Satisfaction is a Prerequisite For Employee Motivation To Enhance Performance In Lebanese Institutions of Higher Education: A Case Study of Notre Dame University

Overview

It has always been a challenge to change the way people think, behave and implement tasks especially if a certain rhythm or style has been established. Now, in the 21st Century, however, it is crucial that changes take place. Driving forces for survival must be acknowledged and the need to create competitive advantage is intense. People are the important source of competitive advantage; thus, it is the job of management to focus great attention on the attraction, retention, development and spirit of an organization's people. In other words, a critical evaluation is required-a change in strategic thinking, planning and implementation. To make a difference, businesspeople, leaders, managers, administrators–whatever the term employed–must adopt a unique tool that will always be at the heart of their goal — to enhance the performance of people and increase productivity by building high-performing workplaces to ensure practices that will constitute loyalty and commitment.

The most effective enterprises operate within a consciously structured and flexible framework (Quinn, 1980) and must think beyond the traditional incentives. They need to create value concepts that involve all members of the organization to secure effective channels of communication that will enhance productive interaction. Such value concepts can only be achieved and maintained through people. Leaders of truly successful organizations think of their role as systems architects, engaged in the critical task of building values, cultures, and a set of management practices. They should realize that the engagement to build healthy work practices will ensure satisfaction of people, which in turn will lead to motivation and quality output.

It is this very quality production of goods or services and creativity that leaders can use to transform their organization into a high-commitment model of management. Three basic principles (Pfeffer, 1998; Amabile etal., 2004), namely building trust, encouraging change, measuring performance-can develop and apply employee knowledge and competence. The adherence to these principles means taking values seriously and displaying fairness, integrity and social responsibility. Putting people first, or at least taking people issues seriously is more important than ever. Consequently, successful decisions about systems for recruiting, motivating, and developing people will ensure a talent necessary for developing an effective strategy and executing it.

The European Foundation for Quality Management (EFQM) is a model of excellence that was founded in 1988 by fourteen major European companies (Morrison, 2000). The model through its nine criteria leads to effectiveness and efficiency. The first five are classified as enablers for they put organizations on the track to excellence and the last four are the results of achieving this excellence:

1. Leadership should inspire and drive total quality for continuous improvement;
2. The principles of Total Quality are used to formulate, deploy, review and improve policy and strategy;
3. Release the full potential of people;
4. Resources are deployed to support policy and strategy;
5. Identify, review and revise processes to ensure continuous improvement;
6. Satisfaction of external customers;
7. Satisfaction of people – internal employees;
8. Satisfaction of society, the needs and expectations of the community at large are met;
9. The Business Results are achieved by planned performance and objectives along with satisfying the needs and expectations of everyone with an interest in the organization.

Motivation and inspiration energize people by satisfying basic human needs for achievement that elicit powerful responses (Syrett & Hogg, 1993; Alvesson & Sveningsson, 2003). Motivational needs are translated as economic motives, promotion, recognition and praise, relationships with management, job content, responsibility, achievement of motivation in the job and cooperation. Good leaders motivate people in a variety of ways (Syrett & Hogg, 1993). First, they articulate the organizational vision in a manner that stresses the values of the audience. Second, they can support employee efforts to realize this vision and thereby allow for professional growth and enhancement of self-esteem. Thirdly, effective leaders can recognize and reward success that displays a sense of accomplishment and belonging. Leaders need to make a fundamental shift in style of thinking by overcoming the barriers and putting people first (Pfeffer, 1998).

Job satisfaction encompasses the attitudes an individual has toward the organization, supervision, rewards, peers and the job (Longenecker & Pringle, 1984). When the characteristics of a job are compatible with individual needs to perform, the individual is satisfied. In turn, positive effects appear on attitudes, motivation and behavior. Various researchers such as Herzberg, Locke and Vroom have confirmed that meeting employee needs is critical and enhances individual and organizational performance. Job satisfaction also leads to motivation that operates within a framework (Griffin, 1996) which identifies a series of discrete steps: (1) a need (deficiency); (2) ways to satisfy the need; (3) choice of behavior; (4) evaluation of satisfaction; (5) determination of future needs and choice for satisfaction.

