THE IMPACT OF LEADERSHIP STYLE ON EMPLOYEE ENGAGEMENT IN A
HIGHER EDUCATION SETTING: AN EXPLANATORY CASE STUDY

_____

By

LORCHINENG LO

_____

A DISSERTATION

Submitted to the faculty of the Graduate School of the Creighton University in Partial
Fulfillment of the Requirements for the degree of Doctor of Education in the Department
of Interdisciplinary Leadership

_____

Omaha, NE

November 6, 2018

Abstract

Colleges and universities have experienced a decline in enrollments and growing financial instability, creating an uncertain environment throughout the higher education sector. Uncertainty can potentially decrease employee engagement. Disengaged employees typically cost U.S. corporations $350 billion annually (Osborne & Hammoud, 2017). This explanatory case study examined how leadership practices at a Midwest online university were able to increase employee engagement for two consecutive years, during a time of uncertainty and upheaval. The purposeful sample consisted of twenty faculty and staff members who were currently employed at a Midwest online university. Triangulation was achieved through secondary data, interviews, member checking, and observations. This study will add to the leadership and employee engagement literature. The findings of this study are important to higher education leaders who seek to improve employee engagement through utilizing effective leadership practices within their college or university. Five overall university themes and three departmental themes from five departments emerged from the study. The employee engagement themes that emerged from the study were presented from both a university and departmental perspective. A leadership model was created from themes that emerged from study. The leadership model developed from this study will provide a basic foundation of the type of leadership that is needed for a university as a whole and at the departmental level to help strengthen employee engagement in online universities.

Dedication

My doctoral study is dedicated to my family. First and foremost, to my grandmother Chertong Lo, who dedicated her entire life to ensuring that her children, grandchildren, and great grandchildren prioritized the value of an education. Ever since I was a child, I always understood your dream of raising a doctoral student in our family. You were my motivation in completing my doctoral program. Thank you for your continued support and encouragement throughout my doctoral journey. I love your grandmother Chertong Lo.

To my lovely mother Nou Lo, thank you for your continued words of encouragement throughout my doctoral journey. You have always and still continue to challenge me to become the best version of myself. I am thankful to have you as my mother because you taught me the importance of determination and hard work. I learned these skills in life by watching you provide for the family when we were younger. You never quit, instead you worked harder for the family and continue to do so today. I would have never made it through this journey without the lessons that you embedded into me as a child. Thank you for your love and support throughout my doctoral journey. I love you mother Nou Lo.

To my father and mother in-law, Neng Thong Yang and Xia Xiong Yang, thank you for always encouraging me to obtain a higher level of education. You truly understand the impact of obtaining the highest level of education. Thank you for your support throughout my doctoral journey. I am honored and proud to have you both as my parents.

To my uncle Doua, Hue, and Kao, thank you all for your continued encouragement. My doctoral journey required a lot of support. Whenever I spoke with you all, I felt your compassion through your words of encouragement. Your words are what motivated me to persevere throughout my doctoral journey. I am thankful to have your support and fatherly presence in my life.

To my siblings, Lorfarthee Lo, Lorshire Lo, Lorzone Lo, and Emily Lo, thank you all for your love and support throughout this process. There is no way that I make it through this journey without your love. Thank you for continuously challenging me through sports, education, and life. You all continue to push me to do my best. I love each and everyone one of you.

To my best friend and brother, Whougie Lo, thank you for your continued words of encouragement. You have always been there for me since my childhood days. I am grateful for your friendship, as your words of encouragement have always motivated me to achieve greater heights. I dedicate this doctoral journey to you my brother, best friend, and life mentor.

To my dog, Einstein Lo, thank you for your unconditional love that you provided me throughout the past four years. I would not have the energy to push forward if it was not for your healing sessions. I love you Einstein Lo.

To my wonderful wife, best friend, and life partner, Carol Yang Lo, thank you for your endless support throughout my doctoral journey. You were the one who experienced the highs and lows of my journey. I thank you for your patience for withstanding me as a person throughout this process. You are truly my better half and for

this, I dedicate my doctoral journey to you. I love you with all of my heart, thank you my love Carol Yang Lo!

To my future children, I am excited now to finally have the chance to focus on building a life for us. Please know that your father went through this process so that we all could live and create a better life together on this Earth. If you're reading this, remember never to quit, always believe in yourself, and follow your passion and dreams in life. I will always love and support you all. Thank you for being my wonderful children.

Finally, I would like to specially dedicate my doctoral study to my late father, Lormong Lo. You were the one who instilled the importance and value of an education into my mind at an early age. You graduated from Creighton University in 1983, during the year that I was born. When you left this Earth, I knew that you wanted me to continue to strive towards furthering my education. I thank you for your continued guidance and support. This doctoral journey at Creighton University has allowed me to become even closer to you, by experiencing the Creighton University values and education journey. I am so happy to have gone through this journey with you. Please know that this doctoral study is dedicated to you with all of my heart, soul, and love. Thank you for being my father. I love you father Lormong Lo.

Acknowledgements

I would like to express my gratitude and appreciation to Dr. Stephen Linenberger for your mentorship and continued support throughout my dissertation journey. You were the one who consistently challenged and developed me to become more knowledgeable about the research process. When I think about the dissertation journey from when we first began to where it ended, I am truly grateful for your leadership. You always provided feedback and took time out of your day to guide me throughout my doctoral journey. I am proud to have had you as my chair throughout this journey. Thank you, Dr. Stephen Linenberger, for serving as my dissertation chair, mentor, and friend.

I would also like to express my gratitude and appreciation to Dr. Jennifer Moss-Breen. First and foremost, thank you for being my second committee member, program director, and faculty advisor. You have provided me with much needed guidance throughout my doctoral journey. Being a higher education administrator, I understand the time and commitment that it takes to meet with students while completing your actual job responsibilities. As the program director, faculty advisor, and second committee member you always made time to meet with me. I am truly grateful and appreciative of the guidance and feedback that you provided me throughout my doctoral journey. Thank you, Dr. Jennifer Moss-Breen, for serving as second committee member, faculty advisor, program director, mentor, and friend.

Thank you to all the faculty and staff at Creighton University. You all have been played an important role in my development. From the day I was accepted into the program, to the holiday cards that you send every year, to the writing workshops, and

throughout each course registration to graduation, you have always been there to guide me throughout my educational journey. I am truly grateful to have such a wonderful and supporting group of people in my life. Thank you all for your gracious and caring support throughout my doctoral journey.

Finally, I would like to take this time to thank my colleagues within higher education in supporting me throughout this process. Dr. Donna Ehrlich, Dr. Charles Cookson, Dr. Niccole Kopit, Dr. Susan Walker, Dr. Cheryl Hayek, Pao Yang, Kena Wolf, and Shane Smeed, thank you for providing me with your recommendation to become a student at Creighton University. I would not have been able to complete my doctorate journey without your recommendation and support. I appreciate you all for opening the doors to my higher education journey. When I began my higher education journey eight years ago, I never would have imagined that I would be a doctoral student and higher education administrator. I am fortunate to have had an opportunity to learn through your leadership. Thank you for believing in me and providing me with an opportunity to serve our faculty, staff, and students.

Table of Contents

CHAPTER ONE: INTRODUCTION

Introduction

I have spent the past seven years working in the field of higher education. The reoccurring theme within the higher education industry seems to be the decline in college enrollments, which has led to the financial instability of many colleges and universities. In 2010, college enrollments peaked at just over 21 million students (Long, 2016). The enrollment rates have continuously declined since then, leading to many university closings. Moody's Investor Service report predicts that the closure rates of small colleges and universities will triple in the coming years (Woodhouse, 2015). As universities and colleges continue closing, faculty and staff will be faced with the uncertainties of job instability. This can create job insecurities that will lead to a morally disengaged workforce (Huang, 2016).

According to some findings, half of all Americans in the workforce are not fully engaged or are disengaged, leading to an explosion of research activity and heightened interest in employee engagement among consultants, organizations, and management scholars (Saks & Gruman, 2014). This is not so surprising given the many claims that employee engagement is a key factor for an organization's success and competitive advantage (Macey, Schneider, Barbera, & Young, 2009). Organizations with engaged employees have higher shareholder returns, profitability, productivity, and customer satisfaction (Crawford, LePine, & Rich, 2010). This problem has been referred to as the engagement gap, which is costing U.S. businesses billions of dollars a year in lost productivity (Bates, 2004).

Throughout my higher education journey, I have always experienced some form of uncertainty that has led me to question the job stability of my previous positions. As the head of the household, my duties are to be able to provide for my family. Lack of job stability has created many stressful situations. I noticed that people who experience uncertainty tend to focus more on their individual goals rather than working as a team, leading to many departmental rifts that decrease employee productivity and engagement.

However, I did encounter one work experience within higher education where a Midwest online university was able to continuously exceed the previous year's employee engagement results. The increased employee engagement results intrigued my interest as a doctoral student and led me to question: 1) how can leaders maintain or increase employee engagement in times of upheaval or uncertainty? 2) what made their culture different from other universities? and 3) why do employees enjoy coming to work every day? The proposed study examined how a Midwest online university was able to increase employee engagement for two consecutive years, during a time of uncertainty in higher education. The findings of this study can help colleges and universities replicate a leadership model that will lead to positive employee engagement and student success outcomes.

Contextual Background

College and university enrollment in America continue to decline as more than four in 10 private colleges and almost three in 10 public colleges missed their goals for enrollment and tuition revenue in 2016 (Rudgers & Peterson, 2017). The United States' higher education sector has hit a critical juncture in the evolution of its business model (Global Credit, 2013). There is a major problem in that the industry has an inability to

grow revenue in a way they have for the last 20 years. Jeff Denneen, head of the higher education practice at Bain & Company, performed an analysis which revealed that expenses are growing at such a pace that colleges do not have the cash or revenue to cover them for much longer (Selingo, 2013). These financial challenges have led to decreased student enrollments and university closings. Both are the extreme results of long-standing trends: declining state support for public institutions and concerns about sustainability for private colleges (Toner, 2015).   Chancellor Frank T. Brogan stated that many state higher education systems are confronting financial issues and enrollment challenges by looking at mergers or closures (Selzer, 2017).

The trend of declining enrollments has also been linked to an improved job market and a decline in high school graduates (Smith, 2015). The number of students in colleges and universities has dropped for five straight years and is projected to not have an upswing until 2023 (Marcus, 2017). Enrollment growth strongly correlates to downturns in the economy (Chen, 2016). Historically, enrollment on college and university campuses across the country has risen during periods of economic slowdowns, as people seek additional training and retraining, finish their degree, or advance their education (NACUBO & AGB, 2009). The decline in high school graduation rates are related to having fewer students in the K-12 system. In 2017, high school graduates were projected to fall by 2.3 percent, leaving serious implications of enrollment decline within colleges and universities (Seltzer, 2016).

A survey of admissions directors found that 88 percent of community colleges reported they were down in enrollments compared to two years ago. Enrollments at community colleges have been on a steady decline since 2010 (Smith, 2016). Even

market-leading universities with diversified revenue streams are facing diminished

prospects for revenue growth (Global Credit, 2013). Moody's investor service report

highlights a persistent inability among small colleges to increase revenue, which could

lead as many as 15 institutions a year to shut their doors for good by 2017 (Woodhouse,

2015). Financial instability and decreased enrollment could potentially have a negative

affect towards employee retention and turnover in colleges and universities.

High employee turnover has grave implications for the quality, consistency, and

stability of academic enterprises (Selesho & Naile, 2014). Turnover can have detrimental

effects on students and remaining academic staff members, who struggle to give and

receive quality services, when positions are vacated and then filled by inexperienced

personnel (Powell, 2010). High turnover rates can reinforce clients' mistrust of the

system and can discourage workers from remaining in, or even entering, the field

(Horwitz, 1991). In the higher education sector, when academic staff leaves, it can also

impact the student-to-staff ratio (Strebler et al., 2006). Turnover can also create a sense

of alarm in students, which feeds into lower enrollment over time.

Retention of employees in higher education institutions is a serious concern. One

of the key effects of retention problems is an increase in the workload burden on existing

staff which eventually affects the quality of education offered in the institution of

learning (Too, Chepchieng, & Ochola, 2015). Work overload has often been identified as

a reason for employee disengagement. A recent study conducted by Human Capital

Media Research and Advisory Group, suggests that faculty and staff at higher education

institutions are disengaged at work due to several factors, including professional

development opportunities and overwhelming workloads (Cornerstone, 2016). Ultimately, this disengagement leads to high employee turnover rates.

The pressure of meeting enrollment goals and sustaining financial stability for colleges and universities have contributed to increased employee turnover rates in higher education. Thomas Harnisch, American Association of Colleges and Universities' director of state relations and policy analysis, stated that the volume of turnover for university presidents in recent years is far more than it was a generation ago. Jessica Kozloff, president and senior consultant at Academic Search, also reported an uptick in searches for presidents and higher education administrators. She stated that there is a tremendous amount of pressure on presidential candidate searches due to enrollment goals and competition (Seltzer, 2017). The focus of improving enrollment goals and financial stability has discouraged presidential candidates from accepting a position, and compelled current university presidents towards resignation. The departures of university presidents and academic administrators can leave faculty and staff with a feeling of uncertainty, leading to a less productive and disengaged workforce.

