Sharing is Caring: A Case Study of Notre Dame University, Lebanon

Elham S. Hasham, Ph.D.
Professor
Department of Marketing & Management
Faculty of Business Administration & Economics
Notre Dame University
P.O. Box 72, Zouk Mikayel, Zouk Mosbeh
Lebanon

Abstract

"Participative management is a process in which subordinates share a significant degree of decision-making power with their immediate superiors" (Hasham, 2012, p.136). Managers who demonstrate the ability and willingness to share decision-making with employees display a positive general approach towards management-workforce relationships. Participative management also known as democratic leadership creates balance between managers and employees. Sharing comes from trust that allows stakeholders to be engaged in information handling, decision making and conflict resolution. Accordingly, employees become satisfied and motivated to perform effectively and efficiently. This paper will highlight this concept and if it is applied by top management at Notre Dame University, Lebanon.

Keywords: education, enhanced performance, job satisfaction, participation, employee engagement.

What is Participative Management?

Participative management/leadership is probably one of the most noteworthy forms of employee involvement. Also known as shared management, participative leadership stresses that employees have a certain amount of problem-solving and decision-making power (Bell & Smith, 2010). "Participative management is a process in which subordinates share a significant degree of decision-making power with their immediate superiors" (Hasham, 2012, p.136).

Motivated employees are an asset to organizations. So, by engaging employees, we show that we care and trust them to do what is best for the organization. Ultimately, we are satisfying the psychological needs of employees and this increases their self-esteem and morale and of course, leads to higher productivity. Accordingly, participative management brings out the best in people, gives them pride and human capital is thus, recognized and appreciated. As a result, absenteeism and turnover decrease with an increase in talent retention.

Participative management induces peace and harmony within the organization. It is not a new concept; as far back as 1979, Michael investigated this management style and found that the objectives and functions of participative management are plentiful, it:

1. Promotes cordial relations between management and workers;
2. Builds understanding and trust;
3. Leads to a substantial increase in productivity;
4. Secures welfare and other facilities;
5. Trains workers to understand and share responsibility;
6. Facilitates teamwork;
7. Allows self-expression;

8. Reduces absenteeism and turnover;
9. Leads to organizational commitment;
10. Enhances job satisfaction.

Not only does it allow employees to participate in decision making and problem solving but also offers the opportunity to voice concerns and dissatisfaction (Marchington et. al., 2001). In addition, several studies (Armstrong, 2006; Kim, 2002; Verma, 1995) have shown that organizations that are advocates of employee participation clearly have higher productivity and performance rates, enhanced job satisfaction and commitment, and distinct decreases in absenteeism and turnover.

Participative management may be an answer to poor morale and low productivity. For the best results, we must give employees the opportunity to show their potential and most importantly, the door for mutual trust and confidence must be open wide. This can be translated as employee engagement that is the motivational tool that can enhance commitment and performance (Albrecht, 2010; Gruman & Saks, 2011; Schaufeli, 2012). Robert House developed the path-goal theory that initiates the expectancy theory of motivation by determining four leadership behaviors (House, 1996). One of these behaviors is the participative leader who consults with followers and uses their suggestions before making a decision.

Lee Iacocca, an American Automobile executive interpreted it well: "In the end, all business operations can be reduced to three words: people, product, and profits. But people come first. Unless you have a good team, you can't do much with the other two" (Smith, 1999, p.57). Not only should leaders have effective interaction with their employees but they should also encourage 'esprit de corps'.

Without a doubt, the following analogy clearly explains the impact of teamwork when we talk about participative management. The source is anonymous (Cited in Nahavandi, 2009).

> Do you have as much sense as a goose? When geese fly in the "V" formation, the whole flock adds considerably more to its flying range than if each bird flew alone. Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to fly alone and quickly gets back into formation to take advantage of the power of the formation. When the lead goose gets tired, it rotates back in the wing, and another goose flies point. The back geese honk from behind to encourage those up front to keep up their speed. Finally, when a goose gets sick and falls out, two geese fall out of formation with it until it is either able to fly or it is dead. They then launch on their own, or with another formation, to catch up with the group.

The concept of teams and joint decision making and problem solving has been a meaningful issue in the exercise of management; research has found that engagement is directly related to degree of productivity (Crawford et al., 2010; Saks, 2006). Accordingly, the continuum of participation came to exist (Nahavandi, 2009). In this case, the leader either has complete control without employee contribution or the leader empowers employees and allows them the opportunity to voice their opinions. Which proposal sounds more attractive?

Significance of Participative Management

Nine studies that examined the impact of participative management and supervisor feedback on 2734 employees found that when these employees were allowed to participate in decision making, their organizational commitment increased (Dunham et. al., 1994). In his study on participative management and job satisfaction, Kim (2002) discovered that a strategy that includes employee involvement definitely increases job satisfaction. Moreover, employees who are given the opportunity to share in all aspects of the organization demonstrate higher satisfaction and enhanced performance (Wong & Laschinger, 2013).