"To capture the hearts of our employees, it is essential that we tell them what we stand for and where we are going. Our vision must be compelling, understandable, and focused" (Harris, 1996, p.21). A shared mutual mission provides a better understanding of the organization as a whole, how the parts fit together and where each fits in the structure. Using open communication and providing company information helps establish a climate of trust and loyalty (Haasen & Gordon, 1997). Employees will thus be continuously encouraged to develop and utilize their capacities, knowledge, skills and ingenuity for the success of the enterprise (McGregor, 1960). This motivation is triggered by a desire to contribute to an excellent final product (Kerr, 1997).

Focus and Objectives

Notre Dame University-Louaize (NDU), is a non-profit Lebanese Catholic institution of higher education, which adopts the American system of education with English as the medium of instruction. NDU was founded by the Maronite Order of the Holy Virgin Mary, the first western-oriented ecclesiastical order in the Middle East. Whatever the nature (Santora et al., 1999; Antonakis etal., 2003) of the organization, human resources should be the interest of top management. In motivating people, leaders should be concerned (Everard and Morris, 1996, p.20) with the needs and potential of three parties: (1) the group being managed; (2) the individuals who make up that group; (3) the clients of the school, college or other organization. Such knowledge helps administrators to introduce or enhance motivational strategies that have maximum impact on employee performance. Many factors that influence Arab leadership style and cultures of management such as lack of communication and autocracy, have been examined (Hickson & Pugh, 1995). Research (Abbas et al., 1985; Weir, 2002) reinforces the general finding that Arab managers prefer consultative styles and are unhappy with delegation.

Educational institutions are communities of learners, (Barth, 1990) "where people are engaged as active learners in matters of special importance to them and where everyone is thereby encouraging everyone else's learning" (p.9). Although Barth was talking about secondary schools in USA, his comment is applicable to different types of institutions in different countries. Such communities "value the collective process of discovery and are sustained by a continued commitment to share this journey of exploitation with one another on matters that people care deeply about" (Ryan, 1995, p.280). The on-going challenge of management is to nurture a spontaneous synergy that will result is employee satisfaction.

The last twenty years of the researcher's professional life have been spent in educational institutions of higher education with both academic and administrative contributions. The researcher has held a variety of positions such as Academic Coordinator, Program Coordinator, Coordinator of Human Resources, Financial Aid Officer, Public Relations Officer, Director of Institution, Chairperson of Management Department, Chairperson of English Department, Coordinator of Student Services, Dean of Students, Director of Admissions, Acting Director of Office of Tests, Measurement and Evaluation. Being a 'people person' has given the researcher great pleasure and satisfaction in dealing with all the people involved in her path. The fact that people differ in behavior, attitude, and mentality was never overlooked and consequently, positive feedback and high productivity have always been witnessed. However, the researcher has always experienced opposition with respect to her style of leadership. She has always been an advocate of open communication and participative management and this has caused other administrators to disagree greatly. Unfortunately, their interpretation of leadership is simply to give orders and expect people to obey them unquestionably. Consequently, there was a rise of a hostile environment and dissatisfaction, which led to low productivity. Traditionally, the leader is the decision-maker but surely there could be no harm in allowing people to voice their opinions and participate in the overall process. This will ignite a feeling of pride

and self-confidence, which in turn, will enhance morale and output.

This is an extremely crucial matter; there is definitely an urgent need to explore the existing scenarios and ponder the consequences due to the cultural effect. Without generalizing, people in Lebanon are considered subordinates in the literal sense of the word and not in its practical context. The result is dissatisfaction and demotivation, morale is decreased and ultimately, productivity is negatively influenced. This is where the danger lies. If educational leaders allow their people to participate in goal-setting, decision-making and the system as a whole, the outcomes will be extremely rewarding. Top management will benefit from the findings by understanding individual leadership styles and the impacts on the satisfaction and productivity. The findings will offer educational leaders an insight on how to enhance and not impair performance. Leadership is a complex phenomenon in Arab organizations; the personalized concept of power leads to feelings of uncertainty and loss of autonomy (Al-Rasheed, 1994). The typical form of decision-making in Arab organizations is consultative (Muna, 1980); delegation is the least widely used technique.