To help students achieve the goal of graduation, leadership must find ways to lead the faculty and staff during uncertainty. Uncertainty is defined as another form of job insecurity, which can also be framed as job loss in the future (Elst, Broeck, De Witte, & Cuyper, 2012). Gabriel stated that job insecurity (2015) is a key issue for many academics; and is considered an important work stressor, yielding aversive outcomes such as burnout, lower levels of work engagement, and mental and physical complaints, for both the employees and the organization (Cheng & Chan, 2008). Fear of the unknown can become debilitating to people and the organizations for which they work

(Davis, 2014). Ramsey (2013) stated that it is difficult for employees to remain engaged when their future employment is unclear, which can lead to negative effects on employee morale.

The experience of uncertainty can vary from an exciting challenge that people feel they have the resources to deal with to a fearsome threat that they feel they do not have the resources to deal with (Blascovich & Tomaka, 1996). In both cases there is a motivation to reduce uncertainty, but the path taken differs: where uncertainty is experienced as a challenge people may adopt promotive or approach behaviors, and where it is experienced as a threat people may adopt more protective or avoidant behaviors (Higgins, 1998). Protective and avoidant behaviors indicate a lack of trust and communication between the employee and the organization. In order to counter protective and avoidant behaviors, universities must find ways to promote trust and communication.

The employee engagement of a student can be affected by the level of engagement of faculty. The disengagement of faculty can potentially produce disengaged students. If students are not engaged, they are less likely to complete their program of study. According to Gallup research, students who strongly agree that they have at least one teacher who makes them "feel excited about the future" and that their school is "committed to building the strengths of each student" are 30 times more likely than students who strongly disagree with those statements to show other signs of engagement in the classroom—a key predictor of academic success (Blad, 2014). Education serves as a knowledge-based resource for students, ensuring that they can successfully complete their program of study and obtain a career after graduation. If faculty wants to create an

engaged atmosphere for students, engagement must first be initiated at the employee level. Developing knowledgeable graduates should be a top priority for colleges and universities.

Ingram (2005) stated that the role of leadership behavior in inducing change and creating positive outcomes remains a strong management focus. As the higher education platform continues to evolve, new leadership practices will need to be implemented to help drive the engagement of faculty and staff. Colleges and universities will need to work with faculty and staff on changing their institutional culture and current business model to continue to thrive, boost revenue, and drive enrollment (Davis, 2017). Wellman stated that there is a growing awareness that the university closings are not just because of a revenue problem, and that universities will need to focus on strengthening leadership to improve their knowledge base, so they can build upon the sustainability and value of the university (Toner, 2015).

Statement of the Problem

This study examined the leadership practices that were used to improve employee engagement in a college or university setting. Employee engagement and leadership in higher education are important to understand right now because of the uncertainty created by enrollment declines and financial instability. The future trends show that the closure rates of colleges and universities will triple in the coming years, and mergers will double (Woodhouse, 2015). The closures could create more uncertainty within the higher education industry due to unstable jobs and employee turnover. When employers fail to provide secure jobs, employees are likely to experience work stress and negative emotional reactions that may affect their work effort (Jordan, Ashkanasy, & Hartel,

2002). A recent Gallup survey revealed that more than half of higher education faculty members are not engaged in their work, and an additional 14 percent are actively disengaged (Cornerstone, 2016). It is important to seek effective strategies to help employees cope with job insecurity so that they may stay engaged and productive in their work (Wang & Lu, 2014).

Universities will need fully engaged faculty and staff, if they want to build a plan that responds to the needs of the student and the higher education market. Student success is also one of the main drivers behind the whole economic system of universities. Less successful students equals less grants to the institution. This system acts as a powerful incentive for institutions to provide resources that effectively help students succeed (Nordmark, 2017). Higher education institutions that want to significantly increase their student success outcomes must design their policies, practices, and organizational culture to promote the engagement and leadership of their faculty and staff. Colleges that invest in designing engagement and empowerment strategies that leverage the talent and dedication of faculty and staff are likely to produce more meaningful and sustainable results (Henderson & Lawton, 2015).

Many studies have been conducted on leadership and employee engagement. One study recommended specifically that future studies consider an exploratory inquiry study that looks at specific variables that might influence or are related to leadership and employee engagement (Mozammel & Haan, 2016). Another study recommended that future research should investigate the engagement construct at a more context-specific level—for example, among different departments or colleges, and among faculty or staff members in different job categories (Sullivan, Bartlett, & Rana, 2015). Although there

are many studies that report on the impact that each leadership style has on employee engagement, I have yet to find research on an organization that has already demonstrated successful outcomes through quantitative measures such as employee engagement data. The previous research has not provided a clear assessment of what leadership style has already been proven to successfully increase employee engagement in a higher education environment during uncertainty.

This study will add to the previous literature of employee engagement and leadership in higher education by providing an explanatory case study design to explain how employee engagement was maintained or improved during uncertainty. To strengthen the relevance of the study, the study was conducted on a Midwest online university that has demonstrated two consecutive years of increased employee engagement, specifically in 2015 and 2016. This is important because the Midwest online university was already able to demonstrate successful employee engagement outcomes. I interviewed faculty and staff to understand what factors led to positive employee engagement. A leadership model was created to inform colleges and universities on how to engage faculty and staff to help improve student success outcomes.

Purpose of the Study

The purpose of this explanatory case study was to examine how a Midwest online university was able to increase employee engagement for two consecutive years and to create a leadership development model from the results. This study will inform colleges and universities on how to engage faculty and staff, so they can improve employee engagement and student success outcomes. The improved engagement of faculty and

staff will create more engagement with students, leading to positive student success
outcomes.

Research Questions

1. How did leaders maintain or increase employee engagement in times of upheaval
    or uncertainty, in a Midwest online university?

2. What leadership practices helped or hindered employee engagement at the
    university?

3. How did leaders cope with workplace uncertainty?

4. What did leaders do to try to engage employees in stressful times?

Figure 1. Conceptual Model
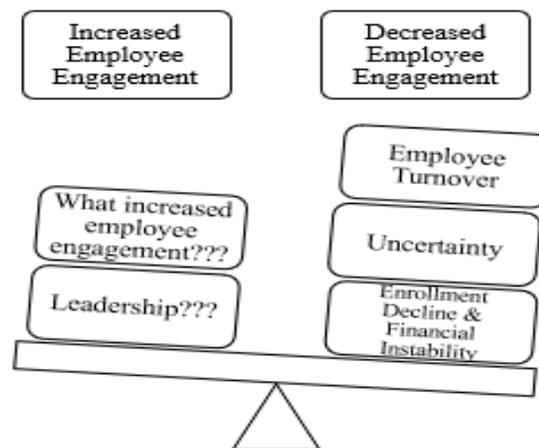
Nature of the Study

The research design used a qualitative research approach. This study
implemented an explanatory case study design to assess how positive employee
engagement results were achieved. Case studies are a design of inquiry found in many
fields, especially evaluation, in which the researcher develops an in-depth analysis of a

case, often a program, event, activity, process, or one or more individuals (Creswell, 2014). This study evaluated a Midwest online university that demonstrated positive employee engagement results, during the uncertainty created by enrollment declines and financial instability. Interviews, observations, member checking, and secondary data were used to examine the factors that led to increased employee engagement in a Midwest online university. The responses from the interviews and observations helped us identify the leadership practices used to increased employee engagement. The employee engagement results from a Midwest online university were used as secondary data to provide evidence of the successful employee engagement outcomes.

The literature review was dispersed throughout the proposal to provide more evidence towards the need of the study. Creswell's (2014) approach is to put the literature at the beginning of the study, to frame the problem, and to put literature towards the end as a means of comparison within findings. In this approach, the literature does not dictate the questions and the theory we are going to use, because the research questions need to be open ended in qualitative research. The literature review was presented in Section Two to help summarize the previous research on uncertainty in higher education, employee engagement, and leadership styles. Additional literature was also be added at the end of the study in relation to the findings of the study.

Assumptions

An assumption of this study was that employees who experience meaningful work will be more engaged. Employees who have managers who are available and provide supportive resources will be more engaged. The employees who do not experience safety in their role will be more disengaged. The assumptions of the study were based from

Kahn's (1990) psychological constructs, which focused on engaging employees through meaningful work, availability, resources, and safety.

Limitations, Delimitations, and Personal Biases

This study was limited in literature to review for the searches only contained research from search engines available at the researcher's university and library network. There was a lack of prior research studies on the topic. This made it difficult to identify how the research design would be structured and what the study will find. Another limitation of the study would be that the participants only provided one perspective of who they report to, which would be their direct supervisor. The secondary data was conducted by the human resource management team of the Midwest online university. The secondary data used to measure employee engagement was not been approved as a validated instrument.

The location of the study was a delimitation because it only provided an analysis from one university. Another delimitation was that the university is fully online. The results were not a true reflection towards all universities. The study on employee engagement was only conducted from a qualitative lens to better understand the engagement construct at a more specific level (Sullivan, Bartlett, & Rana, 2015). The findings represented the leadership practices used to increase employee engagement. Future research could focus more on the organizational culture or human resource management perspective.

A personal bias of the study was my perspective as the researcher because I was recently employed in the academics' department of the Midwest online university. The focus of the study was not to identify what I already knew, instead it was to gather new

information on other departments within the Midwest online university to identify what we do not know. The academics' department was still included in the study due to the impact that it provides towards student success outcomes. However, as the researcher I ensured that the participant's perspective was assessed and coded by a computer software program called NVIVO so that the interviews provide more reliability within the study and reduces any personal biases (Creswell, 2014).

Summary

The current state of higher education needed to incorporate better leadership practices to negate the uncertainty created by enrollment declines and financial instability. The absence of effective leadership has created disengagement with faculty and staff, leading to poor performance in organizational commitment to students. Colleges and universities need better leaders, if they want to retain their top performing employees. The end goal is to create a better leader who can build a more engaging environment for faculty and staff, so that colleges and universities can improve student success outcomes. This research study examined many leadership practices in a Midwest online university to determine the effect it had on employee engagement.

CHAPTER TWO: LITERATURE REVIEW

Introduction

This section reviewed the previous literature on employee engagement and leadership. A survey of 55,000 American worker's attitudes reflected high levels of job involvement, organizational commitment, and organizational citizenship behavior. This combination created a high sense of employee engagement, defined by Gallup as feeling a profound connection with the organization and a passion for one's job (Uhl-Bien et.al, 2014). Employee engagement has been built on the foundation of earlier concepts like job satisfaction, organizational commitment, and organizational citizenship behavior. Although it is related to these concepts, employee engagement is broader in scope (Markos & Sridevi, 2010). The review consisted of the evolvement of employee engagement, by examining organizational commitment, organizational citizenship behavior, job involvement, and job satisfaction. Each concept provided a general description, theoretical model, and findings of previous studies; and their relationship to employee engagement and leadership.

The leadership styles chosen for the study were authentic, servant, transformational, transactional, and full range leadership. These leadership styles were chosen because previous researchers found a positive relationship with each leadership style and employee engagement; and presented a need to further the study between each leadership style and employee engagement. Mozammel and Haan's (2016) study found that transformational leadership does not assure that employees will be fully engaged. Carter and Baghurst's (2014) study revealed that servant leadership positively influences employee engagement while contributing to employee loyalty to the workplace. Klein's

(2014) study also found a positive relationship between servant leadership and employee

engagement. Wang and Hsieh's (2013) study found that employee trust had a partial

mediating effect between authentic leadership and employee engagement.

The need for this study was to find previous leadership literature that

demonstrated positive results on employee engagement. There were many leadership

styles to choose from for this study. The leadership styles included in the literature

review only focused on the positive results to help narrow the focus of the leadership

review. The research focused on examining how a Midwest online university was able to

achieve positive employee engagement results during uncertainty. Therefore, the initial

assumption was that the engagement results will be more positive, rather than negative.

The leadership styles that had a positive relationship with employee engagement

developed the emerging themes from the study. The additional leadership styles that

were found during the research process were presented in Section 4: Findings to compare

and contrast with the findings (Creswell, 2014).

Figure 2. Literature Map
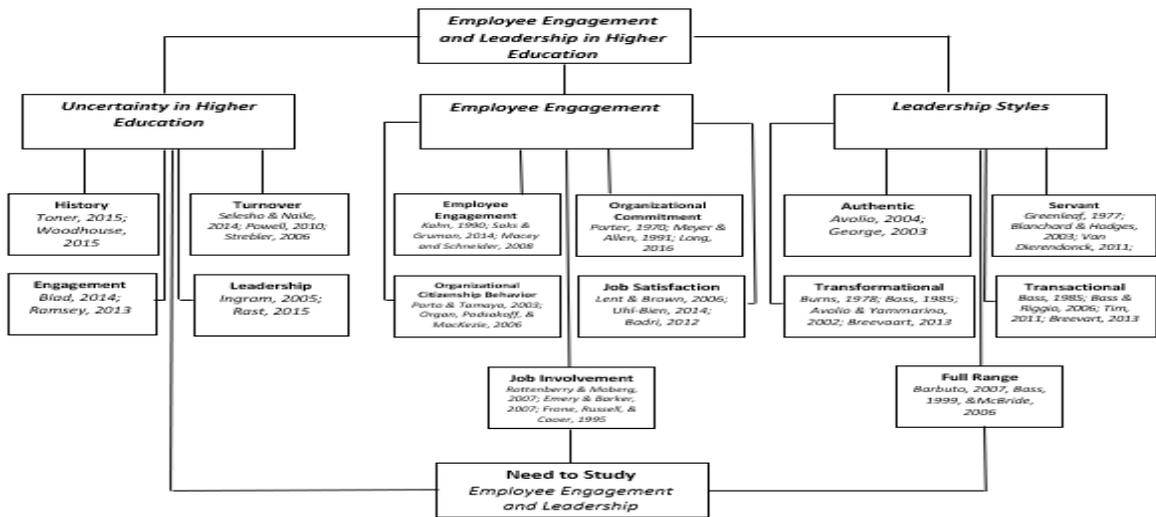
*Previous literature on employee engagement and leadership in higher education

Employee Engagement

Employee engagement is defined as the positive perception that HRM systems may give rise to high levels of commitment and job satisfaction, which, in turn, are linked with enhanced citizenship behaviors, lower intent to quit, reduced absence levels and improved task performance (Allen, Shore, & Griffeth 2003, Den Hartog, Oselie, & Paauwe 2004; Kuvaas, 2008; Conway & Monks, 2009; Snape & Redman, 2010). The past decade has seen an explosion of research activity and heightened interest in employee engagement among consultants, organizations, and management scholars. This is mainly because employee engagement is known as a key factor for an organization's success and competitive advantage (Macey, Schneider, Barbera, & Young, 2009; Rich, LePine, & Crawford, 2010).