Participation simply tells employees that we care, trust and respect them; we have confidence in them and that should be recipe enough for motivation (Gavino et al., 2012). When managers engage people, they are allowing them to get involved in the workplace and absorb the fine details and contribute through decision making, problem solving or information management. According to Maslow's Hierarchy of Needs, individuals will then have a sense of belonging and their self-esteem will be boosted. In turn, there will be commitment, loyalty and enhanced performance. This is what 'logic' says!

However, for this to be effective, sharing is a must and the prerequisite is trust. Among the factors required for trust are open communication, mutual respect and support, integrity, competence and diligence, acknowledgement, fairness, and equity (Cunningham & MacGregor, 2000).

This shared experience strengthens collaboration (Taggar & Ellis, 2007) and synergy (Cordery, 2004) that lead to higher employee commitment, enhanced learning, and flexibility (Christian et al., 2011; Rich et al., 2010). Organizations need to realize that they can 'reap what they sow'; the benefits of participative management and employee involvement are abundant. Research (Lawler et al., 1995) shows that the initiation of information sharing, group decision making, and empowerment results in constructive performance, profitability, and employee satisfaction. Further research (Forde et al., 2006; San Antonio & Gamage, 2007) suggests that exhausting teams, participation, and engagement offer affirmative influence in business organizations and educational institutions. Moreover, another argument is that participative management is the sole means of emphasizing employee talent (Manville & Ober, 2003).

Participative management, also known as employee involvement in decision making, emphasizes contribution at all levels of an organization (Helms, 2006). It has been proven that employee engagement in decision making reduces absenteeism and turnover, increases commitment, improves performance, and enriches job satisfaction (Armstrong, 2006; Luthans, 2005; Moorhead & Griffin, 2004). Many organizations have come to rely on teams and participative management and although there may be challenges, most organizations still believe that they may enhance creativity, innovation, and quality (Alfes, et al., 2013; Salas et al., 2004).

The concept of Employee Involvement and Participation (EIP) highlights the essence of the partnership that should exist between managers and employees. The objective of such a partnership is primarily the effectiveness and efficiency of the organization. That is, managers should always be aware that the priority is the success of the business above all personal gains. Once again, this can only be achieved through a strong bond of trust and open communication.

Overall, there are numerous definitions and descriptions of partnership. Let's look at three to determine the mutual goals of each. One identifies the key components of partnership to be individual representation, consultation and communication, values, and understanding and promoting the business (Allen, 1998, p.41). A second says that participative management and partnership ensure a commitment to the enterprise, trust, security, consultation, and shared success (Industrial Relations Services, 2004, p.15). The third discusses employment security, genuine sharing of information and consultation, added value from both parties, and commitment to the success of the enterprise (Gennard & Judge, 2005, pp.224-5). The common objectives of each definition is (1) the importance of security; (2) business success; (3) employee voice.
"United We Stand; Divided We Fall".

A Matter of Trust and Communication

Managers who demonstrate the ability and willingness to share with employees display a positive general approach towards management-workforce relationships. When leaders practice participative management, they are ensuring employees that they are trustworthy (Erkutlu & Chafra, 2013). Basically, managers will display complete confidence in employee competencies and respect their contributions for the benefit of the organization. Trust is a positive expectation that an individual will not-through words, actions, or decisions-act opportunistically (Rousseau et al., 1998). Furthermore, trust is an essential ingredient for effective leadership; when the circle of trust is broken, then the outcome is undesirable on the overall performance of the organization (Zacharatos et al., 2005).

Trust requires many elements such as open communication, mutual respect and support, fairness and equity, competence and diligence, and rewards (Bal et al., 2013; Navahandi, 2009). In addition, evidence (Schindler & Thomas, 1993) has highlighted five vital scopes that can clarify trust:

1. Integrity refers to honesty and truthfulness.
2. Competence is an individual's technical and interpersonal knowledge and skills.
3. Consistency relates to an individual's reliability, predictability, and sound judgement.
4. Loyalty is the willingness to protect and save face for another person.
5. Openness is the ability to rely on individuals to give the full truth.

In sum, the development of trust and the ability to collaborate and interact with others all depend on effective interpersonal skills. Developments in employee consultation are consistent with the Human Resource Management thinking that stresses success by reaching a competitive advantage and by capitalizing on their contributions that, in turn, give employees a sense of engagement and involvement (De Meuse et al., 2011; De Waal & Sivro, 2012; Foot & Hook, 2008).