This is a pioneer study for the researcher found no record of previous research conducted in Lebanon. The control of machine performance is an engineering operation (Howell & Costley, 2000; Bona & Judge, 2003); but with people, control is an emotional issue. If people are tied down by a rigid system, they feel suffocated. At worst, they will give up; at best, they will find some way of manipulating the system to their advantage. On the contrary, if they are treated with flexibility and held accountable, they will feel more involved. People who are treated as units of labor feel little personal identification with the business and seek an outlet for their unused energies (Francis & Woodcock, 1975, p.11; De Vries etal., 2002). The significance of this research is that there is a gap, and educational leaders will become more aware of the needs of their people. The avenues and directions in which the qualification of their people should be channeled will be identified.

The research questions:
1. How does the satisfaction of employee needs become a motivator that influences performance?
2. What are the effects of leadership styles on employee attitude toward motivation as a result of participation?
3. How does leader-employee interaction affect motivation and consequently, productivity?
4. How does open communication influence employee performance?

Accordingly, the objectives of this study are:
1. To establish the importance of employee motivation and review what is known about the practice;
2. To inform leaders of higher education of the philosophy of participative management and its benefits;
3. To specify an effective and efficient leader-employee relationship;
4. To explore how to satisfy the needs and wants of people in institutions of higher education and show how this satisfaction influences productivity;
5. To assess the potential that open communication and increased flexibility offer;
6. To identify the opportunities for and benefits of employee development;

7. To inform leaders in institutions of higher education how to promote loyalty, trust and commitment in people.

Methodology

Triangulation was used to establish an interaction of qualitative and quantitative data. Such a relationship might generate a connected chain of evidence on attitudes and concerns regarding satisfaction, participation, communication, and relationship, as dependent variables established in the study. The dependent variables are the perceptions of motivation and productivity. The independent variables fall into two categories: personal attributes and professional. Questionnaires (n = 236; the return rate = 83%) were distributed to all full-time faculty members and staff (See Appendix A).

The questionnaire comprised five parts: personal information; degree of participation; level of satisfaction; communication; quality of leader-employee relationship. *I am involved in decisions related to my work unit* (n=95; 49%)-show a relatively high appreciation by respondents. *My leader decides; I am not involved (n*=59; 31.6%) showed strong disagreement. The highest frequency (n=109; 56.5%) is with *I am allowed flexibility with my duties at NDU.* One hundred and five respondents (54.7%) also agree that *I am satisfied and motivated with the leadership of my unit.* However, *I am compensated well for my work*–gave a high of (n=69; 35.9%) who are not sure whether their salaries are fair or not. Discussions during interviews stressed on monetary rewards. However, the researcher was surprised when one staff member explained that he is content with appreciation for his productivity with nothing more than a *'well done'.*

Moreover, the highest frequency (n=98; 51.3%) was for *My leader makes sure that I understand the goals of NDU;* only 28(14.7%) disagreed. Another significant response is (n=97; 50%) for *I am encouraged to express my ideas;* with a disagreement rate of (n=31;16%). Both *I am always informed of what is happening at NDU* and *I am given the opportunity to express my concerns about NDU* showed that n=57 are not sure. This raises worries about how concise and articulate the leader is. On the open-ended questions and the interviews, people have expressed how much they crave for flexible lines of communication at NDU. One significant result was for *My leader knows that if I am satisfied, my performance is enhanced* with n=99 (52.9%); only 24 (12.8%) disagree with this issue. Nonetheless, 37 (18.9%) are not sure about this and this may lead to question the communication skills and the competence of the leader. If the leaders do not display loyalty and commitment to the institution, what kind of example are they giving their people? One person said, "When I see my boss indifferent to crucial issues at NDU, what kind of incentive is that for me. If it were not for my own initiative, there are many things that would remain undone."