The first major article to appear in management literature on employee engagement was Kahns (1990) article based on his ethnographic study of personal engagement and disengagement. This article was seldom cited during its first 20 years but it now has over 1,800 citations, most in the past five years (Saks & Gruman, 2014). Kahn (1990) psychological constructs focus on five employee engagement factors of meaningfulness in work, meaningfulness at work, availability, resources, and safety. His original work began with the factors of meaningfulness, availability, and safety. However, Saks and Gruman (2014) compiled both of Kahn's work from 1990 and 1992, which created an additional field for resources.

Since the emergence of employee engagement in management literature, two key themes have emerged: 1) Employee engagement has been lauded by many writers as the key to an organization's success and competitiveness (Saks & Gruman, 2014), and 2)

Employee engagement is on the decline and there is a deepening disengagement among employees today (Bates, 2004, Richman, 2006). Researchers within the mainstream human resource management field have long been concerned with the question of how the management of people can lead to improved organizational performance outcomes (Huselid, 1995). Claims have been made that organizations with engaged employees have higher shareholder returns, profitability, productivity, and customer satisfaction (Crawford, LePine, & Rich, 2010; Harter, Schmidt, & Hayes, 2002). Findings also indicated that half of all Americans in the workforce are not fully engaged or are disengaged (Saks & Gruman, 2014). This information is relevant to the study because we will need to identify what factors of leadership create engagement with faculty and staff to help maximize productivity.

Kahn (1990) defined engagement as "the harnessing of organization members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances" (p.694). According to Kahn (1990), individuals are engaged when they bring in all aspects of themselves— cognitive, emotional, and physical aspects—to the performance of their work role. The underlying psychological and sociological assumptions that form the basis of an employee's level of engagement is their person role relationship, which was identified by Kahn (1990). This relationship dictated the very foundations of employee engagement and has been theorized and conceptualized by authors like Goffman (1962), Hochschild (1983), Brown (1996) and Csikszentmihalyi (1975). Building on Kahn's (1990) definition of engagement, Rich et al. (2010) noted that when individuals are engaged they are investing their hands, head, and heart in their performance. They argued that

engagement is a more complete representation of the self than other constructs, such as job satisfaction and job involvement, which represent much narrower aspects of self.

Employee engagement has also been the focus of great interest in management and human resource management publications in recent years as the pool of information around the subject continues to grow (Gatenby, Rees, Soa & Truss, 2008). Engaged employees expressed their authentic selves through physical involvement, cognitive awareness, and emotional connections. Conversely, disengaged employees uncouple themselves from their roles, suppressing personal involvement (Truss, 2013). There appears to be an agreement that engagement is a positive state of mind, and studies have shown that engagement levels are susceptible to influence from contextual and interpersonal factors (Kahn & Heaphy, 2013; Shaufeli, 2013). Schaufeli et al (2002) also defined employee engagement as a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption. Alfes et al (2010) defined engagement as being positively present during the performance of work by willingly contributing intellectual effort, experiencing positive emotions and meaningful connections to others. These different theories have led many researchers to look deeper into the employee engagement literature to better understand and define the true meaning of employee engagement. Kahn's psychological constructs focus on assessing the positive state of mind and emotions of employees who are either engaged or disengaged (Khan, 1990).

MacLeod and Clarke (2009, p. 9) defined engagement as a workplace approach designed to ensure that employees are committed to their organization's goals and values, motivated to contribute to organizational success, and able at the same time to enhance

their own sense of well-being. Keenoy (2013) further noted that many consulting firms now organize their products and services around the development and enhancement of employee engagement. Both researchers state the importance on improving employee engagement by focusing on connecting employees to organizational strategy. The topic of employee engagement continues to be greeted with positive reviews and support scrutiny and speculation (Lewis, Thomas & Bradley, 2012). Researchers have continued to criticize the clarity of empirical research that is available. Guest (2008) explained that employee engagement must be more clearly defined or it will be forgotten. Robinson, Perryman and Hayday (2004) also exposed the lack of empirical research on a topic that has become so popular, stating that, a result of this is that the concept can fall into an old wine, new bottle scenario (Saks, 2006).   MacLeod and Clarke (2009) argued against these criticisms by encouraging a need for the academic literature to catch up to the increasingly popular subject and that it has gained too much momentum and popularity to be simply forgotten. This study contributed to the academic literature of employee engagement and leadership.

Today, there also continues to be confusion, disagreement, and a lack of consensus regarding the meaning and distinctiveness of employee engagement among scholars and practitioners (Bakker, Albrecht, & Leiter, 2011; Cole, Walter, Bedeian, & O' Boyle, 2012). The problem is the conceptual overlap of engagement with other, more established constructs such as job satisfaction, organizational commitment, and job involvement (Cole et al., 2012; Saks, 2006; Shuck, Ghosh, Zigarmi, & Nimon, 2012). Through the years, researchers have developed new definitions based on the results of previous studies. Terms previously referred to as job satisfaction, motivation,

commitment and job security are factors that are discussed in relation to the concept of employee engagement (Macleod & Clarke, 2009). Guest (2013) also used the concept of engagement as a catch all to describe a range of work-related attitudes, including job satisfaction, alongside perceptions of various organizational behaviors, such as leadership, voice and involvement, leading Guest (2013) to question whether engagement lacks construct validity.

Macey and Schneider (2008) stated how job attributes and leadership effect the traits of employee engagement. There are components of organizational commitment, job involvement, job satisfaction, and organizational citizenship behavior within their study to justify the importance of how they relate to employee engagement. MacLeod and Clarke (2009) identified barriers such as lack of awareness, uncertainty about starting, underestimating engagement, and the organization's managers and culture. The CIPD (2009b) also argued that barriers to employee engagement can consist of the recession, conflict at work, and pay issues. This is an important component of the study because the context involves the uncertainty of higher education. The study reviewed the previous variables and how they related to improving employee engagement outcomes.

The concepts of employee voice, safety, and climate each had a relationship with employee engagement. Employee voice has been found to have a mediating effect on employee engagement and affective organizational commitment, as it positively predicts affective organizational commitment (Jena, Bhattachargyya, & Pradhan, 2017). Employee voice mechanisms may also act as a resource in enhancing employee engagement and counterbalancing the demands presented by a performance management system, reducing emotional exhaustion (Conway et. al, 2015). Employee safety and

climate perceptions were linked to employees' level of job satisfaction, engagement, and

objective turnover rate. Job satisfaction was a significant mediator between safety and

climate, when predicting employee engagement and turnover rate (Huang et. al, 2015).

A couple of studies presented the importance of how psychological constructs

related to employee engagement. Slatten and Mehmetoglu (2011) suggested that

employees are more engaged when they feel more psychologically available. Bal's

(2013) study determined that the result of improved employee outcomes was created by

rebalancing the psychological contract between the employee and organization, through a

less transactional and more relational contract. Shuck & Reio Jr.'s (2014) study revealed

that high engagement group employees demonstrated higher psychological well-being

and personal accomplishment, whereas low engagement group employees exhibited

higher emotional exhaustion and depersonalization. Ugwu's (2014) study determined

that organizational trust and psychological empowerment were predictors of work

engagement. Psychological empowerment was found to have a moderating effect on the

relationship between organizational trust and work engagement. The result of the study

indicated a positive relationship between organizational trust and engagement was

stronger for employees with low psychological empowerment. Klein's (2014) study

recommended that future studies focus on the psychological impact as a moderator

between leadership and employee engagement. Kahn's (1990) study also emphasized the

importance of the psychological constructs. This study was able to obtain the view of

interviewees from a psychological perspective due to the needs presented by previous

researchers.

Organizational Commitment

Organizational commitment is defined as the relative strength of an individual's identification with and involvement in an organization and can be characterized by a strong belief in and acceptance of the organization's goals and values, willingness to exert considerable effort on behalf of the organization and a strong desire to maintain membership in the organization (Mowday, Porter, and Steer, 1982). It is the mental contract which connects the individual to the organization (Wallace, 1995). Lyman Porter (1970) developed the Organizational Commitment Questionnaire to use as a valid instrument towards measuring employee commitment to work organizations.

Meyer and Allen (1991) also developed a three-component model of organizational commitment. They defined these three themes as components of organizational commitment namely affective commitment, continuance commitment, and normative commitment. Affective commitment refers to an emotional attachment, identification, and involvement in the organization; normative commitment represents a loyalty derived from a sense of obligation toward the organization; and continuance commitment reflects the perceived necessity to stay with the organization (Meyer et al., 2001).

A study examined the relationship between the two measurements of employee engagement (job engagement and organizational engagement) and organizational commitment measured by three key factors, which are: affective (emotional) commitment; continuance (maintenance) commitment; and normative commitment (Albdour & Altarawneh, 2014). The findings concluded that employees who feel more engaged in their job and organization would report higher levels of affective commitment

and normative commitment. This demonstrates that employees are more committed to an organization because they are more engaged as an employee.

Previous studies that have identified positive relationships between leadership styles and organizational commitment. Long's et al. (2016) study found a significant and strong positive relationship between transformational leadership and affective organizational commitment. Pradhan (2015) also found a positive influence of transformational leadership on the follower's affective organizational commitment and their contextual performance. Tastan & Kalafatoglu's (2015) study indicated that a positive relationship exists between perceived servant leadership and organizational commitment. When leaders are perceived as servants, it has a positive effect on employees' commitment to organization. Although the research does not directly relate leadership to employee engagement, there are enough connections between organizational commitment and employee engagement to assume the potential impact that leadership has on and employee engagement.

Organizational Citizenship Behavior

Organizational citizenship behavior (OCB) is defined as employees' extra roles and discretionary behaviors that can contribute to organizational performance (Organ, Podsakoff, & MacKezie, 2006). It is generally categorized into two types: (a) interpersonally directed OCB (OCB-I) that benefits others, such as helping others who are behind in their work, and (b) organizationally directed OCB (OCB-O) that benefits the organization in general (Williams & Anderson, 1991). OCB has an important impact on the effectiveness and efficiency of work teams thereby contributing to the overall productivity of the organization (Podsakoff, Mac Kenzie, Paine, & Backrach, 2000).

Individuals holding positions of leadership in an organization can influence an employee's motivation, ability, or opportunity to engage in OCB through the leader's own behavior or by shaping the employee's environment (Organ, 1988).

Porto and Tamayo (2003) identified the five dimensions of OCB: (1) creative suggestions to the system—referring to the behaviors of suggesting new ideas issued to benefit the organization, (2) protection to the system—associated with producing actions aimed at protecting the organizational property, (3) creation of a climate favorable to the organization in the external environment—related to the behaviors of disseminating the advantages and merits of the organization beyond the work environment, (4) self-training—combining behaviors focused on seeking courses and events that can contribute to improving performance at work, and (5) cooperation with colleagues—comprise behaviors of helping fellow workers aimed at benefiting the organization.

Rodrigues and Ferreira's (2015) study used Porto and Tamayo's model to investigate the impact of transactional and transformational leadership styles of OCB. The results demonstrated that: the transactional leadership style positively predicted the OCB dimension associated with the creation of a climate favorable to the organization in the external environment; the transformational leadership style predicted all dimensions of the OCB, except for the dimension associated with the protection of the system. Transformational leadership demonstrated positive results towards influencing OCB. Future research encourages organizations to build strategies aimed at showing managers the importance of adopting transformational behaviors, through training and qualification programs for managers, workshops, lectures, and seminars, as a way to gain their team's trust and increase their level of safety and stability.

Previous studies have found positive connections between leadership styles and OCB. Irshad and Hashmi (2014) identified a significant positive relationship between transformational leadership and organizational citizenship behavior. Lavanya and Kalliath (2015) also indicated that transactional leadership was identified to have a positive relationship with OCB. Another study used multiple linear regression to show how transformational leadership positively predicted the dimensions of OCB, associated to the creation of a favorable organizational climate in external environments, to self-training, and to cooperation among colleagues (Rodriques & Ferreira, 2015). While transactional leadership also showed a positive prediction, transformational leadership showed greater predictive power on OCB than transactional leadership.

Job Satisfaction

Job satisfaction is an attitude reflecting a person's positive and negative feelings toward a job, co-workers, and the work environment (Uhl-Bien et. al, 2014). The job satisfaction model was based on Bandura's (1986) social cognitive framework. Lent and Brown (2006) proposed a theory of job satisfaction that combines many components into a unified, empirically testable model. The Lent and Brown (2006) model comprises five classes of predictor variables: personality/affective traits, participation in/progress at goal-directed activities, self-efficacy expectations, work conditions, environmental supports and obstacles. The model is based on the assumption that people are likely to be generally satisfied with their jobs when 5 situations exist: they feel competent to perform their major work tasks or attain their work goals (self-efficacy), they are exposed to (or expect to receive) favorable work conditions, they perceive that they are making progress at personally relevant work goals, they receive support for their goals and self-efficacy,

and they possess traits that predispose them to experience positive affect in most life

situations (Badri, Mohaidat, Ferrandino, & Mourad, 2012).

