in order to expand</td>
<td>71</td>
</tr>
<tr>
<td>Learning to create desired results</td>
<td>72</td>
</tr>
<tr>
<td>3.4.1. Listening</td>
<td>73</td>
</tr>
<tr>
<td>3.4.2. Characteristics of learning organisations</td>
<td>75</td>
</tr>
<tr>
<td>Curiosity</td>
<td>77</td>
</tr>
<tr>
<td>Forgiveness</td>
<td>77</td>
</tr>
<tr>
<td>Trust</td>
<td>77</td>
</tr>
<tr>
<td>Togetherness</td>
<td>77</td>
</tr>
<tr>
<td>Subsidiary</td>
<td>78</td>
</tr>
<tr>
<td>Clubs and congresses</td>
<td>78</td>
</tr>
<tr>
<td>Horizontal fast-tracks</td>
<td>78</td>
</tr>
<tr>
<td>Self-enlightment</td>
<td>78</td>
</tr>
<tr>
<td>Incidental learning</td>
<td>78</td>
</tr>
<tr>
<td>3.4.3. The Learning Square</td>
<td>79</td>
</tr>
<tr>
<td>Multidimensional goals</td>
<td>79</td>
</tr>
<tr>
<td>Shared vision</td>
<td>79</td>
</tr>
<tr>
<td>Continual learning</td>
<td>79</td>
</tr>
<tr>
<td>Using tacit knowledge</td>
<td>80</td>
</tr>
<tr>
<td>3.4.4. Principles that help create the right atmosphere for learning</td>
<td>82</td>
</tr>
<tr>
<td>Freedom to create</td>
<td>82</td>
</tr>
<tr>
<td>We cannot do it ourselves</td>
<td>83</td>
</tr>
<tr>
<td>3.4.5. Learning is linked to the success of the organisation</td>
<td>83</td>
</tr>
<tr>
<td>Managers are seen as resources and process facilitators</td>
<td>83</td>
</tr>
<tr>
<td>Individuals manage their own careers</td>
<td>84</td>
</tr>
<tr>
<td>Open systems provide knowledge freeways</td>
<td>84</td>
</tr>
<tr>
<td>Success is shared</td>
<td>84</td>
</tr>
<tr>
<td>3.4.6. Organisational conditions for building a learning organisation</td>
<td>84</td>
</tr>
<tr>
<td>3.4.7. Leadership in learning organisations</td>
<td>86</td>
</tr>
<tr>
<td>3.4.8. Strategies for learning</td>
<td>90</td>
</tr>
<tr>
<td>Cross-functional teams or task forces</td>
<td>90</td>
</tr>
<tr>
<td>Job rotation</td>
<td>90</td>
</tr>
<tr>
<td>Work-outs</td>
<td>90</td>
</tr>
<tr>
<td>Action learning</td>
<td>90</td>
</tr>
<tr>
<td>Succession planning</td>
<td>91</td>
</tr>
</tbody>
</table>
Career pathing
Mentoring programmes
“Sempai-Kohai”
Employee exchange programmes
Distributive learning
Formal training
Town meetings
Celebrations of success
Self-directed teams
E-mail interconnections
Cross-peer tutoring

3.5. THE APPLICATION OF SYSTEMS THINKING IN ORGANISATIONAL LEARNING

Argument one: The world is changing
Argument two: Igniting the resources within
Argument three: The value of simulation as infrastructure for collective learning

3.6. KNOWLEDGE MANAGEMENT

3.6.1. Objectives of knowledge management
3.6.2. Knowledge management principles and characteristics
3.6.3. Knowledge and communication
3.6.4. Knowledge markets
3.6.5. Intellectual capital and knowledge management
3.6.6. Benefits of knowledge management
3.6.7. Internal and external cooperation