The fact that the interviewer (See Appendix B & C) was an 'Inside Researcher' caused certain discomfort. However, within the framework of Ethics, all interviewees were assured that the tapes were strictly for research purposes and feedback would be used without the disclosure of identity. 'The People' felt satisfaction with the opportunity to express their opinions and concerns. The Case Study of NDU meant a lot to them. The interview complemented the open-ended questions at the end of the questionnaire that resulted in feedback as "I am

part of top management so I consider myself to be the leader." "I want to be informed of what is happening at NDU; I don't like surprises." "I'm new at NDU; so far everything is fine." "Communication is important." "We have every right to know exactly what is happening around us; thus, we can adapt to the whole process." Consequently, it is clear that there is a unanimous thirst for interpersonal communication and the opportunity to contribute through trust and responsibility.

Furthermore, the following observations were made: "I'm motivated to give more for I know that I'm trusted and this satisfaction has improved my self-confidence." Human resource management plays such a vital part in enhancing the performance of people. "We should have more workshops for self development." "Dr. X passes me and just looks straight through me; I am hurt by this. A simple 'hello' would be enough." Many are burdened with the feeling of inferiority that certain administrators display by undermining the potential that many people have and want to expose for the benefit of NDU. In contrast, and to show extreme controversy, another interviewee stressed the 'time' factor. "I am never afraid to approach my boss at any time to discuss NDU or even something personal, he/she is always willing to listen and comment no matter how busy he/she is." It is so apparent that people at NDU want to be heard and are thirsty to voice their opinions.

From a motivational point of view, the leader is the key; the results confirm such allegations. In particular, the outcomes clearly reveal that people at NDU want to be more involved, want greater support as individuals and groups, and want more enhanced work conditions that will promote morale. Leaders at NDU must educate themselves and eliminate the cultural baggage that allows favoritism or the feeling of superiority. In turn, people at NDU will regain confidence and professionalism through their leader's appreciation of their contributions. The possibility of being involved in the decision-making process makes people feel more satisfied and motivated as a commitment to their decisions.

Analysis

People at NDU are asking for more opportunity to express their concerns about issues pertaining not only to NDU as an institution but also to themselves. The interview revealed this matter through the questions that were an extension of the measure of communication in the questionnaire. "Our Dean is not flexible at all; he is not open to communication and keeps himself in his office. This is causing demotivation among the faculty for they are unaware of what is going on." "I want my boss to treat me as a human being. All we ask for is mutual respect." This respondent, who is both an academician and an administrator, was asked to elaborate and commented, "Most bosses think that just because they are the boss, this gives them the right to treat employees badly with no consideration for feelings and integrity."

The overall impression of the research results can be summarized by saying that there are certain needs or motivators that influence performance at NDU. In accordance to Maslow's hierarchy, they stress the needs for security, sense of

belongingness and self-esteem. People at NDU want to be recognized by their leaders and their colleagues. They also want to be involved in decision-making and to have on-going opportunities to partake in professional development. Being part of an effective structure that maintains both high educational and administrative standards is another motivator. They want a practical system with a qualified leader who is capable of articulating a vision for the future, communicating goals, setting and implementing sound policies and obtaining resources that will ensure excellence for NDU at all levels of the hierarchy.

Collectively, people at NDU desire strong leaders who are educative, supportive and offer feedback. The crucial point is that people have firm expectations from their leaders. NDU should have a unique set of workplace conditions that can directly or indirectly influence the level of motivation. Leaders also need to recognize peoples' potential worth and their contribution to the organization. If the leaders at NDU demonstrate collegial relationships, then people will perceive them as professional mentors (Roher, 1995). There are negative feelings at NDU although people refrain from spelling things out and this is why leaders need to be all the more supportive of their people to release their stress and to articulate their needs. Then, they can be creative and innovative, receptive to change and able to recognize opportunities that will lead to further enhancing motivation. Thus, the burden is greater to develop interaction and create a positive environment.

Educational leadership is another crucial point of order at NDU. There were requests for a working environment and a collegial atmosphere with a sense of purpose and direction to increase the levels of motivation. Teamwork provides a means for reducing isolation, sharing teaching tips and offering instructional strategies as well as an opportunity for teachers to learn from one another. Motivation is affected by the sharing of information. Goals should be articulated in such a way that a feeling of security is offered. The rapid changes in education undermine feelings of security and this can only be overcome by positive and constructive communication in both directions. The most important point that has emerged from the findings is the need for effective leadership. Finally, the factors that affect motivation are the satisfaction of individual needs, leadership style and communication.