Profile of Notre Dame University

Notre Dame University - Louaize (NDU), inspired by a deep apostolic concern and guided by the needs of the community, was founded in 1987 by the Maronite Order of the Holy Virgin Mary. NDU is a Lebanese private, non-profit, Catholic institution of higher education, that adopts the American model of liberal arts education. NDU offers quality instruction at a variety of degree levels and offers opportunities for research in various fields of interest for Lebanese and foreign students alike in a spirit of openness that embraces all cultures without discrimination.

The religious affiliation of the university does not impose any sectarian obligations on faculty members, staff, or students. The cultural and spiritual heritage of the Order highlights a belief in a unified Lebanon, a belief in education as a means of protection against fanaticism and corruption, and a dedication to freedom of thought and expression. The university adopts such values and beliefs irrespective of color, creed, race, or gender and seeks to enhance these values through the liberal education it offers and the career preparation that caters to the real needs of Lebanon and the region (www.ndu.edu.lb).

As a Catholic institution inspired by the cultural and spiritual heritage of the Order, the Mission of NDU seeks to provide comprehensive quality education that fosters excellence in scholarship, lifelong learning, enlightened citizenship, human solidarity, moral integrity, and belief in God.

In designing its curricula, NDU is committed to the philosophy and standards of the American model of liberal arts education. Conceiving itself as an authentic academic community, NDU promotes diversity, respect for human dignity and rights, and concern for the common good. Its profound aspiration is to prepare its students to be future leaders who can exercise reason upon knowledge and shape a world of truth, justice, love, and freedom (www.ndu.edu.lb).

The Vision (www.ndu.edu.lb) of NDU is to:

- Become the venue of choice as Lebanon's Catholic university, offering students access to the finest faculty and a comprehensive curriculum taught in the Maronite tradition;
- Provide a highly personalized academic experience to graduate and undergraduate students;
- Integrate a strong, interdisciplinary, liberal arts core with degree-granting programs;
- Excel in selected highly specialized areas;
- Foresee the changing needs with time and develop programs and utilize technologies consistent with those needs.
- Create and sustain a community in which all aspects of University life is a reflection of its values.

The Values (www.ndu.edu.lb) of NDU are transparent:

1. Faith: To develop a strong belief in spiritual motivation and education.
2. Scholarship: To seek the truth with a sense of discovery.
3. Freedom: To engage and enhance intellectual inquiry in the pursuit of truth by teaching students how to learn and think critically.
4. Service: To serve students, faculty, employees and society at large.
5. Excellence: To be a center of quality education.
6. Integrity: To instill intellectual honesty and a sense of personal morality.
7. Learning for Life: To encourage ongoing learning for excellence.
8. Diversity: To teach empathy, tolerance and respect for all people.

NDU is determined to practice these core values that respect humanity and the dignity of the individual, that help students on their life path of learning, and that allow them to discover their talents through cooperation while they look for truth, for individual empowerment and for the enhancement of the world around them. (www.ndu.edu.lb)

Governance at Notre Dame University

Governance at Notre Dame University is structured in a clear manner that highlights the channels of communication in all directions. The NDU Organigram (Appendix 1) shows the Supreme Council at the top of the hierarchy. The President reports to the Board of Trustees (BOT) who in turn, report to the Supreme Council.

There are four Vice-Presidents: (1) Vice-President Academic Affairs (VPAA), (2) Vice-President Administration (VPA), (3) Vice-President Finance (VPF), (4) Vice-President Public Affairs & Communication (VPPAC). Accordingly everyone reports to the President (Appendix 1). In turn, each Vice-President has a designated span of control within the institution.

For example, the VPAA has the widest span of control since the Deans of the seven Faculties, the Assistant VP for Academic Support, the Assistant VP for Research, and the Directors of Institutional Research and International Relations all report to him (Appendix 1). The Directors of Campus Services and HR both report to the VPA. In addition, the VPF span of control includes the University Controller and the Director of Purchasing. Among the offices that the VPPAC governs are the NDU Press, Placement Office and the Internship Office.

Methodology

The objective of this qualitative research is to explore leadership styles and, in particular, the views and beliefs of participative management in academia. Since this research is a case study of Notre Dame University (NDU), Lebanon, data was collected through structured interviews (Appendix 2) conducted with the four Vice-Presidents (Appendix 1) as a sample of the population of top management; the researcher received permission from the President to conduct this research. In particular, the researcher focused on the VPs. The interview questions focused on different issues related to the interviewees' own experiences and their recommendations concerning the policies and practices that should be applied at NDU. Accordingly, the data was interpreted using a positive approach to ensure objectivity.

The research is qualitative because it is a more suitable approach to understand and interpret interviewees' perceptions, ideas and opinions and thus, fulfil the purpose of this research. The purpose of this case study is to create a framework that enables the discussion of the data collected. The data is valid and relevant because it was collected by direct contact with the interviewees in their office environment and natural habitat during office hours. Actually, the researcher would like to sincerely thank the interviewees for their valuable time and for their support; a couple of the interviews exceeded two hours in duration.