Figure 3. Lent and Brown's (2006) model of work satisfaction
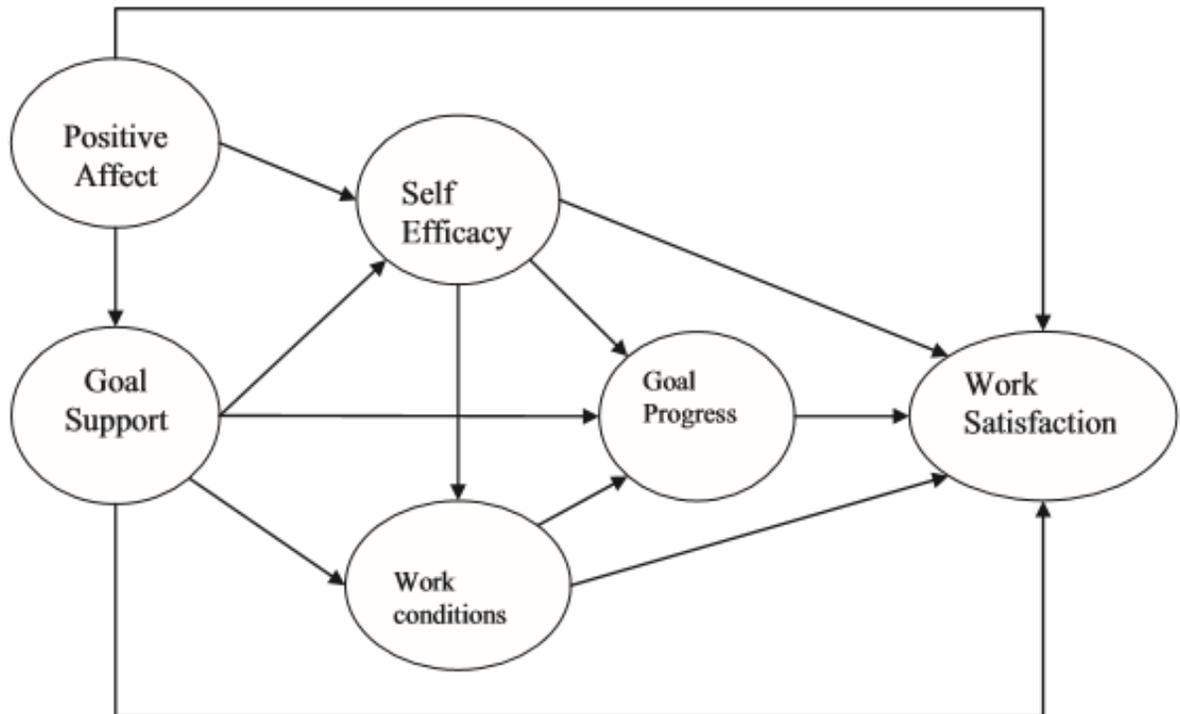
Job satisfaction focuses on one's feelings or state of mind regarding the nature of

their work. Prior studies on job burnout found that all dimensions of job burnout

negatively correlated with job satisfaction (Chiron et al., 2010). Concretely, the degree

of satisfaction increases as the degree of job burnout declines. Conversely, lower degrees

of satisfaction lead to a higher job burnout. Organizational commitment and job

involvement both share positive affectivity with job satisfaction (Macey & Schneider,

2008). Both job satisfaction and organizational commitment have significant impacts on

job burnout. A study showed that job satisfaction and organizational commitment

mediate the effect of core self-evaluation on job burnout (Peng, Li, Zhang, Tian, Miao, Xiao & Zhang, 2014).

Badri's et al. (2012) study showed that job satisfaction needs an environment of support, positive experience, positive goal progress, and high levels of positive affect. Another study indicated that transformational leadership had a positive and significant effect on job satisfaction, commitment, motivation to learn, and trust (Menon & Loannou, 2016). Leadership style is a key component in building the foundational support for job satisfaction. The effects of transformational leadership are able to provide support for the needs of job satisfaction. Both findings relate closely to Kahn's (1990) psychological constructs of employee engagement: 1) meaningfulness in work, 2) meaningfulness at work, 3) safety, 4) availability, and, 5) resources. If transformational leadership is able to positively influence job satisfaction, it could have a similar impact on employee engagement. A significantly positive relationship was also found between servant leadership and job satisfaction (Drury, 2004). Barbuto and Wheeler's (2006) servant leadership construct focuses on employee safety. Job satisfaction and employee engagement were both linked to employee safety and climate when predicting the turnover rate (Huang et. al, 2015).

Job Involvement

Job involvement has been defined as the degree to which a person identifies psychologically with his work, or the importance of work in his total self-image and, furthermore, as the degree to which a person's work performance affects his self-esteem (Rottenberry & Moberg, 2007). This is the extent to which an individual feels dedicated to a job. Someone with high job involvement psychologically identifies with her or his

job and, for example, shows willingness to work beyond expectations to complete a special project. A high level of job involvement is generally linked with lower tendencies to withdraw from work, either physically by quitting or psychologically by reducing one's work efforts (Uhl-Bien et. al, 2014).

High job involvement has been known to increase organizational output by making it a pleasant experience (Emery & Barker, 2007). Empirical evidence yields that more involvement in job means a person is fully enjoying their job (Frone, Russell & Cooper, 1995). Employees' involvement level within a job can be increased, if the employee considers himself an important employee of organization and this considerate thinking is very much related to the leadership styles of his/her authorities (Rana, Malik, & Hussain, 2016). An individual's decision to leave or opt for a particular job as a career is also influenced by job involvement (Hafer & Martin, 2006).

A study showed that transformational and transactional leadership had a positive relationship with job involvement (Rana, Malik, & Hussain, 2016). The results of the study aligned with Trott and Windsor (1999) who found that nurses were more satisfied with the transformational leadership style and level of job involvement increased as the leader used more participative leadership styles. Sheikh, Newman, and Al Azzeh's (2013) study also presented similar results on transformational leadership eliciting a positive emotional response from employees in terms of job involvement. The findings suggested that transformational leaders may enhance subordinate perceptions of their job characteristics, which should in turn lead to higher levels of job involvement.

Zemguliene's (2013) study provided evidence for the validity of the link between a supervisors' perceived ethical leadership and job involvement as its resultant outcome.

The results of the study demonstrated that economic environment has an effect on the

ethical behaviors of leaders. Perceived personal qualities of a supervisor's as the ethical

leader are positively related to the attitude towards work. If the economic environment

creates a negative impact on ethical leadership, job involvement will suffer as well. The

external environment is an important factor to consider in higher education because many

universities are focused on developing strategies to strengthen their financial stability.

Through these situations, ethical leadership can have a major impact on the job

involvement of employees.

Authentic Leadership

Authentic leaders are defined as those individuals who are deeply aware of how

they think and behave and are perceived by others as being aware of their own and

others' values/moral perspective, knowledge, and strengths; aware of the context in

which they operate; and who are confident, hopeful, optimistic, resilient, and high in

moral character (Avolio, Gardner, Walumbwa, & May, 2004). Avolio's model

emphasizes positive organizational behavior, trust, recent work on leadership and

emotions, and identity theories to describe the processes by which authentic leaders exert

their influence on follower attitudes like job satisfaction and commitment and behaviors

like job performance.

Today's global environment continuously undergoes rapid changes, and

enterprises experience ethical meltdowns, and organizations face a multitude of

challenging and turbulent problems. It is therefore increasingly evident that enterprises

need a new kind of business leader in the 21st century (George, Sims, and McLean, &

Mayer, 2007). Specifically, organizations need leaders who lead with purpose, who have

strong values and integrity, who are able to create enduring organizations, and who

motivate their employees to provide better customer service (George, 2003). The

aftermath of the corporate scandals led George (2003), former CEO of a major U.S.

corporation, to suggest that corporate boards choose authentic leaders for character, not

for charisma but for their values and ability to motivate employees to create genuine

value for customers. He argued that public trust will not be restored until we have

authentic leaders in both corporations and on Wall Street. In recent studies, it has been

suggested that authentic leadership may positively affect employee attitudes and

behavior, as well as work outcomes (e.g., job satisfaction), job commitment, creativity,

engagement, and organizational citizenship behavior (Rego, Sousa, Marques, & Cunha,

2012).

Servant Leadership

Servant leadership entails an understanding and practice of leadership that places

the good and interests of followers above the self-interest of the leader (Greenleaf, 1977).

Generally, the servant leadership approach develops employees to their fullest potential

in the areas of task effectiveness, community stewardship, self-motivation and future

leadership capabilities (Greenleaf, 1977). This approach is based on the premise that, to

bring out the best in their followers, leaders rely on one-on-one communication to

understand the abilities, needs, desires, goals and potential of their employees (Mahembe

& Engelbrecht, 2014). The servant leader creates opportunities for their followers to help

them to grow (Luthans & Avolio, 2003), which is achieved through fostering self-

confidence, serving as a role model, inspiring trust, and providing information, feedback,

and resources (Liden, Wayne, Zhao, & Henderson, 2008; Lord, Brown, & Freiberg, 1999).

Servant leadership is regarded as virtuous, highly ethical and based on the premise that service to followers is at the core of leadership (Sendjaya, 2008). Greenleaf stated the importance of realizing that the servant leader is primus inter pares (i.e., first amongst equals), and does not use his or her power to get things done, but instead tries to persuade and convince staff (Van Dierendonck, 2011). Servant leadership extends beyond the desires of the self-ego and builds a working climate that generates feelings of employee empowerment (Liden, 2008). Servant leadership also demonstrates the qualities of altruism, humility, hope, integrity, vision, care for other people, trustworthiness and interpersonal acceptance (Van Dierendonck, 2011).

Blanchard and Hodges (2003) believed that appropriate feedback is required to help sustain and foster an attitude of servitude. Servant leaders tend to welcome feedback, put followers' interests before their own, are relationship builders, view leadership as an act of service, and seek to respect the wishes of those who entrusted them with responsibility and influence (Buchen, 1998; Keith, 2008). Blanchard and Hodges (2003) also distinguished two ways for truth-teller growth to take place: "When you're open to feedback from other people…" and "When you are willing to discuss your vulnerabilities to other people" (p. 103). The purpose of sharing vulnerabilities is to better relate task-relevant information to help improve organizational effectiveness (Blanchard & Hodges, 2003).

Servant leadership also stresses personal integrity and focuses on forming strong long-term relationships with teachers and organizational stakeholders such as the

community, parents, universities, alumni and employing organizations (Graham, 1991).

They are actively engaged in helping, assisting, and meeting the needs of their

employees. Rather than just dictating how to provide service, servant leaders present

service examples to the employees (Lynn & Lytle, 2000) who in turn will forward that

service to customers. Servant leaders rely on one on one communication with their

employees to understand their potential and bring out the best in them (Maden, Goztas &

Topsumer, 2014). Servant leaders consider their employees' needs before their own and

create a service climate built on trust and willingness to deliver excellent service to

customers. Employees will be motivated and do their best to serve customers due to the

examples set by their leaders (Babkus, Yavas, & Ashill, 2011).

Prior research has demonstrated that employees, when empowered, exude a

higher level of self-confidence and have a greater sense of being able to positively

influence their work environment (Zhu, May, & Avolio, 2004). Maden, Goztas, and

Topsumer's (2014) study provides evidence that strategic competence and customer

orientation are positively affected by service standards communication and servant

leadership. Song, Park, and Kang (2015) recommended that organizations should

consider incorporating a number of human resources management tactics (e.g., hiring,

promoting, and/or training) to position servant leaders, and should remove barriers to

knowledge sharing as a way to facilitate the development of a knowledge-sharing climate

within their organization.

Transformational Leadership

Transformational leadership was first introduced by Burns (1978) who described

it as a process in which leaders and followers raise one another to higher levels of

morality and motivation. Transformational leaders seek to raise the consciousness of

followers by appealing to higher ideals and moral values such as liberty, justice, equality,

peace, and humanitarianism, and not to harbor emotions like fear, greed, jealousy, or

hatred. According to Burns, the result of transforming leadership is a relationship of

mutual stimulation and elevation that converts followers into leaders and may convert

leaders into moral agents, thus resulting in a transforming effect on both leaders and

followers.

Bass (1985) would later on reformulate the transformational leadership theory by

breaking down the specific behaviors. According to Bass, transformational leadership

goes beyond exchanging inducements for desired performance by developing,

intellectually stimulating, and inspiring followers who transcend their own self-interests

for a higher collective purpose, mission, or vision. Bass (1985) defined a

transformational leader as one who motivates followers to do more than they originally

expected to do. He focused on explaining how the relationship between leaders and

followers could result in extraordinary performance and accomplishments in both the

individual follower and the entire organization.

Transformational leadership is characterized by four characteristics: 1) Idealized

Influence—willingness to take and share risks with followers (Avolio & Bass, 2002), 2)

Inspirational Motivation—continuation in stimulating others to follow a new idea

throughout organizational change (Simic, 1998), 3) Intellectual Stimulation—challenging

their followers to be creative and innovative, to question long-term assumptions, to

reframe questions, and to use new methods and mindsets to solve traditional problems

and questions (Frank et al., 2004), and 4) Individualized Consideration—paying special

attention to specific followers' needs regarding their personal growth and achievement, and trying to meet their needs and satisfy their expectations for future development (Bass, 1985).

