

Designing A Model For Quality of Employee-Organization Relationships (EORs) Based On Analysis Hierarchical Process (AHP)

PH.D. Professor Ali Akbar Farhangi *, Sara moazen **, Maryam Aliei ***

* Tehran university International campus Kish Island. Email: dr-aafarhangi@yahoo.com

** Tehran university International campus Kish Island. Email: S.moazen@yahoo.com

*** Department of Management, Shahrood industrial University, Shahrood, Iran. Email: info@aliei.com

Abstract: Interpersonal relationships created a scale that consists of three components: personal relationship, community relationship, and professional relationship. Research in interpersonal Relationships and the psychology of interpersonal relationships shows that the following four outcomes are good indicators of successful interpersonal relationships. In this survey we show a model for Quality of employee-organization relationships (EORs) and evaluation interpersonal Relationships by this model. An EOR is dynamic and can be measured using perceptions of either or both parties regarding four “indicators representing the quality relationships or relationship outcomes: satisfaction, trust, commitment, and control mutuality. by this model and use AHP model for analysis this paper we evaluation type of interpersonal relationships. finally we found that to each Specific dimension of quality can be follow a particular interpersonal relationships, but the best approach is professional relationship.

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Introduction

Interpersonal relationships created a scale that consists of three components: personal relationship, community relationship, and professional relationship. The scale's three components are measured by a bank of 15 items that revolve around the public relations issues of reciprocity, mutual legitimacy, and mutual understanding. (Bruning & Galloway, 2002) Banning (2007). When you are successful at failing in interpersonal relationships, you also know how to be successful at succeeding in relationships, once the concept is understood. An individual who fails at a relationship is a person who neglects the needs of the partner. So it would follow that the first step to a successful relationship is to determine what needs the other person has. It is also vital to understand your own needs so that you can help the other person in the relationship to fill your needs. we explain interpersonal relationships for help Banning (2007) :

1. personal relationship
2. community relationship
3. professional relationship

Personal relationship: Framework for Studying Personal Relationships

The study of the personal relationships that exist between individuals can be conceptualized as a component of the relationship that exists between an organization and particular public, such as customers, donors, or employees (Toth, 2000). This kind of

relationship is commonly referred to in the literature as an organization-public relationship (Broom et al., 2000). (Gallicano: 2008)

There are three components of Broom et al.'s (2000) conceptualization of organization-public relationships. First, organization-public relationships involve repeated experiences of interaction, linkage, and exchange of information, energy, and resources. Second, they have characteristics that participants do not necessarily perceive. Third, although organization-public relationships evolve, people can discuss them at a single moment and monitor them over time.

Grunig and Huang (2000) took existing public relations literature from the excellence study, Huang's (1997) dissertation, and other sources and positioned it within a relationship management framework. They filtered this literature into antecedents, cultivation strategies, and outcomes for organization-public relationships. Relationship antecedents consist of the reasons why organizations and publics form relationships with each other (e.g., Broom et al., 2000; Grunig & Huang, 2000; Thomlison, 2000). Grunig (2002) defined cultivation strategies as “the communication methods that public relations people use to develop new relationships with publics and to deal with the stresses and conflicts that occur in all relationships” (p. 5). The (inter)personal influence model and other strategies to cultivate personal relationships can be conceptualized as types of cultivation strategies. Broom et al. (2000) defined

relationship outcomes as the consequences that alter the environment and secure, maintain, or adjust goals both within and outside of organizations. The next section is a review of the public relations literature about personal relationship strategies and outcomes.

Management Strategies for Cultivating Personal Relationships

Two strategies were classified as management strategies because they do not involve direct engagement with the public examined in this study. These two strategies include investment in the local level for building relationships and targeting “aware” affiliates for personal help with relationship building in diverse communities.

1. Investment in local level or relationship building

The national and state offices drive resources to the affiliate level to cultivate relationships. For example, the national office created a template for an awareness walk that helps the local level develop social bonds among members, raise money for local services, and recruit members. In addition, the national office has regional representatives who resolve local challenges, including interpersonal disagreement. A national staff member hoped that the state and affiliate leaders would spread good messages about the national organization to the grassroots. She explained, “There’s just sort of a sense that builds – yeah, those are good guys: I interviewed who did not have leadership positions and who did not attend the national convention did not experience this level of trickle-down, as suggested by their reluctance to evaluate the national organization beyond reflecting on the national office’s membership magazine.