The procedure is purposive sampling; the sample is chosen on purpose because the interview questions could be answered by few persons to increase the accuracy and limit the risk of misrepresentations. The study is more descriptive than analytical and is a snapshot to be able to investigate the issue at one point of time. The interviews allowed the respondents the opportunity to openly express themselves and discuss what is important to them.

It should be mentioned that the four Vice-Presidents were extremely supportive of the researcher's study. Moreover, it is worth noting that the VPA and VPF are clergy.

The interview (Appendix 2) was divided into three parts all of which opened the door wide for qualitative feedback. Part one consisted of fifteen open-ended questions about participative management, leadership, motivation, rewards, decision-making, communication, trust, and respect.

Part two was an exercise that involved the interviewee to discuss and rate from 1 to 10 seventeen items as to how important each is to enhance employee engagement.

Part three was an exercise that clarified their stand regarding employee participation by determining their leadership style through one action verb or a combination of verbs that best describes them as supervisors. The actual transcripts of the responses of Part One from each of the Vice- Presidents are each an Appendix. The researcher will discuss five or six responses from Part One and then the responses of Parts Two and Three (Appendix 2) are discussed for every VP and then the results will be compared in Tables One and Two. It is the objective of the researcher that an accurate account is offered to the reader.

It is noteworthy that the four VPs responded 'no comments' to question six of Part One. Question six asked if they had any other comments to add after the previous five questions were about their leadership styles, their modes of interaction with employees, and how they keep their employees satisfied and motivated. The researcher concludes that their explanations and elaboration of the previous issues were sufficient.

Vice-President for Academic Affairs (VPAA)

Part One

The VPAA practices consultative leadership that shows care for people. He believes that two brains are better than one and shares with and listens to the people who work with him.

The researcher was quite impressed by this comment that the VPAA made, "employees are stakeholders in the company that I don't own". He prefers to call them associates; they are partners in our daily operations and as the trust grows, he feels he is able to treat them more as colleagues. It is our duty to create a positive work environment and recognize and praise employee contributions.

In addition, the VPAA stressed that he is a great advocate of participative management and his competencies have been acquired through practice. He listens closely; he is compassionate and relates to people otherwise, "we become dictators or monarchs rather than leaders." He consults Deans and Directors before making decisions and their involvement triggers satisfaction. In sum, the VPAA of NDU understands that it is only by trusting and respecting people that you can be effective.

Part Two

The interviewee explained that each of these issues is important for employee engagement. Only three items scored a seven which was the lowest score given. All other items were rated high with eight, nine, and ten. The five most important issues according to the interviewee are relationship with supervisor and coworkers; meaningfulness of job; corporate culture; contribution of work to organizational goals; and recognition of performance. These five items were rated nine and ten on the scale.

Part Three

The Vice-President for Academic Affairs described himself as a combination of 'consult' (70%) and 'join' (30%) when it comes to being an effective supervisor. He says, "I feel that making a final decision after consultation brings me closer to the right decision."

Vice-President for Administration (VPA)

Part One

In the opinion of the VPA, leadership is the ability to help people develop. He believes that when employees are allowed to show their potential, they feel more content and committed to NDU. He cares about his employees and acknowledges that each person has a role and a voice and practices Management By Walking Around (MBWA). He says, "If I don't allow people to participate, then it is my fault and not theirs". However, he does explain that engaging stakeholders in decision making is a matter of culture.

The VPA goes on to highlight that it takes maturity to allow and encourage people to express themselves. We can do this only by creating a positive workplace, an environment of mutual respect and trust. We do not want robots or slaves but humans who communicate.

Part Two

The interviewee feels that all these items are noteworthy. The lowest score he gave was six and the highest score was nine. The five most significant that scored eight and nine are the opportunity to use skills and abilities; relationship with coworkers; job training; recognition of performance; and career development opportunities.

Part Three

This Vice-President gave an explanation for each of the action verbs that may describe him as a good supervisor. If he needs to 'tell', it will be contingent on the situation. I asked the legal department and got feedback regarding the establishment of a clear salary scale. Now I need to convince 'sell' this at our next meeting so that it is implemented. I always 'consult' even before I may need to 'tell'. I always make 'joint' decisions with the heads of my departments. I want to 'delegate' but people are afraid of responsibility; it takes convincing.

Vice-President for Finance (VPF)

Part One

Leadership is the ability to convince others to work with you to achieve a common target; my employees should share my ideology. The VPF believes in giving others the opportunity to make decisions. "We are one!" he doesn't like the word subordinate; the VPF considers employees as collaborators.

He continues to explain that when we engage stakeholders in decision making, we encourage commitment as well as long-term versus short-term loyalty. He says, "I listen to my secretary; our capital is their experiences". The VPF also stresses the significance of trust and respect.