Transformational leaders contribute to employees' intrinsic motivation, because they provide a meaningful rationale for their followers' work (Avolio & Yammarino, 2002). Transformational leaders communicate an appealing vision of the future and show confidence in their followers' ability to contribute to the realization of this vision (Seibert, Wang, & Courtright, 2011). They also stimulate followers to prefer the interests of the group over their self-interests (Avolio & Yammarino, 2002). Transformational leadership has shown a positive relation to followers' work engagement (Breevaart et.al, 2013).

Transactional Leadership

Transactional leadership focuses on ensuring that expectations are met, which is the foundation on which transformational leaders build to motivate their followers to perform beyond expectations. According to Bass (1985), transactional leaders motivate their followers to fulfil their leaders' expectations. Transactional leadership consists of multiple components that differ in their effectiveness. Some components lead to more committed, loyal, and satisfied followers than others (Bass & Riggio, 2006). Contingent reward is the most effective component because it means that followers receive incentives after they have accomplished a task. Contingent reward is transactional when these incentives are material.

Tims et al. (2011) argue that transactional leaders lack the motivational power and inspirational appeal that is needed to stimulate followers' work engagement. Breevaart et

al. (2013) argue the opposite: that followers will be more engaged on days when their

leader shows more transactional leadership, but to a lesser extent than daily

transformational leadership. Breevaart's (2013) study showed that, despite lack of

inspirational appeal, leaders who use contingent rewards are also able to influence their

followers' daily work engagement in a positive way. Previous research has also shown

the transactional contingent reward style of leadership to be positively related to

followers' commitment, satisfaction, and performance (Bycio, Hackett, & Allen, 1995).

Goodwin, Wofford, and Whittington (2001) reported a positive relationship between

transactional contingent reward leadership and organizational citizenship behavior,

distinguishing transactional leadership that was more recognition based from that based

on setting basic expectations and goals. Goodwin et al. showed that the recognition-based

transactional leadership was more positively related to followers displaying organization

citizenship behaviors than was a transactional leadership based on explicit contracts or a

quid-pro-quo exchange between the leader and follower.

Full-Range Leadership

The full range leadership model is based on more than 100 years of leadership

research and identifies both transactional and transformational behaviors (Barbuto, 2007).

The full range of leadership is measure by the Multifactor Leadership Questionnaire

(MLQ), which implies that every leader displays a frequency of both the transactional

and transformational factors, but each leader's profile involves more of one and less of

the other (Bass, 1999). Those leaders who are more satisfying to their followers and who

are more effective as leaders are more transformational and less transactional (Avolio &

Bass, 1991).

Figure 4. Bass and Avolio's (1994) Full-Range Leadership Model
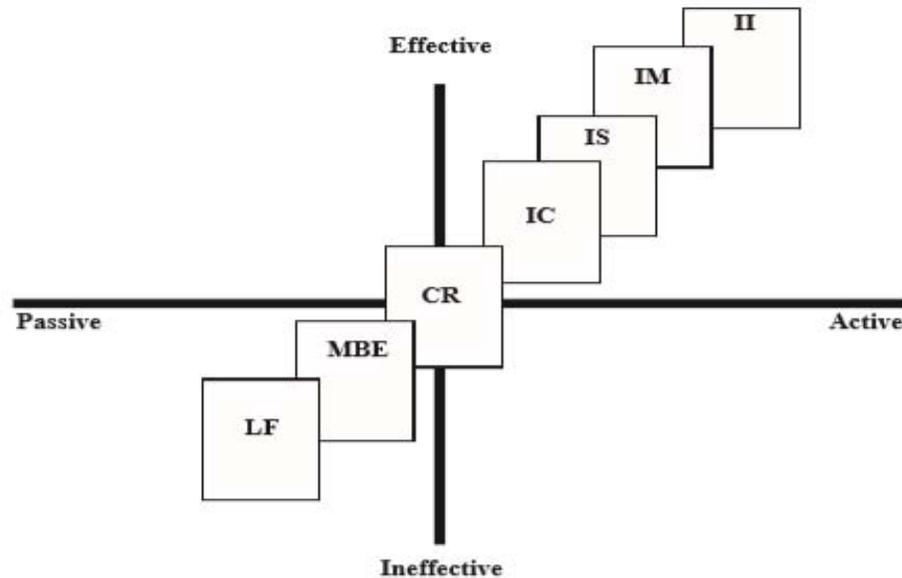
The behaviors of transactional leadership include laissez-faire (hands-off leadership), management-by-exception (putting out the fires), and contingent rewards (let's make a deal) (Bass & Avolio, 1994). The laissez-faire leader is essentially a non-leader. This manager tends to withdraw from the leadership role and offer little in terms of either direction or support. As a result, followers are often in conflict with each other regarding roles and responsibilities, and they try to usurp the leader's role, or seek direction and vision from elsewhere in the organization. Management-by-exception refers to the process of paying attention to the exceptional rather than the normal. The MBE leaders tend to be relatively laissez-faire under normal circumstances but take action when problems occur, mistakes are made, or deviations from the standard are apparent. They tend to have a relatively wide performance acceptance range and poor performance monitoring systems. Contingent reward is the classic transactional style

where the leader sets very clear goals, objectives, and targets that clarify what rewards can be expected for successful completion. In effect followers will perform up to the objectives and targets that are specified (Kirkbride, 2006).

The behaviors of transformation leadership include individualized consideration (compassionate leader), intellectual stimulation (thinking outside of the box), inspirational motivation (exciting the masses/sharing the vision), and idealized influence (actions speak louder than words) (Barbuto, 2007). The individualized consideration leader demonstrates concern for their followers, treats them as individuals, gets to know them well and listens to both their concerns and ideas. Intellectual stimulation involves the leader stimulating the followers to think through issues and problems for themselves and thus to develop their own abilities. The inspirational motivation leader can motivate the followers to superior performance, by being able to articulate a vision of the future in an exciting and compelling manner that inspires followers. The final transformational style refers to the leader who has become an idealized influence or role model for those around them. They exhibit certain personal characteristics or charisma because they demonstrate certain moral behaviors. Such leaders are often seen as being high in morality, trust, integrity, honesty, and purpose (Kirkbride, 2006).

Based on the findings, leaders are generally most effective when they regularly use each of the four transformational behaviors (individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence) to build on contingent rewards (Bass & Avolio, 1994). The transformational styles described by the model are highly correlated with leadership success (Kirkbride, 2006). The transactional and transformational rubric can be applied to teams and organizations (Bass, 1999).

Definition of Relevant Terms

Employee Engagement – "Employee engagement is defined as a positive work-related state of mind characterized by vigor and dedication to the job. Engaged employees have high levels of energy, are enthusiastic about their work, are able to bounce back from adversity, and feel like time flies when they are working." (Schaufeli & Bakker, 2004, p. 127-128).

Organizational Commitment - The relative strength of an individual's identification with and involvement in an organization and can be characterized by a strong belief in and acceptance of the organization's goals and values, willingness to exert considerable effort on behalf of the organization and a strong desire to maintain membership of the organization (Mowday, Porter, and Steer, 1982).

Organizational Citizenship Behavior – An employees' extra role and discretionary behaviors that can contribute to organizational performance (Organ, Podsakoff, & MacKezie, 2006).

Job Satisfaction - An attitude reflecting a person's positive and negative feelings toward a job, co-workers, and the work environment (Uhl-Bien et. al, 2014).

Job Involvement - The degree to which a person identifies psychologically with his work, or the importance of work in his total self-image, furthermore, as the degree to which a person's work performance affects his self-esteem (Rottenberry & Moberg, 2007).

Authentic Leadership - Individuals who are deeply aware of how they think and behave and are perceived by others as being aware of their own and others' values/moral perspective, knowledge, and strength; aware of the context in which they operate; and

who are confident, hopeful, optimistic, resilient, and high on moral character (Avolio et al., 2004).

Servant Leadership - Entails an understanding and practice of leadership that places the good and interests of followers above the self-interest of the leader (Greenleaf, 1977).

Transformational Leadership – A process in which leaders and followers raise one another to higher levels of morality and motivation (Burns, 1978).

Transactional Leadership - Focuses on ensuring that expectations are met, which is the foundational on which transformational leaders build to motivate their followers to perform beyond expectations (Bass, 1985).

Full Range Leadership - Based on more than 100 years of leadership research and identifies both transactional and transformational behaviors (Barbuto, 2007).

Summary

Section Two provided a literature review on employee engagement and leadership styles. The literature review expanded on previous engagement and leadership theories. Potential relationships between leadership and employee engagement constructs were also presented in the literature review. The limited amount of previous research demonstrated that there is need to study employee engagement and leadership in a university setting. Section One stated the problem and need for the study and Section Two focused on the researcher's knowledge of the literature. Section Three will describe the qualitative methodology used for the study.

CHAPTER THREE: METHODOLOGY

Introduction

This chapter discusses the methods used to examine leadership and employee engagement in a Midwest online university. This study used a qualitative explanatory case study design as a method to capture the results of the interviews conducted at a Midwest online university. The research examined how a Midwest online university was able to increase employee engagement, during uncertainty.

Research Design

The research design used a qualitative explanatory case study design to examine how a Midwest online university was able to increase employee engagement, during uncertainty. Case studies are a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. The goal of the research is to rely as much as possible on the participant's views of the situation being studied (Creswell, 2014). The distinctive need for case study research arises out of the desire to understand complex social phenomena. A case study allows investigators to focus on a case and retain a holistic and real-world perspective such as in studying individual life cycles, small group behavior, organizational and managerial processes, neighborhood change, school performance, international relations, and the maturation of industries (Yin, 2014).

Case study research can be used in explorative, descriptive, explanatory, and evaluative modes. The explorative case study was not considered for this study because the only role for the case study research is to serve as a prelude to a subsequent study,

which may use a different method, such as a survey or an instrument. The descriptive

case study was not considered for this study because they are mainly used to present a

rarely encountered situation or one not normally accessible to researchers. The

evaluative case study was not considered for this study because they generally involve

more assessments and multiple-case study formats, depending on the topic for the study

(Yin, 2014). The best choice for this study was the explanatory case study.

Explanatory Case Study

The explanatory case study design was selected because it is a means to describe

how positive employee engagement results were achieved. How and why questions are

more explanatory and likely to lead to the use of a case study, history, or experiment as

the preferred research method. Internal validity is mainly a concern for explanatory case

studies, when an investigator is trying to explain how and why event x led to event y. If

the investigator incorrectly concludes that there is a causal relationship between x and y

without knowing that some third factor z may actually have caused y, the research design

will have failed to deal with some threat to internal validity (Yin, 2014). Internal validity

was not be a problem because there was not an identified causal relationship between

leadership and employee engagement.

Yin and Davis (2007) stated that researchers would want to conduct case study

research to understand a real-world case and assume that such an understanding is likely

to involve important contextual conditions pertinent to a case. This study examined how

a Midwest online university was able to increase employment engagement for two

consecutive years (2015-2016), during uncertainty. The case study is preferred when

examining contemporary events, when the relevant behaviors cannot be manipulated

(Yin, 2014). The case study design was applicable to this study because it will provide an in-depth analysis of a case through process, action, and interaction. Additionally, the assessment period of employee engagement results were bounded by a time and place of research (Creswell, 2014). Although qualitative and quantitative methods are both suitable for studies in the social science field, qualitative approaches allow for the study of human experience, which was a principle focus of this research (Hunt, 2011). This study did not require control of behavioral events and focuses on contemporary events, making the case study approach an appropriate selection for the research design (Yin, 2014).

Pragmatic and Constructivist

This research was conducted with a pragmatic approach, where a worldview arises out of actions, situations, and consequences rather than antecedent conditions. Instead of focusing on methods, researchers emphasize the research problem and use all approaches available to understand the problem. Pragmatist researchers look to the what and how to research based on the intended consequences and where they want to go with it (Creswell, 2014). The pragmatic approach is consistent with the explanatory case study design as it addressed how and why questions. This study used all approaches available to understand the problem how a Midwest online university was able to increase employee engagement, during uncertainty.

The constructivist approach was used as a supplement viewpoint as the goal of this study was to rely on the participants' views of the situation being studied. Social constructivists believe that individuals seek understanding of the world in which they live and work. Individuals develop subjective meanings of their experiences. These

meanings are varied and multiple, leading the researcher to look for the complexity of views rather than narrowing meanings into a few categories or ideas. Open ended questions are encouraged, as researchers often listen carefully to what people say or do in their life settings (Creswell, 2014). The results of the study relied heavily on faculty and staff experiences that led to the increase of employee engagement for a Midwest online university. Open ended questions were used for the interview protocol to understand the individual perspective of faculty and staff.

Creswell (2014) suggested that qualitative case study designs usually employ constructivist knowledge strategies to meet the criteria of involving philosophy, research designs, and specific methods. Pragmatic knowledge strategies tend to be more employed with mixed method designs. Although this study is a qualitative study, it provides elements of a mixed method study due to the secondary data collected for the research, making pragmatic and constructivist approaches appropriate for this study.

The Role of Leadership in this Study

The study examined the leadership practices that led to increased employee engagement. The employee engagement results were used as secondary data to help assess the current employee engagement of the Midwest online university. The employee engagement results were categorized by each department. The results of the study helped determine what leadership style is needed to improve employee engagement outcomes. This study was able to use the emerging themes to develop a leadership model that recommends the best suited style of leadership for each department. The themes that were developed from the study, created a leadership model for all colleges and universities to replicate to help improve employee engagement.