Targeting of aware affiliates

With more than a thousand affiliates, achieving the goal of requisite variety (in this case, having the diversity of the membership reflect the diversity of the community) is no easy feat. The organization shares diversity tips through conventional venues, such as meetings, publications, and conferences. For deciding where to place limited personal attention from the national level, Adriana follows a strategy that her professor taught her. She stated, “I had a professor of mine. He would have a drawing. He used to say, ‘We have two options. Trying to fight people you’ll never change and trying to focus on people you might change.’”

Personal Relationship Outcomes

The second research question is “What are the outcomes of personal relationships in this case study?” The relationship outcomes of cultivating

personal relationships in this study include affective commitment, political leverage, social capital, and member recruitment and retention.

1. Affective commitment

Personal relationships between staff and members, in addition to personal relationships among members, can result in developing an emotional bond with the organization. Ken said that when people contact him for help, he needs to give them emotional support, in addition to skills and knowledge for navigating the system. He explained, “One way to do that is to become their friend or someone who they call and trust.” Representing a member perspective, Gertrude said that she appreciates the organization because of “the camaraderie.” She explained, “We’ve been through hell together, and we have such strong bonds.” The deep disclosure that occurs is one reason why lasting bonds develop. From what I could assess from my participant population, many if not most staff members seem to share the illness that members or members’ loved ones have, or staff members have a family member who has the illness, or all of the above.

2. Political leverage

Personal relationships with people in the health system enable staff to obtain political leverage and deliver relatively quick results that members are unlikely to receive elsewhere. Roger stated I have personal relationships with the chairs of the Departments of [health name omitted] from all [of the medical universities in the area], as well as with the heads of maj or community agencies, the public providers, insurance companies. ... If there is a problem in accessing services for an individual in [my city], it is highly likely that I have a personal relationship with someone who can break down any existing barriers. If I don’t have this – I know who does! Such is the nature of how things are accomplished in a large urban area. It may take me a few e-mails or phone calls – but I will get some satisfaction for the individual in need. ... Because of my personal relationships with this cadre of individuals, I am in a unique position to persuade them to fulfill needs. Echoing this theme, Ken stated, “When something happens here, everybody knows me, and I know everybody in the system. So it’s pretty easy for me to make a phone call.”

3. Social capital

Another valuable outcome of personal relationships is social capital. Explaining the value of relationships, Amber stated It means that if we want something from one another, it’s much easier to get it in all directions, because the relationships are there, and you don’t have to negotiate every transaction. ... It greases the wheels somebody needs to ... get going on. It’s much easier to come out and go zero to 60

rather than taking the slow ramp up. ... It encourages growth in the organization. Amber explained that part of the failure of a policy change that the national office tried to implement for state organizations and affiliates was that the national executive director at the time (who was later asked to step down) "had no relationships in the field." In contrast, the current executive director of the national office started at the state level as an executive director for six years.

4. Member recruitment and retention

Personal relationships between staff and members, in addition to personal relationships among members, can also help with recruiting and retaining members. Amber stated, "If there's this sense of connectivity, then people want to draw other people in. If it feels like it's hard work and it's hostile, you don't bring other people into that fire. The organization is then ever shrinking."

Some former members who participated in this study ended their participation due to not getting along with other members. For example, Doris felt alienated when members crossed her privacy boundaries by asking what she felt to be invasive questions. She recounted that members said something like "'Ew, that drug,' and they make a face, and they moan." Good relationships can attract members and poor relationships can hurt an organization's retention.

Building community relationships

Leaders know that building and sustaining good community relationships is important to the well-being and culture of their organization. Building relationships prepares the ground for effective consultation and for creating partnerships.

1. Leading the school community

Effective principals are community leaders. They work in a wide range of school contexts, groups and organizations. They build partnerships based on addressing the needs of staff and improving their learning outcomes.

2. Building partnerships

Organizations need the support of their local community to achieve their goals. School leaders have to work out how to make their relationships with external organizations, people, and groups productive so that all parties benefit.