Discussion

There were four research questions for this study and the findings answer each:

1. How does the satisfaction of employee needs become a motivator that influences performance? *By keeping employees content, leadership ensures that people will take initiatives in the work place and this involvement and trust leads to motivated individuals who display increased productivity.*
2. What are the effects of leadership styles on employee attitude toward motivation as a result of participation? *The attitude of the leader reflects on the attitude of the employee. The researcher explained that there are dissatisfied people at NDU; however, they continue to be productive because of their leader's encouragement and support. It is vital that people know that we care and trust them to make the right decision.*

3. How does leader-employee interaction affect motivation and consequently, productivity? *If there is no harmony in the relationship, NDU will be the scapegoat.*

4. How does open communication influence employee performance? *It can be so easy to talk to people. Yet, there are people who lack the art of communication. They are inarticulate; this can be damaging. Employees at NDU want to be kept abreast of what is happening and this will enhance their performance.*

The study asserts that there is a thirst for leader-employee interaction that will lead to more involvement and participation on the part of the employees. The demonstration of a collegial relationship is inspiring to people and boosts their morale and self-esteem. The people at NDU want to know that they are in unison with their leaders to fulfill the objectives through an awareness of the goals and a shared vision. The common vision is translated in the mission statement that all should feel concerned with. Not everyone believes that there is as much communication as there should be to enhance productivity. Excluding people from information and knowledge that they should be alert of will only result in frustration that will ultimately affect performance. The researcher concludes that opportunity, leadership, work standards, fair rewards and adequate authority influence job satisfaction at NDU.

Recommendations

By encouraging participation, NDU will provide for the acquisition of skills and knowledge to meet the current and future challenges of relationship building, team interaction, and partnership that are all necessary to uphold university values. This can be done by increasing the visibility of the best practices that support collaboration; building an awareness of the avenues available to resolve conflicts; and nurturing open and inclusive communication at all levels of the NDU organizational structure. The leaders at NDU must educate and familiarize themselves with their staff in order to pinpoint what triggers their motivation. They must eliminate the cultural baggage that allows them to show favoritism, or to believe in the superiority of their own power. The focus of the university must be the academic and social formation of people and not the power plays of individuals.

The various ways in which motivation can be encouraged at NDU coincide with Fox and Miller (1997):

1. Make people feel that their work is stimulating through involvement and personal growth;
2. Allow people independence in making decisions related to their work;
3. Create successful situations through high expectations and clearly stated goals;
4. Obtain both formal and informal recognition;
5. Allow opportunities for growth;
6. Develop confidence in leadership.

Leaders should better understand motivational theories and strategies to improve performance and be more creative, caring and allow people to be involved in the decision making process. In addition, leaders should identify what satisfies their people and incorporate the motivational techniques to enhance

attitude and commitment by attending professional seminars and workshops to familiarize themselves with the participative and educative leadership style. It is very crucial that all members of NDU familiarize themselves with the mission statement and goals of NDU. Management must accept results in a positive manner, develop action plans to address the concerns and opportunities and be prepared to truly make changes where dictated.

The issue of discrimination and nepotism is a problem at NDU. Employee task forces or self directed work teams can actually display their abilities and how much involvement they can handle. The researcher also recommends performance review programs that can be both motivational and productive. A thorough plan not only informs the employee about past results, but also sets clear future expectations. On-going training is extremely important in light of the changes in technology and needs; it is an investment for the future. Career development plans exhibit a sincere interest. This can provide work continuity and growth supported by career planning, professional development and effective recruitment to instill work security. Communication programs could be group meetings, periodic newsletters, memos from management, employee recognition (employee of the month), and bulletin board postings. Perhaps MBWA (management by walking around) is the most effective. It has a personal touch and names are used. In brief, at NDU, the two most unspoken words 'thank you' need to be used more often.