Population and Sampling

This study used purposeful sampling to identify the most useful people who can help to inform the study. Creswell (2014) stated that the idea behind qualitative research is to purposefully select participants of sites that will best help the research understand the problem and the research question. Purposeful sampling is a type of nonprobability sampling in which the units to be observed are selected on the basis of the researcher's judgment about which ones will be the most useful or representative for the study (Babbie, 2014). The purposeful sample size consisted of twenty faculty and staff members who were currently employed at a Midwest online university. Creswell (2002) recommended that 3-5 participants be used for case study research. This study evaluated five departments: academics, admissions, financial aid, student advising, and student accounts, making twenty a reasonable sample size for this study. The requirements for selecting participants for the purposeful sample included faculty and staff who were employed during 2015 and 2016; and were actively involved in a university committee. These requirements helped us strengthen the results of our study by ensuring that faculty staff were present during the time of increased employee engagement and can describe the leadership practices that contributed to the increase in employee engagement.

Data Collection Tools

Before the research process began, Institutional Review Board approval was granted by the Midwest online university (See Appendix B). The study implemented semi-structured interviews, observations, member checking, and secondary data to obtain information on the faculty and staff at a Midwest online university. The interview consisted of a 6-question interview protocol (see Appendix D). The interviews were

conducted face to face, in an unstructured and open-ended question environment. The face-to-face interviews enabled researchers to explore the perceptions of participants (Mozammel & Haan's, 2016). Carter and Baghurst (2014) also recommended conducting individual interviews which often elicit more meaningful, rich data as interviews are typically one-on-one and participants may feel comfortable giving open feedback. The goal of the interview is to elicit views and feedback from the participants (Creswell, 2014).

A qualitative observation is when the researcher takes field notes on the behavior and activities of individuals at the research site. The observation observed five departments: academics, admissions, student advising, financial aid, and the business office. These departments were selected because they have been known to have a higher impact towards student success outcomes. Tinto and Pusser (2006) stated that academic and social support, financial aid, and advising have received considerable attention in providing student support. Member checking is the process of providing participants language from their interview and asking them to provide feedback (Lincoln & Guba, 1985; Stake, 1995; Truglio-Londrigan, 2013). All participants received a summary copy of my analysis after each interview was completed and transcribed. Participants had the opportunity to change or elaborate the message that they meant to convey. The secondary data included the results of the employee engagement survey data. The employee engagement survey results helped us to identify a location of study based on the requirements of having achieved consecutive years of employee engagement.

I used Happy Scribe Transcription Services to transcribe the response of interviewees. NVIVO software technology was then used to code the responses of

interviewees. After the interviews were transcribed and coded, the researcher read and

re-read the content three additional times to ensure that the themes developed from the

study accurately defined the interviewee's responses. Yin (2014) stated that the

researcher will need to study the outputs to determine whether any meaningful patterns

emerged. The themes that emerged from the study were developed through the assistance

of NVIVO software technology and the researcher's analysis.

Data Collection Procedures

The participants received an email notification before the study to provide privacy

details and information on the interview process. The participants were informed of the

purpose of the study and were encouraged to ask questions on any aspect of the study and

the instructions. Full disclosures were provided to help participants become more aware

of the study's purpose. Creswell stated the importance of disclosing the purpose of the

study to participants, so they will not feel pressured into the situation (Creswell, 2014).

Onsite interviews were conducted in an office environment to protect the privacy of the

interview. If participants were unable to attend the onsite interview, they had the option

to be interviewed via Skype or phone. With the permission of the participants, a digital

recorder was used to save each interview session. Field notes were also taken during the

interviews to monitor the details of the conversation, in the case of any technical errors

with the digital recorder.   After the interviews were completed, a follow up email was

sent to all of the participants with a summary of their analysis to ensure member

checking. I used field notes to capture my observations on each department: academics,

admissions, business office, financial aid, and student advising. The Midwest online

university discussed the details of the secondary data and sent the data to me via email.

Data Analysis

The data analysis phase of this explanatory case study recommended a *"Working your data from the ground up"* strategy. Yin (2014) stated that instead of thinking about any theoretical propositions, use the data to identify themes or useful concepts. This inductive strategy can yield appreciable benefits. The *Explanation Building Analytic Strategy* was used to analyze the case study data by building an explanation about the case. The best preparation for conducting case study analysis is to have a general analytic strategy. The purpose of the analytic strategy is to link your case study data to some concepts of interest, then to have the concepts give you a sense of direction in analyzing the data. The *Explanation Building Analytic Strategy* is mainly relevant to explanatory case studies, as its goal is not to conclude a study but to develop ideas for further study.

In qualitative research, the originators of grounded theory (Corbin & Strauss, 2007; Glasser & Strauss, 1967) have provided much guidance over the years for following an inductive approach to data analysis. The procedures assign various kinds of codes to the data, each code representing a concept or abstraction of potential interest. Although this study used the *Explanation Building Analytic Strategy*, elements of Strauss and Corbin's (1998) coding methods were still used to strengthen quality within the coding process. Strauss and Corbin (1998) stated the steps in coding data: 1) the researcher must be *sensitized* to the central themes of interest by reviewing existing theory and research, 2) the data is *scanned* for relevant words and concepts, 3) *focused* attention is applied to words, phrases, passages, and other information relevant to the

theory, and 4) data are *conceptualized* by labeling and extrapolating information in a creative and imaginative manner.

Before beginning the coding process, I made sure to review the existing literature on leadership and employee engagement. I then focused on scanning the data for relevant words, line by line, through NVIVO data analysis software technology. NVIVO was used as a computer-assisted qualitative data analysis software (Fielding & Lee, 1998). The software has become more diverse and functional over the past decade in providing guidance on coding skills and technique. Essentially, the tools and guidance can help you code and categorize large amounts of data. Yin (2014) stated that the software will not do the finished analysis on its own, but it may serve as an able assistant and reliable tool.

As the researcher, I reviewed the transcripts line by line when assigning codes into NVIVO. NVIVO assisted in assigning codes to the various amounts of data collected for this study. The themes created in NVIVO were developed based on relevant terminology found in the leadership practices and employee engagement concepts identified in the Section Two: Literature Review. The themes that did not have a relation to the literature review, were compared to the updated literature that was inputted into Section Four: Findings. After the data was coded, the emerging themes were reviewed by the researcher three times to ensure the accuracy and quality of the themes.

Identifying Emerging Themes

For this explanatory case study, the employee engagement surveys indicated an increase for the years of 2015 and 2016. The qualitative data collected for this study identified how and why a Midwest online university was able to increase employee

engagement, during uncertainty. To "explain" a phenomenon is to stipulate "how" or "why" something happened (Yin, 2014). In employing the inductive strategy, I was able to identify emerging themes of the study by analyzing and organizing the data through codes. Figure 5 presents a view of how the data was processed and coded to identify the emerging themes.

Figure 5. Process of Identification for the Emerging Themes

Step 1: Data Emersion

Step 2: Coding

Step 3: NVIVO - Reviewed the most frequent codes

Step 4: Compared and combined codes based on the literature

Step 5: Identified themes
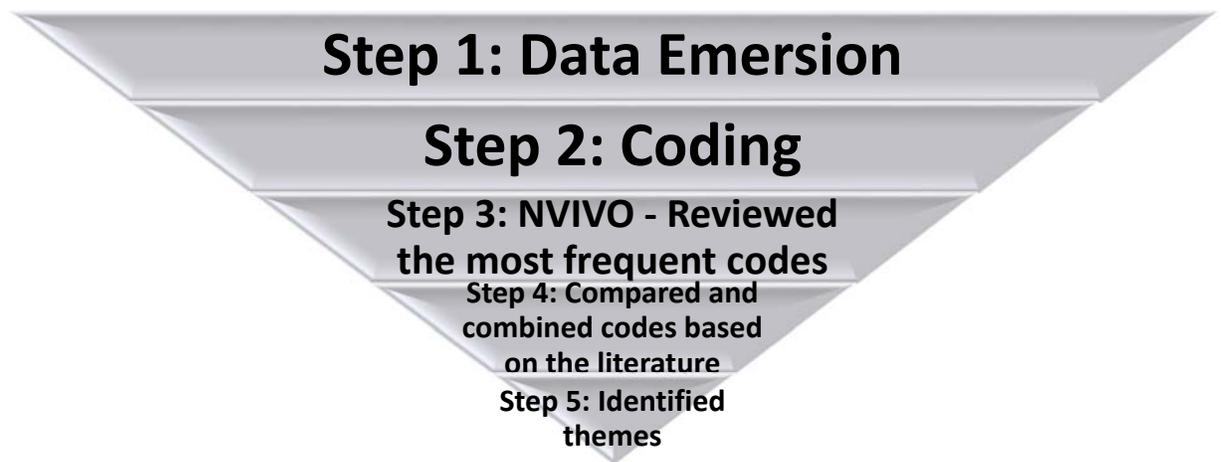
For this study, I implemented an alphanumeric coding system to protect the identity of the participants. The interviewees were coded based on their department. The alphanumeric coding randomly labeled participants by department and number until all participants had a unique code: AC1, AD2, BO3, FA4, and SA3 (McDermid, Peters, Jackson, & Daly, 2014). After assigned alphanumeric codes to each department, I immersed myself in the data by reading and re-reading the transcripts. Data immersion lays the foundation for connecting disjointed elements into a clearer picture of the issue being investigated and being able to draw on an understanding of the interview context brings depth to data immersion and enables subsequent interpretation to fully account for the research context beyond interview transcripts (Green et al, 2007). As I evaluated the

transcripts line by line, I assigned each response to a code based on the relation that it had to employee engagement or leadership words, phrases, passages, and other information relevant to the theory (Strauss & Corbin, 1998). After a code was assigned, NVIVO filtered and managed the themes so we could determine the emerging themes based on which codes appeared the most frequently. Similar themes were reviewed against the literature and combined based on their similarities to help establish and develop the emerging themes.

The overall university themes were identified by the five codes that appeared the most frequently. The codes that were used to develop the emerging overall university themes were taken from all departments. The departmental themes were identified by the three codes that appeared the most frequently from each individual department. The departments included: academics, admissions, the business office, financial aid, and student advising. The codes that were used to develop the emerging departmental themes were only taken from the individual department. By assessing departments individually, the study was able to identify emerging themes from each department. This contributed to the leadership development model created from each individual department. The emerging themes were compared to the secondary data, member checks, and observations to ensure triangulation between the different data points.

Validity, Reliability, and Ethical Considerations

Validity

Qualitative validity means that the research checks for the accuracy of the findings by employing certain procedures. Creswell (2014) recommended using multiple approaches to enhance the researcher's ability to assess the accuracy of the findings. To

increase validity in a qualitative study, the research must implement multiple strategies to address credibility, transferability, and confirmability (Kim & Li, 2013; Lincoln & Guba, 1985; Marshall & Rossma, 2014). The validity strategies used to strengthen the validity of the study were: triangulation, member checking, discrepant information, debriefing, reflexivity, and bracketing.

Credibility refers to the accuracy and the extent to which the findings are believable (Cho & Lee, 2014). Triangulation and member checking were used to strengthen the credibility for this study. Collecting data from multiple sources aids researchers in formulating a richer meaning of the phenomenon (Yin, 2014). Triangulation is achieved by using different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes (Creswell, 2014). Qualitative validity was achieved through triangulation by using qualitative interviews, observations, member checking, and secondary data to build a coherent justification for the themes within the research. The interviews were conducted face to face, in an unstructured and open-ended question environment. Qualitive observations were used to obtain field notes on the behavior and activities of individuals at the research site. The observations observed five departments: academics, admissions, the business office, financial aid, and student advising. Member checking was implemented by sending a review of the transcribed interviews to all of the participants via email. The secondary data that captured the employee engagement results were obtained to help identify a location of study based on the requirements of having achieved consecutive years of employee engagement.

Transferability ensures that the findings of a qualitative study can apply to other settings or environments (Lincoln & Guba, 1985). For this study, I provided details on the selection of participants and site location, justification method and instrumentation for the study, and data collection process and analysis steps to increase the transferability. Including thorough details on the research study increases the potential that the reader gains a broadened knowledge of the findings and heightens awareness of how the findings transfer to other settings for future studies (Noble & Smith, 2015).

Confirmability is the extent to which the findings of a study are a function of the participants' responses as opposed to the research's imagination (Cuthbert & Moules, 2014; Elo et al, 2014; Polit & Beck, 2013). I was able to provide documentation of each step in the data collection and analysis process to create transparency and confirmability. An interview protocol (see Appendix D) was also provided to allow the researcher to collect unbiased data (Jacob and Ferguson, 2012). Member checking and triangulation were recommended and used as techniques to reduce risk associated with confirmability and will enhance the value of the study (Yin, 2014). Discrepant information was provided about the study to strengthen validity of the study. By presenting more contradictory evidence, the study becomes more realistic and valid (Creswell, 2014). The discrepant evidence was discussed in the findings section, as some departments did not experience a fully positive leadership experience. Finally, peer debriefing took place consistently in the form of committee review, wherein an experienced researcher reviewed the steps in the data collection and analysis process.

Reflexivity involves researchers seeking to make sense of their influence either intentionally or unintentionally over the research process (Ibrahim & Edgley, 2015). Three suggestions were provided for applying reflexivity during the research process: 1) removing any influences to the research question, 2) bringing to the forefront personal experiences and knowledge that may hinder deeper exploration with study participant, and 3) during data analysis, refraining from establishing a premature interpretation. Reflexivity was strongly considered for this study because the researcher used to be employed at the Midwest online university where the research was conducted. The suggestions for reflexivity allowed the researcher to become more aware of the potential bias and install bracketing methods to help mitigate any preconceptions related to this study.