3. Consulting with communities

Effective community partnerships are built on open dialogue and communication. Leaders regularly consult with their local community to construct and share a common vision and goals.

4. Involving parents and families

Effective partnerships between schools and parents and communities can result in better outcomes

for students. The better the relationship and engagement, the more positive the impact on students' learning.

3. Professional Relationships

Establishing professional relationships can be the cornerstone of success in an organization. Part of why you should value internal relationships and work to make them productive is to foster credibility and enable you to get things done. If you are in a managerial position, the interactions with your staff need to be positive to drive success for everyone

Six Strategic for Professional Relationships

Jakol, D.S (2011)" explain Six Strategic for Professional Relationships

1. Define Responsibilities.

Volunteers must know what is expected for them to be successful. Carefully define, in writing, the responsibilities for each position. Be honest; don't minimize the commitment.

2. Select and Recruit.

You must have a complete team to play the game—no holes in the "line"; no holes in the "backfield." You use your relationships with volunteers to recruit key people who are, in turn, good recruiters and who attract to other people. It's like compound interest on your investments! Then you use your relationship with these new people to enlarge or complete your team.

3. Orient and Train.

Provide each person with prompt orientation on the individual assignment and with adequate training to be successful. The key is to give a person enough information to quickly begin their new task. Don't overload them with too many books, too many forms, or too much information. The new district chair doesn't need to know how to run the annual recognition banquet, yet—but rather what key vacancies need to be filled and what to emphasize at the next district meeting.

Much of the training of district and council volunteers is done through defined training courses. However, important informal training occurs through the relationship and contacts with the professional.

4. Coach Volunteers.

Your coaching will take many forms on many topics—all of it directed to a single objective: enabling each volunteer to be successful in their Scouting responsibilities. Sometimes it will involve removing roadblocks to success; sometimes it's more serious counseling; sometimes just serving as a sounding board or reassuring volunteers about the great things they're doing. Often professional coaching involves helping each volunteer to understand the way in which his/he ask connects to the tasks of others.

5. Recognize Achievement.

Prompt volunteer recognition has an important impact on the tenure and quality of volunteer service in the district or council. Recognition must be sincere, timely, and earned.

6. Evaluate Performance

Help volunteers regularly evaluate how they're doing. Use the Self-Evaluation for Unit Commissioners; Self-evaluation is probably the least threatening, especially if it is focused on the end result in the Scouting program. This minimizes the possibility of destructive judgment and criticism. Evaluation must also be a part of your discussions with a volunteer. Jakol, D.S (2011)

Build A Strong Professional Relationship With Your Employer

Relationships with employers can be tricky. You want to be friendly and establish a rapport with your employer, but you want to steer clear of a highly personal relationship. You want to feel comfortable enough with your employer to share your ideas-but you don't want to run the risk of offending him or her.

Your relationship with your employer is also highly important-not only for the short-term, but for the long-term as well. You want the kind of relationship that makes it a pleasure to come to work every day. Yet, you realize that no job lasts forever and that, at some point, you might want to move on. In such a case, you want to do everything you can to ensure that your current employer will serve as a favorable reference later on. But how can you go about building a strong professional relationship with your employer? Nokava(2010)

1. Act professional

It is important that you act professional at all times and in all situations. In this way, you will gain the respect of your employer. Be sure to be polite in all your dealings with fellow employees and clients. Dress well; speak well; and keep up to date on all the latest information in your particular field.

It is critical that you develop a bond of trust with your employer. If your employer sees you putting forth your best effort day in and day out.if he or she sees you going above and beyond the call of duty.if he or she recognizes that you are a highly capable individual and a valuable employee.chances are greater that your employer will have full faith in you and your abilities.

2. Be honest and open

You need to be honest and open with your employer-especially when problems arise. If you are candid-without being cruel-it is likely that your employer will respect you even more. However, if you gloss over problems or fail to discuss what's bothering you, a certain degree of distrust may develop between you and your employer.

Most employers respect honest feedback. They are striving to constantly improve their companies; therefore, they need to know about not only what's going right-but also what's going wrong. Chances are you will be rewarded for your willingness to tell the truth in all situations.