Conclusion

It can be concluded that if needs are satisfied, the working environment at NDU promotes a sense of belonging that leads to motivation. It is also conclusive that the appropriate leadership styles that enhance motivation at NDU are the democratic, participative and the educative. The role of the leader in practicing effective leadership is demonstrated through involving people in decision-making, teamwork, professional growth, restructuring, recognition and personal regard. Accordingly, effective participation and communication at NDU will decrease any apprehensions and feelings of inequality and uncertainty among people.

Overall, there are many factors that add to policy and practice. In brief, people want inspirational models with the awareness of different needs. Respect, trust, and equality will lead to more teamwork and collaboration. Professional development with top management support can secure a comfortable work environment if the appropriate reward and appreciation are given. The opportunity for more participation and involvement will encourage a feeling of belonging. In addition, people at NDU seek good leaders who can set clear goals and supply precise information and an articulate vision and feel no concern or interest when they are not informed and feel the atmosphere of secrecy.

Moreover, a review of the key topics would identify the sharing in decision making and participation; the level of communication; the humane relationship; the satisfaction of needs; the recognition of performance; the leadership style; and the level of leader-employee interaction. Despite all tribulations, people want to be at NDU although they know that other institutions have better salaries. They realize the growth and development that NDU is experiencing and they want to be a part of it. There is a tendency to adapt to the flow; we should give them this opportunity. Satisfaction, motivation, performance and productivity are enhanced

when professionals are in control of their practices and operations, have ownership of affairs and find all activities related to their institution to be satisfying and rewarding experiences.

There is a multitude of theories that highlights a broad perspective relevant to the essence of leadership and consequently, my concluding thoughts are one with Gary Yukl (2006). This prominent guru identified ten leadership functions to enhance performance within organizations (Yukl, 2006): (1) help interpret the meaning of events; (2) create alignment on objectives and strategies; (3) build task commitment and optimism; (4) build mutual trust and cooperation; (5) strengthen collective identity; (6) organize and coordinate activities; (7) encourage and facilitate collective learning; (8) obtain necessary resources and support; (9) develop and empower people; (10) promote social justice and morality.

In conclusion, faced with the challenges of the 21st Century, NDU must fulfill major responsibilities that will contribute to sustainable indigenous development in a spirit of openness, partnership, truth and objectivity. The leaders at NDU need to excel in communication skills, consensus decision making, group dynamics, initiative, motivation, patience and perseverance, coping with conflict, group process, and implementing change. NDU must pursue the advancement of knowledge by renewing faith in the capacity of the human mind for educational brilliance requires high motivation.

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APPENDIX A

My name is Elham S. Hasham. I am a Ph.D. student at the School of Education, University of Leicester, United Kingdom. My area of interest is Educational Management and Administration. In fulfillment for this Ph.D. degree, I am conducting a study on the relationship between employee satisfaction and productivity in institutions of higher education that follow the American credit system in English language instruction. Notre Dame University has been chosen as the sample for my case study.

You have been selected as a respondent in this study. You are respectfully requested to consider this questionnaire and answer the items as genuinely as possible. Your cooperation will be greatly appreciated.

Please be informed that all identities and responses will be kept confidential and will be used for statistical purposes only. The findings of the study will be made available to you upon your request. By answering the following questions, you will have contributed to the success of my endeavor, a desire to serve higher education in Lebanon.

Thank you for your time, support and feedback.

PART ONE: <u>Personal Questions</u>

1. What is your gender?

MALE_____

FEMALE_____

2. What age group do you belong to?

21-30	
31-40	
41-50	
51-60	
61-70	
71-	

3. What is the highest qualification that you hold?

DIPLOMA	
BA/BS	
MA/MS	
Ph.D.	
OTHER	

4. How long have you been at NDU?

_____

5. Specify your type of subject area:

_____

_____

___

6. Identify the Faculty or Department that you are affiliated

   with_____

   __

7. Specify the title of the post you

hold:_____

Each of the next four parts deals with a specific aspect of the leader-employee relationship(at all levels of the organizational chart).   Please indicate your views using the following scale to answer each question:

Strongly Agree ………………… SA

Agree …………………………. A

Not Sure ……………………….. NS

Disagree ……………………….. D

Strongly Disagree ……………… SD

PART TWO: <u>Degree of Participation</u> – Please tick the column that best suits your opinion about how

each of the statements below reflects your position at work:

Nos	Statement	SA	A	NS	D	SD
1	I am involved in decisions related to my work unit.					
2	My suggestions are taken into consideration.					
3	I am committed to NDU.					
4	My leader decides; I am not involved.					
5	I am motivated to improve my performance.					
6	I am delegated authority to make decisions that fulfill the goals of NDU.					
7	I feel that I do make a difference in my unit at NDU.					
8	I am given a chance to prove my competence.					