Bracketing is a method used by researchers to mitigate the potential deleterious effects of unacknowledged preconceptions related to the research and thereby to increase the rigor of the project. While bracketing can mitigate adverse effects of the research endeavor, it also facilitates the researcher reaching deeper levels of reflection across all stages of qualitative research: selecting a topic and population, designing the interview, collecting and interpreting data, and reporting findings (Tufford & Newman, 2010). Throughout all phases of the study, the researcher always presented a conscious awareness about the potential biases for each stage.

One method of bracketing is writing memos throughout data collection and analysis as a means of examining and reflection upon the researcher's engagement with the data (Cutcliffe, 2003). For this study, memos were consistently used while creating

the interview protocol, evaluating and coding the transcribed interviews, and reporting

the findings. Another method of bracketing is engaging in interviews with an outside

source to uncover and bring into awareness preconceptions and biases (Rolls & Relf,

2006). For this study, many informal interview sessions took place between the

researcher and an experienced researcher to address the biases that could occur

throughout the study. Bracketing interviews can increase the researcher's clarity and

engagement with participants' experiences by unearthing forgotten personal experiences;

it also can protect researchers and participants in emotionally charged research topics,

and simultaneously develop the researcher's capacity to understand the phenomena in

question (Rolls & Relf, 2006).

Reliability

Qualitative reliability indicates that the researcher's approach is consistent across

different researchers and different projects (Gibbs, 2007). Yin (2014) suggested that

qualitative researchers need to document as many of the steps of the procedures as

possible. He also recommended setting up a detailed case study protocol and database, so

that others can follow the procedures. The procedures of the study documented each step

for the data collection and analysis phase. The data was coded through NVIVO, a

computer software package created for qualitative studies to ensure consistency

throughout the coding process. Reliability subprograms in qualitative computer software

packages can be used to determine the level of consistency of coding (Creswell, 2014).

Ethical Considerations

The first ethical challenge presented was protecting the privacy of the

participants. This can be accomplished by providing a high level of transparent

communication. To feel comfortable, participants need to understand the full scope of

the study. Participants were treated equally to ensure consistency throughout the process.

They were made aware of the study requirements through the consent form and had the

option to withdraw from the study at any given time. The questions were designed to

protect the participants from harmful information. The identity and confidentiality of

participants were protected in the study through alphanumeric coding.

A second ethical challenge was potentially having a biased approach to the data

analyses. There was a high emphasis placed on not let my personal experience with the

university interfere with the conduction and interpretation of the interviews.

Triangulation was established through interviews, observations, member checking, and

secondary data to accurately capture and state the participants' responses. Precautionary

methods were taken to provide more consistency during the interview and observation

process. The interview protocol was designed to provide consistency with how the open-

ended questions were asked so that study would be based on the responses of the

participants and not the researcher's personal biases. The data reflected how participants

responded to the open-ended interview questions. The responses were captured through a

digital recorder and coded through NVIVO to avoid any personal biases.

Timeline for the Study

My dissertation topic was proposed and approved on February 26, 2018. After

the approval process, I was able to determine which university met the criteria of the

study and gained site approval to conduct my research at a Midwest online university in

March. I submitted for IRB approval in mid-March and received IRB approval in April.

I completed my interviews and observations in April. Upon completion of my research, I

was able to begin the assessment process with the data collected from my research. From May to September, I spent majority of my time assessing and writing the findings of my study. I completed the analysis and presentation of my findings in September and plan to defend my dissertation in early November.

Reflections of the Researcher

Throughout my past seven years working in the field of higher education, I have personally experienced a high level of uncertainty within my previous institutions. I spent my first three years working in admissions, where job security was solely dependent on meeting enrollment goals for each term. I ended up purchasing a house during this time and remember the stress of trying to maintain my enrollments. The uncertainty led me to look for opportunities outside of my current employer. I remember spending most of my nights after work conducting job searches and completing online applications, hoping that I would encounter a new opportunity that did not endure the same level of pressure and uncertainty.

After three years in admissions, I was able to obtain another position with a different institution. The stress of meeting enrollment targets and uncertainty briefly went away. However, a new level of uncertainty arose during my second year working for my new employer. The institution had conducted departmental layoffs resulting in multiple employee resignations due to the uncertainty created by the layoffs. Having witnessed a similar situation in my previous job, I also decided to move onto another institution.

In my new position, I continue to feel the never-ending stress of uncertainty because of previous layoffs and mandatory initiatives to drive student enrollment. As an

employee, I have and will always give my best to all of the employers that I serve. I do think about how much more I would be able to contribute to my organization if I was not spending time looking for opportunities with less uncertainty. If I am experiencing uncertainty as an employee, how many other employees have encountered similar experiences? Institutions must start working towards a solution to resolve the problems created by uncertainty, because they may not be maximizing the productivity and retention of their current employees.

The common trend throughout higher education seems to be focused on finding ways to generate enrollments for colleges and universities. Many colleges and universities are working hard to compete with other institutions, by demonstrating enrollment growth to strengthen their branding and marketing initiatives. If this truly is a new trend, we must find a way to maintain or increase the engagement of employees throughout all of higher education. The higher education work atmosphere has developed into an uncertain environment due to enrollment declines and financial instability, making it harder for employees to be engaged within their work. My end goal was to understand how higher education is improving employee engagement during uncertainty and upheaval, so we can replicate this model throughout all colleges and universities who are experiencing the same outcomes.

Summary

This chapter provided details on the research design of the proposed study. A qualitative approach will be used, while implementing a case study design to develop the research. An interview protocol will be used as a data collection tool for the participants. Purposive sampling will be used during the interviews to identify the most useful people

for the study. Ethical considerations were given to this chapter, as the researcher

described ways to avoid issues.

CHAPTER FOUR: FINDINGS

Introduction

The purpose of this explanatory case study was to examine leadership practices that were implemented to help improve employee engagement at a Midwest Online University. This section will be organized in six different sections, beginning with the themes that led to an overall improvement in employee engagement; and followed by the themes that had an impact on employee engagement in five departments: academics, admissions, business office, financial aid, and student advising. Each section will use semi-structured interviews, observations, and employee engagement results to help determine what leadership practices were used to improve employee engagement at a Midwest Online University.

Five major themes emerged from my overall analysis of the data. The five themes that I have identified are: 1) *peer relationships*, 2) *supportive leadership*, 3) *openness*, 4) *fun and team building*, and 5) *communication*. The themes are a representation of the results from the semi-structured interviews. I conducted twenty interviews total, consisting of four faculty and sixteen staff members, from a total of five departments: academics, admissions, business office, financial aid, and student advising. Through the interviews, three additional themes also emerged from each department to help us determine what leadership practices are needed departmentally: Academics: 1) *autonomy*, 2) *collaboration*, and 3) *care*; Admissions: 1) *growth and development*, 2) *goals*, and 3) *micromanagement*; Business Office: 1) *dictatorship*, 2) *isolation*, and 3) *micromanagement*; Financial Aid: 1) *care*, 2) *technical leadership*, and 3) *flexibility*; and Student Advising: 1) *growth and development*, 2) *autonomy*, and 3) *goals*. The findings

of this study will provide college and university leaders with a leadership model to help improve their overall employee engagement, which will lead to an improvement in student success outcomes.

Presentation of the Findings

The question that I wanted to explain through the study was: How can college and university leaders maintain or increase employee engagement in times of upheaval or uncertainty?   Yin (2014) stated that a major strength of case study data collection is the opportunity to use many different sources to improve the quality of evidence. I collected data through the use of three sources: 1) semi-structured interviews of twenty faculty and staff total, 2) observations of five departments: academics, admissions, business office, financial aid, and student advising, and 3) review of archival records containing employee engagement survey results from 2014 to 2016. I reviewed transcripts of the semi-structured interviews, notes from field observations, established member checking through follow up emails, and survey data provided by the organization as part of the study. I achieved triangulation by using different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes (Creswell, 2014).

Themes Across the Entire University

There was a total of twenty faculty and staff interviewed across the university. The interviews were transcribed through Happy Scribe. Each interview was uploaded and coded through Nvivo's qualitative analysis software to strengthen the reliability within the data. Creswell (2014) stated that reliability subprograms in qualitative computer software packages can be used to determine the level of consistency of coding.

Miles and Huberman (1994) recommended that the consistency of the coding be in agreement at least 80% of the time for good qualitative reliability. The five emerging themes across the university were: 1) *communication*, 2) *peer relationships*, 3) *trust*, 4) *supportive leadership*, and 5) *fun & team building*. Table 1 identifies the number of times each code appeared within the transcript of each interview.

Table 1

Occurrence of Themes Across Participant Interviews

Participants	Communication	Peer Relationships Trust	Supportive	Leadership	Fun & Team Building
AC1	10	5	14	8	6
AC2	16	3	13	5	6
AC3	5	1	9	6	0
AC4	30	5	14	5	4
AD1	25	16	6	10	7
AD2	9	7	5	9	5
AD3	11	0	2	12	2
AD4	3	5	0	3	3
BO1	11	10	9	0	2
BO2	9	7	7	0	0
BO3	5	11	3	0	14
BO4	3	14	4	0	6
FA1	16	11	13	5	4
FA2	31	13	6	7	11
FA3	11	15	11	3	0
FA4	23	16	5	6	1
SA1	7	0	6	15	16
SA2	23	25	14	20	0
SA3	14	9	18	6	3
SA4	6	9	2	5	3
TOTAL	268	182	161	125	93

Participant Characteristics

This section will identify the characteristics of the participants. The participant characteristics were assessed from the lens of my field notes that were taken during the observations of each department, along with my previous experience working at the Midwest Online University. The Midwest Online University is a fully online for-profit university that implements a functional organizational structure of leadership: chief operating officer, vice president, director, manager, and employee. The for-profit environment is known to endure high pressure because of the need to create profit through the enrollment goals. The environment is very customer focused in ensuring that students receive a high level of support to increase student persistence and retention. The departments are setup in cubicles with leadership located either in the back of the cubicle or an office. The average tenor for the faculty and staff selected for this study was 5.85 years. Faculty and staff who are hired usually will have more of a business and customer service background. The gender breakdown of the participants for this study included six males and fourteen females. The ethnic breakdown of the participants for this study included seventeen White American, two Asian American, and one Black American. Table 2 provides a description of participants for the purpose sample used for this study.

Table 2

Description of Participants used for the Purposeful Sample

Participants	Department	Age	Gender	Ethnicity	Years
AC1	ACAD	53	F	Black	5
AC2	ACAD	34	M	White	4
AC3	ACAD	51	M	White	5
AC4	ACAD	43	F	White	5
AD1	ADM	31	F	White	7
AD2	ADM	31	F	White	4
AD3	ADM	38	M	White	7
AD4	ADM	40	M	White	4
BO1	BOFF	68	F	White	7
BO2	BOFF	45	F	White	4
BO3	BOFF	54	F	White	10
BO4	BOFF	62	F	White	7
FA1	FAID	31	F	White	5
FA2	FAID	28	F	White	7
FA3	FAID	29	F	White	5
FA4	FAID	32	F	White	4
SA1	SADV	41	M	Asian	6
SA2	SADV	34	F	Asian	4
SA3	SADV	30	F	White	5
SA4	SADV	37	M	White	12

Employee Engagement Results

The purpose of the study was to examine how a Midwest Online University was able to increase employee engagement for consecutive years, during uncertainty. Table 3 identifies the employee engagement results for the years of 2015 and 2016, from the secondary data that was provided by the Midwest online university. In 2015, the overall employee engagement resulted in an increase of 5 %, as employee engagement increased from 66% to 71%. In 2016, the overall employee engagement resulted in an increase of 2%, as employee engagement increased from 71% to 73%. Individual employee engagement data will be presented throughout the findings section, indicating employee engagement responses specific to each department. The individual employee engagement data will be compared against the Society of Human Resource Management

(SHRM) National Averages from their employee job satisfaction and engagement report.

SHRM is the world's largest HR professional society, representing 300,000 members in

more than 165 countries (SHRM, 2018).

Table 3

Employee Engagement Results within the Midwest Online University

Employee Engagement Results	2014 2015	2016	
	66%	71%	73%

University Theme 1: Communication

The first main theme was communication. My field notes indicated that this word

was used repeatedly throughout the interviews. The code appeared a total of two hundred

and sixty-eight times throughout the interviews: 1) academics: 61, 2) admissions: 48, 3)

business office: 28, 4) financial aid: 81, and 5) student advising: 50. Open

communication is defined as honest and full participation in the communication exchange

of information among team members (Nemeth & Staw, 1989). Each department

emphasized the importance of open communication within their department.

Table 4 discussed the theme of communication and the subthemes that were

found. Open communication had a positive impact on collaboration, goals, transparency,

and the elimination of fear. The findings aligned with the literature, as having a task-

focused behavior of asking questions has a positive impact on open communication

(Druskat & Pescosolido, 2006). Saks (2006) also emphasized the need to communicate

with employees clearly and consistently to achieve employee engagement, suggesting

that employees who are more engaged will have a more positive relationship with their

employers. The survey results supported the positive impact of open communication

between leaders and employees, by showing a gradual increase of 26% and 4% between

the years of 2014 to 2016. Improving the communication between leaders and employees

contributed to the overall increase in employee engagement.