3. Respect deadlines

Believe it or not, a number of employees have a blasé attitude about deadlines. They figure that they will be granted more time to complete a project if they need it. However, if you abide by deadlines, your status is likely to rise in the eyes of your employer. In other words, it pays to do your work on time.

4. Compliment your employer when appropriate

Be sure to tell your employer when a policy is working particularly well or a recent hire appears to be outstanding. This will help to promote good feelings between you and your employer. Unfortunately, too many employees are quick to criticize and slow to praise. You are more likely to build a strong professional relationship with your employer if you don't fall

Organization–public relationship (OPR)

Since the 1980s Organization–public relationship (OPR) management has been widely used as a useful framework for public relations research, teaching, and practice (e.g., Hon & Grunig, 1999; Huang, 2001; Ledingham, 2003). Two extensively examined models of OPRs include (1) Broom, Casey, and Ritchey's (2000) model emphasizing perceptions, motives, needs, and behaviors as predictors of relationships and their consequences (p. 16), and (2) Grunig and Huang's (2000) model elaborating situational antecedents, relationship maintenance strategies, and relationship outcomes (p. 34). Nevertheless, the two models have not been extensively applied to employee publics (Freitag & Picherit-Duthler, 2004; McCown, 2007). One important research direction that has not been fully developed is new models of relationships integrating variables that can impact the development of relationships between organizations and their strategic employees (Kim, 2007)(jiang :2011).

Six Types of OPRs (hung 2009)

Mills and Clark (1982, 1986, 1994) developed two major types of relationships frequently used in the study of organization–public relationships in public relations: communal and exchange relationships (e.g., Hon & Grunig, 1999; Hung, 2002, 2005; Jo, 2006). In communal relationships, benefits are given in order to please the other. Even though this may sound like an exchange relationship, members who give benefits do not expect the other's return or obligation to pay back (Mills & Clark, 1994). An exchange relationship

suggests that members benefit one another in response to specific benefits received in the past or expected in the future. Hung (2002, 2005) adopted Mills, Clark, and their colleagues' work on communal and exchange relationships (Clark, 1984; Clark & Mills, 1979, 1993; Clark, Mills, & Corcoran, 1989; Clark, Powell, & Mills, 1986; Clark, Ouellette, Powell, & Milberg, 1987; Clark & Taraban, 1991; Clark & Waddell, 1985) and developed additional six types of OPRs:

1. **Exploitive relationships:** exploitive relationships arise when one takes advantage of the other when the other follows communal norms, or when one does not fulfill his/her obligation in an exchange relationship (Clark & Mills, 1993).

2. **Manipulative relationships:** a manipulative relationship happens when an organization, with the knowledge of what publics want, applies asymmetrical or pseudo-symmetrical approaches to communicate with publics to serve its own interests (Hung, 2005, p. 408).

3. **Symbiotic relationships:** it happens when organizations, realizing their interdependence in the environment, work together with certain publics with the common interest of surviving in the environment. However, they acknowledge this interdependence and understand the influence of their behavior on one another.

4. **Contractual relationships:** contractual relationships start when parties agree on what each should do in the relationships. It is like writing a contract at the beginning of a relationship. Contractual relationships cannot promise equal relationships (Hung, 2005,p.398).

5. **Covenantal relationships:** a covenantal relationship means both sides commit to a common good by their open exchanges and the norm of reciprocity. Individuals in the relationship always provide the others an opportunity to “ask for insight, to provide criticism, and to place a claim upon some of the individual’s time” (Benette, p. 9).

6. **Mutual communal relationships :**Hon and Grunig (1999) defined communal relationships as “both parties provide benefits to the other because they are concerned for the welfare of the other—even when they get nothing in return” (p. 21). Yet, what they identified is a more sophisticated level of relationships, as what Mills and Clark (1994)defined as “mutual communal relationships (i.e., relationships in which each person has a concern for the welfare of the other)” (p. 30). Mutual communal relationships are different from covenantal relationships, in which the latter emphasizes open exchanges between the two parties, while the former emphasizes the psychological intention to protect the welfare of each other (Hung, 2005)

Quality of employee–organization relationships (EORs)

employee–organization relationships (EORs) is regarded as one type of organization–public relationships (OPRs). In an EOR, the behaviors of one party result in consequences upon the other in different states of the relationship (e.g., Hon & Grunig, 1999; Huang, 2001). Distinct from its antecedents and consequences, an EOR is dynamic and can be measured using perceptions of either or both parties regarding four “indicators representing the quality of [Employee–Organization] relationships” or relationship outcomes: satisfaction, trust, commitment, and control mutuality (Grunig & Huang, 2000, p. 42) at specific points of time. (jiang:2011)

1. **Control mutuality**--The degree to which parties agree on who has the rightful power to influence one another. Although some imbalance is natural, stable relationships require that organizations and publics each have some control over the other.