Please give any examples of or further comments on your participation or lack of participation in the decision-making process at NDU.

_____

_____

_____

_____

PART THREE: Level of Satisfaction- Please tick the column that best suits your opinion about how each of the statements below reflects your satisfaction at work:

Nos	Statement	SA	A	NS	D	SD
1	I am satisfied and motivated with the leadership of my unit.					
2	My needs are taken into consideration.					
3	I receive both monetary and moral compensation for my performance.					
4	I appreciate the qualifications of my leader.					
5	I am allowed flexibility with my duties at NDU.					
6	I am compensated well for my work.					
7	The environment at NDU is friendly.					
8	Teamspirit is practiced at NDU.					
9	I receive praise for my contributions to NDU.					
10	My self-esteem is supported and encouraged.					

Please give any examples of or further comments on your level of satisfaction with the organization of work at NDU.

_____

_____

_____

_____

PART FOUR: <u>*Measure of Communication-*</u> *Please tick the column that best suits your opinion about how each of the statements below reflects the channel of communication at work:*

Nos	Statement	SA	A	NS	D	SD
1	I am always informed of what is happening at NDU.					
2	I am given the opportunity to express my concerns about NDU.					
3	My leader makes sure that I understand the goals of NDU.					
4	I am encouraged to express my ideas.					
5	My leader listens to issues other than about NDU.					
6	My leader communicates openly.					
7	I am told exactly what is expected of me.					

Please give any examples of or further comments on the communication process at NDU.

_____

_____

_____

_____

PART FIVE: <u>*Quality of Leader-Employee Relationship*</u>*: Please tick the column that best suits your opinion about how each of the statements below identifies the interaction between you and your immediate supervisor:*

Nos	Statement	SA	A	NS	D	SD
1	My leader knows how to keep me satisfied at work.					
2	How my leader works inspires me to follow his/her model.					
3	My leader keeps me motivated at work.					
4	My leader encourages teamspirit.					
5	My leader makes me proud to					

	belong to NDU.					
6	My leader promotes a feeling of loyalty to NDU.					
7	My leader allows me to participate in decision-making because the decisions will ultimately affect me.					
8	My leader knows that if I am satisfied, my performance is enhanced.					
9	My leader appreciates my input.					

Please give any examples of or further comments on the relationship between you and your leader at work.

_____

_____

_____

Notre Dame University
Interview Questions
The Leader
(President, Vice-Presidents, Deans, Directors, Chairpersons)

1. *How do you think the changes at NDU have affected the relationship between you and your people?*

2. *How do you motivate your people?*

3. *How do you communicate with your people?*

4. *How do you enhance the performance of your people?*

5. *What impact will participative management have on people at NDU ?*

6. *How does personal regard give people job satisfaction ?*

7. *How do you prepare an ideal environment for quality work?*

8. *How does the corporate culture at NDU effect performance?*

9. *Whatever problems exist, are they unique to NDU? Give examples and explain.*

    10. Do you believe that satisfaction is a prerequisite for motivation which will in turn enhance performance and productivity?

    Comments……………..

APPENDIX C

1. *How do you think the changes at NDU will effect the relationship between you and your leader?*

2. *How do you describe an effective leader?*

3. *How would participative management be beneficial to people at NDU ?*

4. *How do you interact with your colleagues?*

5. *How does your leader communicate with you?*

6. *How does your leader satisfy your needs ?*

7. *How does the corporate culture at NDU effect your work ?*

8. *Whatever problems exist, are they unique to NDU? Give examples and explain.*

9. *How does your leader show you personal regard?*

10. *Do you believe that satisfaction is a prerequisite for motivation which will in turn enhance performance and productivity?*

   Comments………..