Part Two

The lowest rate that this interviewee gave the items about enhancing employee engagement was seven. He gave employee recognition the highest score of ten. Four other factors that scored a high of nine were relationship with coworkers; opportunities to use skills and abilities; meaningfulness of the job; and organization commitment to professional development.

Part Three

The Vice-President for Finance found that the action verb that best described his style of supervision was 'join'. "I can be myself and at the same time consider the experiences of others."

Vice-President for Public Affairs & Communication (VPPAC)

Part One

The VPPAC says that leadership is the ability to face issues and create a positive atmosphere. He believes that a true leader is one who takes the initiative to convince employees to be involved. By doing so, the needs of employees are fulfilled and thus, they feel respected. Leaders must listen to employees and gather information that can help them make better decisions.

The VPPAC goes on to explain that trust and respect are very important but it depends on whether or not there is self-respect! Transparency and communication are contingent on mutual confidence.

Part Two

The interviewee considered all seventeen items as being important to enhance employee engagement. The lowest score was a five. The highest score was eight out of ten. The top five factors chosen are relationship with supervisor; contribution of work to organizational goals; financial stability; employee recognition; and channels of communication.

Part Three

The action verb that the Vice-President for Public Affairs & Communication best describes his style and increases employee participation is 'consult'. He invites employees to give input but he may have to make the final decision. He explains that there may not be enough time and suitable decisions need to be made for the NDU community so I use my discretion.

Table One: Top Five Factors To Enhance Employee Engagement

VP	VPAA	VPA	VPF	VPPAC
1	Employer-employee relationship	Opportunity to show potential	Employee recognition	Employer-employee relationship
2	Job significance	peer relationship	Peer relationship	Contribution to organizational goals
3	Corporate culture	training	Opportunity to show potential	Financial stability
4	Contribution to organizational goals	Employee recognition	Job significance	Employee recognition
5	Employee recognition	Career development opportunity	Commitment to professional development	Channels of communication

Table One summarizes the feedback from each of the VPs. The extended details are explained in part two under the heading of each VP but at a glance, it is obvious that employee recognition was identified by all VPs. This shows that, as leaders, they all realize that it is crucial to appreciate the efforts of employees and also praise them to uplift their spirits and thus enhance their productivity and commitment to NDU. Interaction is another common factor; they determine it either as what kind of relationship they, as supervisors, practice or how employees interact with one another. The type of relationship will definitely influence employee satisfaction.

Table Two: Action Verb(s) That Best Describes Supervisory Skills

VP	VPAA	VPA	VPF	VPPAC
TELL		X		
SELL		X		
CONSULT	X	X		X
JOIN	X	X	X	
DELEGATE		X		

Table Two identifies the action verb(s) that each VP thought best describes his leadership style. The details are elaborated in part three of each VP section. However, at a glance, we see that all four VPs stress on consulting with employees and allowing them to 'share'. That is, the VPs at NDU believe that by encouraging employees to contribute to decision making and other issues, their morale will be high and they feel cared for and thus, performance is higher.

In general, the four Vice-Presidents very openly highlighted their opinions on the matter of participative leadership and it is clear that they all agree with and support this concept. However, it is apparent that each individual has his own style that distinguishes him. A noteworthy remark is to acknowledge that two of the interviewees were clergy.

Conclusion

Fruitful participative leaders allow the expertise and aptitudes of every member of the team to be employed to make the most beneficial decision. Even though the team leader is typically responsible for making the final decision, sharing ideas, opinions, skills, and talents is still best for success and efficiency. When leaders encourage their employees to participate in decision making, a significant increase in the level of commitment is evident and consequently employees are inspired to explode their creative and innovative energies (Sun et al., 2012).

Finally, participative management, without a doubt, has great advantages and enhances both the workplace and workforce. It is a style; it is a continuous exercise whose results are in the outputs that are realized by employees. Despite this, it is crucial to understand that participative management may not be applicable to all situations or individuals as the interviewees pinpointed. Satisfaction, motivation and productivity must not be enforced but rather encouraged by creating an environment that induces such performance. Implementing participative management is only one framework within which organizations can inspire and offer incentive for a more dynamic corporate culture.

Allowing our employees to share in the duties of the organization creates a sense of belonging, responsibility and they begin to see themselves as stakeholders; this is our return on investment. Thus, for participative management to be extremely effective and efficient, managers must be willing to relinquish some authority to employees and this is what takes confidence, respect and trust. But as they say, "the proof is in the pudding"!