2. **Trust**--One party’s level of confidence in and willingness to open oneself to the other party. There are three dimensions to trust: integrity: the belief that an organization is fair and just... dependability: the belief that an organization will do what it says it will do... and, competence: the belief that an organization has the ability to do what it says it will do (Hon and Grunig). That an organization will do what it says it will do. The notion of a fiduciary relationship operates particularly when a not-for-profit organization is a party to the relationship (Ledingham and Bruning).

3. **Commitment**--The extent to which each party believes and feels that the relationship is worth spending energy to maintain and promote. Two dimensions of commitment are continuance commitment, which refers to a certain line of action, and affective commitment, which is an emotional orientation (Hon and Grunig). Perceived levels of commitment are an indication of OPR quality (Ledingham and Bruning).

4. **Satisfaction**--The extent to which each party feels favorably toward the other because positive expectations about the relationship are reinforced. A satisfying relationship is one in which the benefits outweigh the costs.

For Measuring Relationships we need:

For Control Mutuality

1. This organization and people like me are attentive to what each other say.
2. This organization believes the opinions of people like me are legitimate.
3. In dealing with people like me, this organization has a tendency to throw its weight around. (Reversed)

4. This organization really listens to what people like me have to say.

5. The management of this organization gives people like me enough say in the decision-making process.

For Trust

1. This organization treats people like me fairly and justly.

2. Whenever this organization makes an important decision, I know it will be concerned about people like me.

3. This organization can be relied on to keep its promises.

4. I believe that this organization takes the opinions of people like me into account when making decisions.

5. I feel very confident about this organization's skills.

6. This organization has the ability to accomplish what it says it will do.

For Commitment

1. I feel that this organization is trying to maintain a long-term commitment to people like me.

2. I can see that this organization wants to maintain a relationship with people like me.

3. There is a long-lasting bond between this organization and people like me.

4. Compared to other organizations, I value my relationship with this organization more.

5. I would rather work together with this organization than not.

For Satisfaction

1. I am happy with this organization.

2. Both the organization and people like me benefit from the relationship.

3. Most people like me are happy in their interactions with this organization.

4. Generally speaking, I am pleased with the relationship this organization

has established with people like me.

5. Most people enjoy dealing with this organization.

1. Work-life conflict

Many employees find that the requirements from their work and the obligations from their personal life are very often incompatible and thus cause some degree of work-life conflict (Reynolds, 2005). Work-life conflict can be classified as time-based and strain-based. Time-based work-life conflict refers to the situation that time committed to duties in work makes it physically difficult for an individual to perform activities required by his or her nonwork roles (Pleck, Staines, & Lang, 1980). For instance, a scheduled business meeting may interfere with a child's school event (Grant-Vallonea & Ensherb,

2001). As strain-based work-life conflict entails, employees, when being psychologically preoccupied with work, are unable to fully comply with those commitments in their non-work roles (Netemeyer, Boles, & McMurrin, 1996). An example is when a social worker fails to rescue an abused woman from her dangerous marriage, he or she might go back home stressed out and become preoccupied with the frustration (Lambert, Pasupuleti, Cluse-Tolar, Jennings, & Baker, 2006).

2. Transformational leadership

Compatible with the essence of two-way symmetrical communication, transformational leadership emphasizes participative management, individual empowerment, negotiation, sharing of information and power in the workplace (Aldoory, 1998), and therefore can help organizations cultivate relationships with their employees. Transformational leadership is made up of the following four components/dimensions: (1) idealized influence, charisma (II): A spiritual power or personal quality that gives an individual influence or authority over large numbers of people, (2) inspirational motivation (IM), (3) intellectual stimulation: The ability of a leader to keep those following him or her thinking about the task at hand, asking questions, and solving problems. (IS), and (4) individualized consideration: The ability of a leader to pay special attention to the needs and problems of each individual person. (IC) (Bass & Avolio, 2004; Chemers, 1997).