3.7. COMPETITIVE BUSINESS INTELLIGENCE

3.7.1. Marketing intelligence

3.8. GAINSHARING

3.9. Conclusion
CHAPTER FOUR

STAKEHOLDER ENGAGEMENT AND INFORMAL FEEDBACK INTERVENTION

4.1. INTRODUCTION 110
4.2. RESEARCH AND INFORMAL RESEARCH 112
4.3. ENVIRONMENTAL SCANNING 116
4.4. FORMAL AND INFORMAL SOURCES OF INFORMATION 118
4.5. DIALOGIC RELATIONSHIPS AND RELATIONSHIP MANAGEMENT 120
4.6. STAKEHOLDER ENGAGEMENT 122
4.6.1. Stakeholders and publics 124
4.6.2. Reputation management and stakeholder engagement 128
4.7. FEEDBACK 133
4.7.1. Negative feedback 133
4.7.2. Positive feedback 134
4.7.3. Secondary and primary feedback 138
4.7.4. 360 degrees feedback 138
4.8. CHARACTERISTICS OF EFFECTIVE FEEDBACK 140
4.8.1. Specificity 140
4.8.2. Empathy 141
4.8.3. Inquiry 142
4.9. THE BLOCKING OF FEEDBACK 143
4.10. FEEDBACK AS LEARNING AGENT 143
4.11. THE ROLE OF INFORMAL FEEDBACK 145
4.12. EXAMPLES OF INFORMAL FEEDBACK 147
Gut feel 148
Left and right brain thinking 149
Instinct 150
Suggestions and complaints 150
Trend spotting 151
4.13. INFORMAL FEEDBACK AS EARLY WARNING SIGNAL 151
4.14. FEEDBACK AND THE INTERNET 152
4.15. FEEDFORWARD 158
4.16. ORGANISATIONAL GRAPEVINE, RUMOUR AND GOSSIP 161
4.16.1. Investigating the organisational grapevine 161
4.16.2. Characteristics of the grapevine
   Humanly permanent
   Extremely fast
   Highly accurate
   Qualified answers
   Usually bad news

4.16.3. Integrating the grapevine
   An existing, proven communication network
   Inaccuracies on the grapevine
   Complete, accurate, official communication
   Secrecy

4.16.4. Corporate culture and the grapevine

4.16.5. Utilising the grapevine
   The grapevine and socialising
   Discipline
   The grapevine and information provision
   Routine communication
   Morale and job satisfaction
   Reliable feedback
   Tension releaser
   Clarification and homogeneity qualities
   Trial balloons
   The grapevine as early warning agent

4.16.6. Electronic communications and the grapevine

4.17. INFORMAL NETWORKS

4.18. INVESTIGATING ORGANISATIONAL GOSSIP AND RUMOURS
   4.18.1. Characteristics of rumours and gossip
   4.18.2. Categories of rumours
   4.18.3. Functions of rumours and gossip
   4.18.4. Harmful rumours and gossip in the marketplace
   4.18.5. The control of rumours and gossip

4.19. CONCLUSION ON ORGANISATIONAL GRAPEVINE, RUMOURS AND GOSSIP

4.20. FEEDBACK AND DECISION MAKING (FEEDBACK INTERVENTION)
4.20.1. Barriers to feedback intervention 184

4.21. The Multi-Layer Informal Feedback Intervention Wheel 185

4.21.1. Introduction 185
4.21.2. Phase one: Structure Phase 189
4.21.3. Phase two: Analysis Phase 190
4.21.4. Phase three: Integration Phase 191
4.21.5. Phase four: Intervention Phase 192

4.22. Applying the Informal Feedback Yardstick 193

4.23. Conclusion 197

CHAPTER FIVE

RESEARCH DESIGN, METHODOLOGY AND FINDINGS

5.1. INTRODUCTION 198
5.2. RESEARCH QUESTIONS 199
5.3. RESEARCH METHODOLOGY 200
5.4. RESEARCH DESIGN 202

Research method one: Content analysis 202
Research method two: Questionnaire 202
Research method three: A case study 203

5.4.1. Unit of analysis 203
5.4.2. Sampling 204
5.4.3. Pilot testing and redesign 205
5.5. FINDINGS OF THE STUDY 206

5.5.1. Research method one 206

5.5.1.1. First phase analysis: January 2004 244
5.5.1.2. Second phase analysis: December 2004 247

5.5.2. Research method two 248
5.5.3. Research method three: A case study 264

5.5.3.1. Introduction 264
5.5.3.2. Case studies as a research method 265
5.5.3.3. The development of the Multi-layer Feedback Intervention Wheel 267
5.5.3.4. Applying phase one: The Structure Phase 270
5.5.3.5. Applying phase two: The Analysis Phase 279
5.5.3.6. Applying phase three: The Integration Phase 289
5.5.3.7. Applying phase four: The Intervention Phase 310