Coming together is a beginning.
Keeping together is progress.
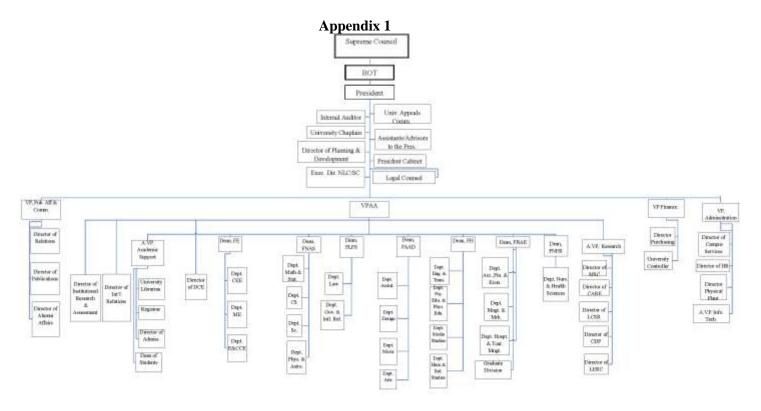*Working together is success. (Henry Ford)*

Recommendations

This study approached the four Vice-Presidents of Notre Dame University to investigate their leadership style and the benefits of participative management. There should be more perceptions and feedback from other members of top management such as Deans, Directors, Chairpersons; this could be another area to be studied in the future. In addition, the VPs all explained they do implement participative management and that this motivates their employees. Future research should also include in-depth investigation with employees to determine whether their supervisors actually use this method and how are they affected. Moreover, the researcher believes that it would interesting to explore if there are differences in the ideologies of individuals considering that at NDU, there are many employees and administrators who are clergy.

Moreover, the responses of the VPs were encouraging but we actually need to know if the employees are ready and willing for this style of leadership. Have employees been recruited properly with full consideration of their KSAs (Knowledge, Skills, Attitude)? Only then will we be assured that the employer-employee relationship is a healthy one and that there is a flexible interaction to enhance commitment and loyalty.

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Appendix 1

Appendix 2

NOTRE DAME UNIVERSITY

VICE-PRESIDENTS

INTERVIEW

- ACADEMIC AFFAIRS (VPAA)
- ADMINISTRATION (VPA)
- FINANCE (VPF)
- PUBLIC AFFAIRS & COMMUNICATION (VPPAC)

[I] Answer the following:

1. Define leadership?
2. What leadership style do you practice?
3. Did you experiment to reach this style or is it consistent with your personality?
4. What terminology do you prefer employees, subordinates, etc.? Do you use the words 'order' and 'obey'?
5. How do you ensure employee satisfaction and motivation?
6. Additional comments?
7. Do you believe in participative management? What competencies are needed?
8. Do you engage stakeholders in decision making?
9. Do you allow employee involvement in decisions and resolutions?
10. What are the benefits of all these practices? Do they offer you a sense of accomplishment?
11. What roles do transparency and communication play? How do they affect performance and productivity?
12. Explain why culture and positive environment are needed?
13. What roles do trust and respect play in this formula?

14. Which are more effective, intrinsic or extrinsic rewards?
15. Additional comments?

[II] Rate from 1 TO 10 (1 being the lowest and 10 being the highest) each of the following as important factors that enhance employee engagement: (Source: Society for Human Resource Management (SHRM). 2011. Employee job satisfaction and engagement survey.)

1. THE WORK ITSELF
2. RELATIONSHIPS WITH COWORKERS
3. OPPORTUNITIES TO USE SKILLS & ABILITIES
4. RELATIONSHIP WITH SUPERVISOR
5. CONTRIBUTION OF WORK TO ORGANIZATIONAL GOALS
6. AUTONOMY & INDEPENDENCE
7. MEANINGFULNESS OF JOB
8. VARIETY OF WORK
9. FINANCIAL STABILITY
10. CORPORATE CULTURE
11. EMPLOYEE RECOGNITION OF PERFORMANCE
12. JOB TRAINING
13. CHANNELS OF COMMUNICATION
14. ORGANIZATION COMMITMENT TO PROFESSIONAL DEVELOPMENT
15. NETWORKING
16. ORGANIZATION COMMITMENT TO CSR
17. CAREER DEVELOPMENT OPPORTUNITIES

[III] Discuss employee participation and participative management by explaining which of the following action verbs or combination of action verbs apply to your supervisory skills. (Source: Employee Involvement Model: Tannebaum, R. and Schmidt, W. (1958). How to choose a leadership pattern. Harvard Business Review. 36, 95-101.)

Do you:

- TELL (Supervisor gives direction)
- SELL (Supervisor makes decisions; wants to gain employee commitment)
- CONSULT (supervisor invites input but makes the final decision)
- JOIN (supervisor invites employees to make decision with him/her)
- DELEGATE (supervisor turns over the decision-making to another party)

Appendix 3

VICE-PRESIDENT FOR ACADEMIC AFFAIRS (VPAA)

Part One

(1) True leaders serve the community. They should blend with and not separate themselves from the community.