3. Procedural justice

Public relations scholars have suggested that procedural justice is based on the principle of two-way symmetry too and closely relevant to employee-organization relationships (Grunig & White, 1992). Procedural justice refers to the perceived fairness of the procedures through which outcomes are decided (Cohen-Charash & Spector, 2001; Colquitt, Conlon, Wesson, Porter, & Ng, 2001; Luo, 2007).

4. Family-supportive workplace initiatives

Scholars have classified three main categories of family-supportive workplace initiatives, including (1) policies (e.g., flex-time, telecommuting, job-sharing, and personal level), (2) services (e.g., organization-sponsored full-time childcare centers and referral information about childcare), and (3) benefits (e.g., childcare subsidies) (Lapierre & Allen, 2006; Wadsworth & Owens, 2007). Therefore, this study focuses on three workplace supportive initiatives: childcare, job flexibilities, and personal day.

Notice (bruning, 2008)

Kim (2001) developed a scale to measure relationship quality by incorporating information gleaned from the interpersonal communication, relationship marketing, and public relations literatures. Kim (2001) initially hypothesized that 10

relationship dimensions – including trust, mutuality, commitment, satisfaction, communal relationship openness, community involvement, affective intimacy, relationship termination cost, and reputation – were central to organization–public relationships. The results from this investigation showed that four dimensions emerged from the analysis – trust, commitment, local or community involvement, and reputation. Although tests have examined the validity and reliability of the scale, application of the scale in a variety of contexts has not taken place.

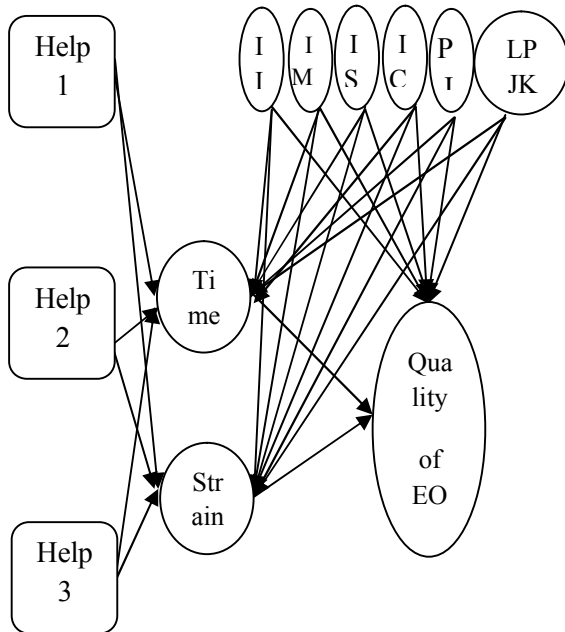


Fig. 1. The finalized theoretical model for the study. Time: time-based work–life conflict; strain: strain-based work–life conflict; II: idealized influence (behavior); IM: inspirational motivation; IS: intellectual stimulation; IC: individualized consideration; PJ: procedural justice in general; WLPJ: procedural justice referencing work–life conflict policies, decisions, and procedures; Help1: helpfulness of childcare initiatives; Help2: helpfulness of job flexibilities initiatives; Help3: helpfulness of personal day initiatives

Assumptions underlying the EOR

Who are the parties in the EOR? The implicit conjecture in most studies is that the individual employee and the organization enter into a relationship. However, since the organization is made up of multiple potential exchange partners (i.e., agents), it is not clear who the employee considers when answering questions about this relationship. This is partially a methodology problem since research on the EOR has almost exclusively used