5.6. DELIMITATIONS OF THE STUDY 320

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1. INTRODUCTION 321

6.2. CONCLUSIONS AND RECOMMENDATIONS 322

6.2.1. Conclusions and recommendations of research method one 322
6.2.2. Conclusions and recommendations of research method two 328
6.2.3. Conclusions and recommendations of research method three 332
6.2.4. Deliberating the research questions 337
6.2.5. The strategic value of informal feedback intervention 342
6.2.6. Last words 345

LIST OF FIGURES

Figure 1: Cutlip, Center and Broom’s open systems model 31
Figure 2: Cause and effect 35
Figure 3: Feedback loop 35
Figure 4: Delay 36
Figure 5: The systems underlying the organisational loop 38
Figure 6: An open systems model of communication 41
Figure 7: Context for communication strategy 65
Figure 8: The process of strategy 65
Figure 9: SWOT Analysis Plus 66
Figure 10: Steyn’s model for developing communication strategy 68
Figure 11: The learning square 81
Figure 12: A knowledge management framework 98
Figure 13: A public relations feedback model 136
Figure 14: Burke and Litwin’s model for managing change in
Figure 15: A feedback cycle
Figure 16: Akande and Odewale’s view of rumours in organisations
Figure 17: The Multi-Layer Informal Feedback Intervention Wheel
Figure 18: The Informal Feedback Yardstick
Figure 19: The revised Informal Feedback Intervention Wheel

LIST OF TABLES

Table 1: Patterns of open and closed organisations
Table 2: A model of leadership competencies and fellowships expectations
Table 3: Ketchum’s effectiveness yardstick
Table 4: Shareholder value vs stakeholder value
Table 5: Similarities and differences between rumours and gossip
Table 6: The elements of the Informal Feedback Intervention Wheel
Table 7: Content analysis of top ten companies’ accessibility to informal feedback input as identified from their respective corporate websites
Table 8: Content analysis of other top companies’ accessibility to informal feedback input as identified from their respective corporate websites
Table 9: Statistical analysis of feedback opportunities on corporate websites (First half of 2004)
Table 10: Details and coding of the respondents of questionnaire
Table 11: Designations of respondents
Table 12: Different departments who attend to informal feedback input
Table 13: Time frames for collection of informal feedback input
Table 14: Media and methods used in obtaining informal feedback
Table 15: Views on the importance of informal feedback from different sources
Table 16: The perceived strategic role of informal feedback
Table 17: The stimulation of informal feedback
Table 18: Views on the management of excellent relationships
Table 19: Views on the organisational grapevine 257
Table 20: Views on learning in organisations 261
Table 21: Characteristics of learning organisations 262
Table 22: The Score of Raw Feedback 272
Table 23: Natural groups of feedback issues 280
Table 24: The Score of Core Issues 282/283
Table 25: The Score of Impact 291
Table 26: Applying the Informal Feedback Intervention Yardstick:
Company X 304
Table 27: Ranking of the most critical feedback issues 306
Table 28: The Score of Change 311
Table 29: Conclusion: Time frames for collection of informal feedback input. 329
Table 30: Conclusion: The perceived strategic role of informal Feedback 330
Table 31: Conclusion: The stimulation of informal feedback 330
Table 32: Conclusion: Views on the organisational grapevine 331

REFERENCES 348

ANNEXURE A: 369
Preliminary analysis of the characteristics of learning organisations as presented in the *Top Ten Best Companies to Work for in South Africa 2004*

ANNEXURE B: 371
The questionnaire of research method two

ANNEXURE C: 377
_Vicious rumour holds no water_ by Wendy Knowler. The Pretoria News, 6 November 2003

ANNEXURE D: 379
Informal Feedback Capturing Database