(2) I practice consultative leadership-a caring style. No matter how much one knows or how much experience one has, two brains are better than one. I believe in sharing and listening to people. However, sometimes I may need to make a decision alone.

(3) Actually, my personality at work goes against my true personality; you train yourself.

(4) Employees are people who are "stakeholders in the company I don't own". In fact, I prefer to name them associates; they are partners in the daily operations. I treat them as colleagues as my trust increases. They take professional care of daily activities. I will not micro-manage; I want to stay informed.

(5) Employees are motivated by a positive atmosphere in the office even if they are not content with salaries. We should create positive vibes, thank people, and acknowledge their contributions. However, the 'thank you' should not be abused or it becomes commercial. It should be said only if we mean it.

(6) No comments.

(7) I strongly believe in participative management. My competencies were acquired through practice, not DNA. I have learned to listen closely. My DNA has made me compassionate; I relate to people. Otherwise, you become a dictator or monarch rather than a leader. You need a systematic and analytical brain; listen, inform, decipher, analyze, and make deductions. Of course, knowledge and experience are important.

(8) Yes, stakeholders should definitely be engaged in decision-making. NDU has a disposition and the freedom to make solo decisions more so than any other university I know. Personally, I consult the concerned bodies.

(9) I do allow employee involvement in decisions as I mentioned previously. I consult the Deans and Directors when necessary. I even ask my assistant for feedback on issues.

(10) All this translates into more commitment and dedication to the institution. Individuals become more immersed in the institution. But, we must be careful to have a work-life balance.

(11) Transparency and communication play big roles. They enhance performance and productivity and leadership. Leaders become more accessible to the community. I should stress though that I can't always be 100% transparent for there are issues that are confidential to the office and cannot be disclosed.

(12) It is very important to create a culture and environment that are conducive to sharing. You lead by example. If they don't exist, take the initiative. This motivates people.

(13) Trust and respect play essential roles. You can't be a compassionate true leader if you don't respect the opinions, work, and contributions of others. Listen to what people are saying. Trust is the number one criteria to reaching an operation that runs smoothly without headaches. As I explained earlier, micro-management is against my nature. If they are successful, you are successful.

(14) Both extrinsic and intrinsic rewards are crucial. Employees are human beings and want to be recognized in a financial manner. Merit bonuses must be implemented; we must differentiate based on performance.

(15) I would like to finish by mentioning two songs that come to mind: Frank Sinatra's "I Did It My Way" and Phil Collins "It's Another day".

Appendix 4

VICE-PRESIDENT FOR ADMINISTRATION (VPA)

(1)   Leadership is the ability to help people develop. I'm not a 'master' but a leader who should take initiative to allow individuals show their potential and to reach harmony and synergy among departments. I can and will get results if I order people but I will then have sad people; I should allow spiritual growth. I do believe in participation.
         "If I have to serve this institution in this post, I need to develop individual competencies to fulfill duties. I am building humans and should search for the competencies of each through communication and listen to their difficulties."

(2)   My leadership style is flexible. I believe that each person has a role and a voice. I believe in developing skills through training. I want strong teamspirit and discuss decisions and listen. I care about my employees and practice Management By Walking Around (MBWA). I trust people and want it to be mutual. If I don't allow people to participate, then it is my fault not theirs.

(3)   I have the personality and traits for good leadership. I'm assertive and a good decision maker. I have not failed so far but I definitely need to keep working on myself.

(4)   The terminology means nothing if you do not actually practice. The word 'subordinate' is rarely used these days. I can't work alone; I consider employees as co-pilots. "If Jesus finds us worthy to be cooperators with Him, then I find employees worthy to be cooperators with me."

(5)   People shouldn't feel that they are treated unfairly. This creates dissatisfaction. We must have the humanitarian touch; appreciate, recognize, respect. Employees need to be treated justly and with equity especially where salaries are concerned. Scales should be developed by benchmarking. We motivate people by rewarding them according to performance. Bonuses should be merit-based and justified.

(6)   No comments.

(7)   Yes, I am an advocate of participative management. All it requires is confidence.

(8)   I must say that engaging stakeholders in decision-making is an issue of culture. I take into consideration the input of individuals at all levels. It is healthy to have a staff representative so that people can voice their opinions and decisions can be made accordingly.

(9)   Employee involvement is then a must to motivate people. "I can't be an arrogant person in a post that I just entered." I always ask my assistant for her input; I listen to her.

(10)   After all this, the benefits for the institution should be apparent. Transparency will give me feedback. People start to feel important and this instills a greater feeling of commitment and loyalty. "I want people to tell me what is right not just what they think I want to hear." It takes time to change the culture.

(11)   It takes maturity to allow and encourage people to express themselves and their concerns. People are afraid; we must create an environment of mutual trust and respect. "As a professional, I need to create equality; I don't want the 'protégé syndrome'; I hate lack of justice."