surveys, and asks participants questions about the “organization”. In fact, if the organization is represented by agents as well as coalitions and groups, and depends on the individual employee's perception, it could be argued that each employee works for a different organization! Underlying the examination of the employee–organization relationship are two assumptions: (a) the employee attributes the organization with human like qualities, a process referred to as anthropomorphization (Levinson, Price, Munden, Mandl, & Solley, 1962) and (b) from the organization's perspective, organizational agents pursue the organization's interests in the employment relationship with employees. The anthropomorphism of the organization (currently visible in Organizational Support Theory and Psychological Contract Theory) can be traced to Levinson et al. (1962) who argued that employees view actions by agents of the organization as actions by the organization itself. This personification of the organization is facilitated by the fact that organizations have legal, moral and financial responsibilities for the agents of the organization (Eisenberger, Huntington, Hutchinson, & Sowa, 1986). Therefore, in EOR research, the assumption is made that employees view all possible agents and contract makers (even administrative contract makers such as human resource policies and mission statements) bundled into one “human like” contract maker in such a way that the employee has a relationship with a single entity (i.e., the organization)

Sample

Information comes from professional and academic literature about relationships. Also included are the results from a survey about relationships conducted by graduate students relationships at management school in Iran. For this study we have used questionnaires and 121 students, teachers and staff in school management in Iran, we have worked to fill out questionnaires.

Results

The AHP, developed by Saaty (1980) is designed to solve complex multi-criteria decision problems. It is a flexible and powerful tool for handling both qualitative and quantitative multi-criteria problems. The AHP is aimed at integrating different measures into a single overall score for ranking decision alternatives. Its main characteristic is that it is based on pair wise comparison judgements. AHP has been applied to a wide variety of decisions such as car purchasing (Byun, 2001), vendor selection (Tam & Tummala, 2001), IS project selection (Muralidar & Santhanam, 1990; Schniedejans & Wilson, 1991), and software selection (Kim & Yoon, 1992; Mamaghani, 2002). Although

there have been some studies on using AHP for software selection, each of the studies has focused on software with a different nature and function, such as antivirus and content filtering software, executive IS, simulation software, expert systems, multimedia authoring systems, logistics IS and AHP software. It is necessary to design and develop a generic AHP model to help Quality of employee–organization relationships (EORs) practitioners of their organization.

This approach is found to be very useful in collecting data. This determination is performed through using pair- wise comparisons. The function of the pair - wise comparisons is by finding the relative importance of the criteria and sub criteria which is rated by the nine - point scale proposed by Saaty (1980) , as shown in Table 1, which indicates the level of relative importance from equal, moderate, strong, very strong, to extreme level by 1, 3, 5, 7, and 9, respectively. The intermediate values between two adjacent arguments were represented by 2, 4, 6, and 8.

Table 1. “Measurement scales”. Source: Saaty (1980)

Verbal judgment	Numerical rating
Extremely preferred	9
Very strongly preferred	7
Strongly preferred	5
Moderately preferred	3
Equally preferred	1
Intermediate values	2, 4, 6, and 8

Analysis

Prioritize interpersonal relationships outcome

By help of AHP model, interpersonal relationships outcomes have priorities and the following weights we can be compared interpersonal relationships together.

Prioritize Quality of interpersonal relationships based on Control mutuality

As you can see In fig(3) Quality of interpersonal relationships based on the model, have been prioritized in the following figure. The first priority, these relationships are based on the Control mutuality , the highest quality have been obtained sequence 1.personal relationship, 2.community relationship, 3.professional relationship. If you want to have more Control mutuality in interpersonal relationships use of personal relationship.

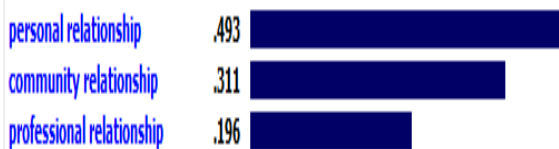


Fig. 2. Prioritize interpersonal relationships outcome

Prioritize Quality interpersonal relationships based on Trust

As you can see In fig(4) Quality of interpersonal relationships based on the model, have been prioritized in the following figure. The first priority, these relationships are based on the Trust , the highest quality have been obtained sequence 1. professional relationship 2.community relationship , 3.personal relationship. If you want to have more Control mutuality in interpersonal relationships use of professional relationship.

Prioritize Quality interpersonal relationships based on Commitment

As you can see In fig(5) Quality of interpersonal relationships based on the model, have been prioritized in the following figure. The first priority, these relationships are based on the Commitment , the highest quality have been obtained sequence 1. professional relationship 2.community relationship , 3.personal relationship. If you want to have more Commitment in interpersonal relationships use of professional relationship.



Fig. 3. Prioritize Quality of interpersonal relationships based on Control mutuality

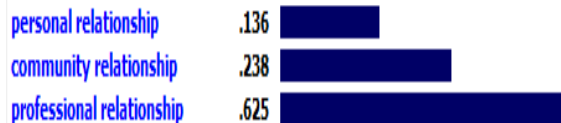


Fig. 4. Prioritize Quality interpersonal relationships based on Trust

Prioritize Quality interpersonal relationships based on Satisfaction

As you can see In fig(4) Quality of interpersonal relationships based on the model, have been prioritized in the following figure. The first priority, these relationships are based on the Satisfaction, the highest quality have been obtained sequence 1. professional relationship 2.community relationship , 3.personal relationship. If you want to have more Satisfaction in interpersonal relationships use of professional relationship.

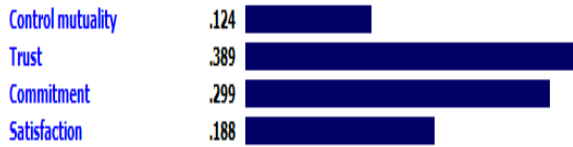


Fig. 5. Prioritize Quality interpersonal relationships based on Commitment

Prioritize Quality interpersonal relationships based on outcomes

Thus, If you're looking for a quality of organizational relationships based on relationships that has the highest quality to order. In order to achieve the highest quality in the entire organization . in fig 7. We show that the best interpersonal relationships is professional relationships and has the most Quality.

Discussion

The relative interpretability of the different transformational leadership dimensions explains the differential predictions of idealized influence (behavior), inspirational motivation, and individualized consideration for quality of EORs (see Van den Bos, Lind, Vermunt, & Wilke, 1997). Compared to interpreting the ability of their supervisors to motivate them to accomplish a common vision and get them committed to it, it may be easier and more direct for employees to perceive how much their immediate supervisors care about their individual needs and attend to their unique potentials and aspirations. Therefore, this study identified a statistically significant positive relationship between individualized consideration and quality of EORs.

The significant negative association between time-based work–life conflict and quality of EORs is consistent with what was hypothesized theoretically. It is worthwhile to speculate about why strain-based work–life conflict had a much weaker effect upon quality of EORs. Attribution theory (Brockner & Wiesenfeld, 1996) suggests that employees may view their behaviors as either internally driven or externally motivated. When employees perceive their jobs challenging but ultimately rewarding, they may devote great effort to their jobs and therefore can easily feel stressed out when the amount of work is great and the job requirements are demanding. Nevertheless, facing such a great strain-based interference between work and nonwork , employees might hold themselves rather than their organizations responsible, especially when they are internally motivated to work hard and achieve a lot at work (Folger & Cropanzano, 1998). Another possible interpretation is that time- based work–life conflict is a relatively more tangible measure in terms of whether

an organization has taken too much out of its employees' personal life.

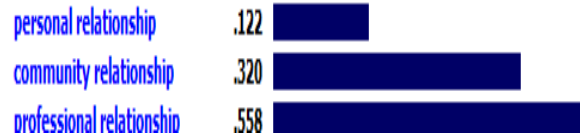


Fig. 6. Prioritize Quality interpersonal relationships based on Satisfaction



Fig. 7. Prioritize Quality interpersonal relationships based on outcomes

Relationship management theory holds that organization–public relationships can be analyzed by relationship types (personal, community, and professional) and by the actors in the relationship. relationship management which holds that the continuation of the organization and public relationship depends on the degree to which expectations are met. everyone who is employed in any capacity by organization is in a position of authority over customer and must not abuse that authority in any way to initiate or develop a close personal relationship with a customer. It is an obligation on all members of staff and employees to ensure that their behavior is beyond reproach. In the event that a close personal relationship develops between members of staff, it is incumbent on those concerned to ensure that the essential standards of professionalism and impartiality are maintained. Where such a personal relationship exists, the members of staff must inform their Head(s) of organization, so that considerations can be made to avoid situations, which may prejudice professionalism and integrity.

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