(12)   The culture…we need change. Thus, we need to explain to people what's wrong, what will change, how, why, the whole strategy. "If incompetent people are recruited because of nepotism, I can't hold them responsible."

(13)   If I don't want robots or slaves, I must trust and respect people. Create a positive environment, communicate, and help people to see their weaknesses. Train them!

(14)   Both intrinsic and extrinsic rewards are required as incentives. We usually stress on money. I also want people to say, "I am happy, not just paid." It is important to recognize the contributions of employees. A simple 'thank you' means a lot and shows appreciation.

(15)   "I'm trying not to do things alone; to make good decisions by asking and listening. I do not want to be alone; it is the communities' institution."

Appendix 5

VICE-PRESIDENT FOR FINANCE (VPF)

Part One

(1)   Leadership is being able to convince others to work with you to achieve a common target. My employees should share my ideology. Leadership does not mean authority. We should give others the opportunity to make decisions, to become leaders themselves. They should share my convictions, values, and targets. We are one!

(2)   I'm trying to practice directive and participative leadership. I don't believe in one style but situational leadership.

(3)   There are three things in my personality that help me in this perspective: (1) I don't know everything; I need to learn. I am modest; (2) I know that I am never 100% accurate; (3) I trust and have confidence in people.

(4)   I don't like to use the word subordinate. Employees are collaborators.

(5)   We should start by considering people as human beings. This leads to employee satisfaction. They are motivated when they know we trust them but we still need accountability. When we say 'bravo', this is incentive for them and then they know we recognize their achievements.

(6)   No comments.

(7)   Rules and regulations must be respected by both employees and supervisor. KSAs are important. Friendliness cannot exist. Limits and boundaries need to be set.

(8)   Stakeholders can be engaged in decision-making when we consider their input in view of commitment; long-term versus short-term loyalty.

(9)   Know-how is important. I listen to my secretary and allow her to get involved. "Our capital is their experiences."

(10) They asked Jack Braille what is the best word in the world and he replied "try". We must continuously improve ourselves. "Loyalty and commitment are a guarantee that you are a real implementer in spite of your mistakes."

(11) Transparency and open communication do affect productivity; however, we need to distinguish between transparency and revealing all. We do need to keep in mind that if we lose transparency, then nothing works.

(12) I must respect the culture of NDU; I cannot use my own. If there are issues to correct, improve, or solve, we must approach them gradually.

(13) Trust and respect are everything in the relationship. Sometimes I am away from the office for one week. I must trust my employees. If I don't trust them, I can't hold them accountable.

(14) Both intrinsic and extrinsic rewards are important. People want the money but they also want recognition for self-esteem.

(15) I am a priest. There is a spiritual heritage. The mission statement of NDU is our guidance. We have a mutual umbrella.

Appendix 6

VICE-PRESIDENT FOR PUBLIC AFFAIRS & COMMUNICATION (VPPAC)

Part One

(1) Leadership is the ability to face various issues and create a positive atmosphere. A true leader takes the initiative to convince employees to be involved.

(2) "Leaders are not born. There should be on-going learning to improve." I have learned through experience; it is not blind leadership. I learned from my leaders.

(3) My personality has helped me. In particular, three specifics: (1) I am articulate; I choose good words; (2) I have a sense of humanitarianism; I appreciate people; (3) The poet in me has taught me to be creative.

(4) Employees are those who work for specific organizational goals within a special framework. The law names them employees but they are actually contributors to the institution. They are the first impression. They shouldn't be limited but be given leadership responsibilities.

(5) Satisfaction is acquired when the supervisor fulfills primary needs and respects people. As Christians, we should practice love; if love does not exist, then there will be gaps.

(6) No comments.

(7) I do support participative management. Leaders must listen to employees and gather information from them to make better decisions. There is a great difference between dictatorship and those individuals who listen to others.

(8) Engaging stakeholders is definitely beneficial. I take into consideration those who work with me because they are on the ground. We must benefit from their feedback and experience.

(9) I do allow employees to get involved.

(10) By doing so, employees become more committed and carry responsibility. When they initiate an idea, they will want to ensure it succeeds.

(11) Transparency and communication depend on mutual confidence. Seniority of employment is significant for a reason. Someone who has been with you for fifteen years is more aware than someone new. I listen and pay attention to all employees in my office; I encourage them to participate and if they are appropriate, I implement their ideas.

(12) NDU has still not reached a culture of interaction to instill love and respect. Many at NDU are not committed and loyal and do not have a sense of belonging; they look at NDU only as a source of income. Professional jealousy is damaging and exists in all organizations. NDU is trying to erase this point of weakness.

(13) Trust and respect are very important. But it goes back to whether or not there is self-respect.

(14) Both extrinsic and intrinsic rewards are important. Financial compensation is expected but sometimes a word of appreciation is enough.

(15) Nothing to add.