Table 4

Theme 1 and Associated Subthemes

Superordinate Theme
Communication
Subthemes
Collaboration
Goals
Transparency
Fear

Open communication's impact on collaboration. Open communication led to a

more collaborative environment within the Midwest Online University. Collaboration

requires excellent communication and coordination among team members to achieve

important goals, and requires shared decision making, goal setting, and implementation

of a plan of care (McComb, 2017). AC4 stated, "Senior leadership openly communicated

the importance of getting all departments on the same page, so that the university can

work more as a cohesive unit. The message was clearly communicated to all faculty and

staff at the quarterly townhall meetings. Departments that did not embrace a

collaborative culture had to change their approach to align with the collaborative vision

of the university." AD1 also added that, "Leadership made an effort towards improving

the communication between departments by physically making an effort to go speak to

someone from a different department, instead of making assumptions." These comments

align with the employee engagement data, where communication saw an increase of 30%

during the years of 2014 to 2016. These statements provided support that open

communication was able to enhance collaboration and strengthen departmental

relationships.

The business office was a department that did not incorporate much collaboration

into their working practices. Therefore, they immediately noticed the impact of open

communication and collaboration. BO1 stated that, "The change in communication and

collaboration has been evident to the team, as they are interacting with more people from

different departments."   The collaborative initiative and new leadership have provided

them with more open communication from their current manager. The current manager

attends collaborative meetings and shares the university initiatives with the team,

immediately after the meetings. Financial Aid was another department that did not

embrace a collaborative approach early on. FA1 stated, "There was not much

communication across departments, and that communication from managers to

employees were minimal as well. The financial aid and student advising departments

both understood what type of resources could be gained from a collaborative approach.

FA1 discussed the importance of a collaborative approach, "We're all working with the

same students and I think it's very important to all be on the same page and communicate

with other departments so that we all know what is happening." SA2 shared the

importance of building the relationship with different departments so that they could feel

more comfortable approaching them, which led to better communication. FA4 also

added, "People started to see that a collaborative approach was needed because of the

disconnect that it created between the departments, which led to disengaged students."

These statements support that open departmental communication provides employees with additional resources to help assist students.

Open Communication Impact on Goals: Many faculty and staff stated the importance of communication towards their goals. By having goals, faculty and staff were able to understand their daily progress and expectations of the position. SA2 shared that, "Open communication definitely helps me do my job better and the fact that my manager is there and available. My manager's availability and open communication has provided me with a mental checklist of what I need to accomplish." The goals were communicated to faculty and staff on a consistent basis to ensure that they had the resources needed to meet performance expectations. AD3 stated that, "Goals were constantly communicated to the team on a daily, weekly, and monthly basis. Managers can have an e-mail sent out that shows where you're at with interviews for the week, talk time, dials, and referrals." SA2 also stated that their department does a good job in communicating with every individual team member about performance goals on a monthly basis. AC4 shared that, "There is open communication between managers and employees about performance goals. Open communication provided faculty with a strong feeling of support and availability towards achieving their goals." The responses demonstrate that open communication provided clarity towards performance goals and a feeling of support to faculty and staff. This aligns with the literature, as employee engagement is achieved through goal setting, leading to higher levels of workplace optimism to help improve individual performance of an organization's employees (Medlin & Green Jr., 2009).

Open Communication Impact on Transparency: Open communication created an environment of transparency and trust between managers and employees. Communication transparency has historically been viewed as an essential ingredient in effective organizations (Gross, 2002). Open communication has been positively associated with higher levels of organizational success (Rogers, 1987). AC2 mentioned that, "Conversations with management was very fluid. If there was an issue, I didn't have a problem with sharing my concerns. Whatever challenge came my way I could always reach out to them and talk about the issues. My manager had an open-door policy. I had a good line of communication with my manager. Open communication is a strong point of employee engagement. The news is not always going to be positive but being aware allows us a chance to identify our strengths and weaknesses and improve upon our area of opportunities." This statement shows the positive value that open communication and transparency has on employee engagement.

The transparency of open communication also led to more trust between leadership and employees. AC4 stated that, "I appreciated having the open communication through face to face meetings, versus an emailed communication. I enjoyed the fact that you could count on the one on one or monthly team meetings and knew that you were going to be informed about departmental and university updates. You could trust that leadership would update you on university changes, instead of hearing rumors and gossip through the grapevine." This statement shows that trust is built through the one on one meetings, versus emailed communication. It also demonstrates the value of receiving communication from a leader versus colleagues within the organization.

The barriers to communication start to decrease when employees are able to trust their managers. SA3 shared that, "I am more likely to bring any questions or concerns that I have to my manager because I trust that they'll do their best to answer my questions." AD1 mentioned that, "Open communication helps provide transparency in preparing people for future changes. With all the changes that are happening, the most important thing is to make sure that people are aware of what's going on, so they can understand why the changes are happening, and how they can benefit from the situation. Open communication can help to build trust within manager and employee relationships. If you're not communicating or listening to people, they are going to lose engagement."

The responses also indicate that open communication can lead to positive feelings and increased employee engagement. AC1 stated that, "Open communication has helped employees become more engaged. I've been in jobs in the past where you were told what to do, so it is nice to be able to express your concern and know that we're working together as a team." FA2 stated that, "You just don't feel good when you don't have open communication towards how you can resolve a problem." FA4 stated that, "Communication should be a top focus for leadership because when you don't know where their thought process is going, you start to feel unstable about work. People want stability. Communication helps with job stability and if you have that communication, you feel like you have that relationship with management." FA1 stated that, "It is nice to have open communication with management, so you can see that there are no secrets being kept." The responses align with the literature, as when a leader is transparent, followers come to know what the leader values and stands for, and that the leader

understands who they are as well (Avolio, 2004). The trust is formed by both leader and follower in the relationship.

Open Communication's Impact on Fear: Open communication eliminates fear and promotes a positive working relationship between managers and employees. AC4 stated that, "The best part about open communication is not having the fear to approach people. I felt like I could discuss anything with my boss because they were available." SA2 also stated that, "When you have a friendlier interaction with your manager, you are not scared to turn to them." SA1 shared that, "With open communication you're not afraid to go to your managers with an issue or concern. BO1's statement also supported the case that open communication eliminates fear, "With our new manager, you don't have to be afraid to go in her office, shut the door, and tell her what is upsetting or irritating you. She's not going to hold your comments against you."

Closed communication was found to create more fear in return, making the situation more difficult to approach your manager. This statement was evident in the responses from our interviewees. SA1 stated that, "When you decrease the open line of communication, fear is created instead." AC1 also stated that, "When there is not a line of open communication you don't really want to provide feedback because you fear that your idea may be shut down or may be unnecessarily ridiculed." FA1 shared that, "It is not helpful to have a leader who isn't a leader and is more like a dictator who doesn't want your opinion; therefore, they have no reason for an open door." FA2's mentioned that, "Closed communication can create barriers that can frustrate employees. I have seen employees give up when there are barriers to communication." BO1 also added that, "We were never able to communicate anything to our former manager because of

her closed communication style. The responses indicate that open communication reduces fear, and closed communication increases fear. These statements align with the literature, as an ill-considered fear approach may damage the reputation of the communicating organization, and the ability of that organization to attempt further engagement approaches (Futerra, 2005).

University Theme 2: Peer Relationships

The second main theme was peer relationships. My field notes indicated that this word was used repeatedly throughout the interviews. The code appeared a total of one hundred-eighty-two times throughout the interviews: 1) academics: 14, 2) admissions: 28, 3) business office: 42, 4) financial aid: 55, and 5) student advising: 43. Each department described the importance of peer relationships and how they impact their level of engagement. Kram and Isabella (1985) stated the importance of peer relationships in enabling individual development and growth throughout successive life and career stages.

Peer relationships had a positive impact on employees feeling a sense of belonging, promoted a peer learning environment, and developed personal relationships. The employee engagement survey results also supported the impact of peer relationships, as the "relationship with co-workers" field has been a consistent 93% between the years of 2014 and 2016. Peer relationships have also contributed to the increase in employee engagement. Table 5 shows the theme peer relationships and the subthemes that were found.

Table 5

Theme 2 and Associated Subthemes

Superordinate Theme
Peer Relationships
Subthemes
Sense of belonging
Promoted a peer learning environment
Personal Relationships

Peer Relationships impact on employees feeling a sense of belonging: There were many examples of how peer relationships created a sense of belonging in the workplace. Many employees felt a sense of community within the workplace because of their peers. AC4 stated that, "There are several benefits that makes people want to come to work. It has a lot to do with my co-workers and being able to go to lunch with them out of friendship. There are several benefits to coming to work. The people that we work is a huge benefit because we get to talk to someone and that provides us with a social benefit." AD1 also stated, "By getting to know people, we are able to take breaks together. It is kind of like we escape reality for a minute and see the real personalities of people come out. It gives people a chance to be themselves and not feel so stifled by the daily tasks." FA1 mentioned that, "I love the people that I work with. Knowing the people and wanting to be around them plays a big part in wanting to come into work every day."

Faculty and staff also mentioned the impact that peer relationships have on work performance. FA2 shared that, "If you have working relationships with your co-workers, that whole team is more likely to succeed." FA4 stated that, "Little things like going

offsite to team outings helps to build working relationships. Companies usually don't want to spend time on the clock for building relationship type of stuff. In the long run, I believe that team building will help productivity. Employees will be more customer friendly because they are happy and healthy now." SA2 also stated that, "The outings and the get togethers at the picnics would really allow you the chance to get to know the people that you're working with. Our department would specifically take time out of the day to bond as a team. The bond as a department motivated us when we would return to our desks." SA4 stated that, "The people who we work with have similar interest so there is chemistry. Outside of work, we plan trips and outings together, making my job exciting and enjoyable." These statements verify that peer relationships is an important leadership practice in strengthening relationships through team building to help improve work performance.

Peer relationships promoted a peer learning environment: The interviewees presented many examples of how peer relationships promoted a learning environment. AC2 stated that, "It was a morale booster to be able to talk and share ideas with my colleagues. We learned how to improve from our mistakes. We are always sharing best practices to improve upon our area of opportunities." AC3 also stated that, "It is nice to have what I would describe as some like minded individuals around me to help me develop my skillset as an educator." AC4 added that, "Peer relationships allowed us an opportunity to build upon our camaraderie during actual work-related projects." FA1 shared that, "We were able to relate as friends and co-workers about problems that we would face on the floor. It means a lot to not feel alone on the floor." FA2 shared that, "It is nice to have someone to look up to, who can guide you in the right way. Co-

workers would sometimes come to me with questions that I would be able to answer, and then they were able to help the student." FA4 shared the importance of peer relationships from a departmental level, "Peer relationships helped provide you with another person who you could comfortably reach out to in regard to student issues. I now feel comfortable emailing her, versus thinking that this was just a person behind a door upstairs." SA2 stated that, "It is easier to problem solve because you are able to reach out directly to a Dean to explain your side of the story, and they can explain their side of the story, and ultimately come to a common conclusion that works for both parties." These statements demonstrated that faculty and staff thrived off having like minded peers to learn from. Peer relationships were able to foster a healthy learning environment for faculty and staff. The responses are consistent with the literature, as peer relationships and mentoring both have the potential to support development at successive career stages, while also providing a range of career-enhancing and psychological functions (Kram & Isabella, 1985).

Peer Relationships leads to Personal Relationships: The responses from faculty and staff indicate that personal relationships had a tremendous impact on engagement at work. Personal engagement is the simultaneous employment and expression of a person's preferred self in task behaviors that promote connections to work and to others, personal presence (Khan, 1990). AD1 stated that, "The most important part of management was taking time to get to know people and understand what they need to feel motivated. Every month we get together to talk about what an employee did last night? What were some things that were awesome? Whenever someone new comes to the team, we don't even talk about performance numbers. I just

ask them to tell me a little bit about themselves. I think it is important to have that personal relationship because it gives you a chance to get to know the team." AD2 also mentioned the importance of personal relationships, "It gives you a chance to get to know your peers a little better. Work becomes more fun when you can joke around so that we're not staring at a screen all day. Personal relationships also make you more eager to do a good job for the university and direct supervisor because you understand that your performance affects the overall goal of the department. I definitely wanted to return the favor and work harder." These statements verify that personal relationships can have a positive impact on employee morale and engagement, which can lead to improved performance.

There were many employees who discussed the value of working with good people. FA1 commented on the importance of having good people to work with, "I love the people that I work with, including my peers and leadership team." FA2 also stated that, "I definitely had a close relationship with my co-workers. We spend more time at work versus home, so you might as well make the best of it while you can and form those relationships with your co-workers." FA3 stated that, "I was here for a few months and felt it was weird that people walked around with a smile and were super friendly. Strangers would come and ask how you are doing. The executive leadership team also communicated in a friendly manner. That was different to me because it is rare to meet the executive leadership team. The definitely enjoyed the working with the people." FA4 stated that, "I feel engaged because I feel like people care. There's a relationship and I don't feel like it's just for the bottom line. I think that my relationship with my manager has helped my growth because they communicate that they care about their

employees by building the personal relationships." SA2 also stated that, "The best thing about working here is the people. The people we work with makes the job great. When you have more personal relationships, student issues become easier to resolve." These statements demonstrated that working with good people who have a personal interest in care for both work and employees can positively affect employee engagement and morale.

Personal relationships begin with executive leadership, as they demonstrated care and compassion for family members of faculty and staff. BO1 mentioned that, "You knew that people cared because if there was a death in the family, someone was there for you because of personal relationships." BO2 also stated that, "I was fortunate to have people that also enjoy what they were doing. Getting to know people more personally does help when you work with them professionally. You feel more comfortable and at ease and you can be more open in your collaboration with them." BO4 commented on the personal relationship with senior leadership, "At the Christmas party my son was flying in. He just joined the army, and when our Chief Operating Officer heard the news, he stopped me at the all hands meeting and advised me to bring my son to the Christmas party. I was blown away by the fact that our Chief Operating Officer stopped me. It was nice to hear those words from a member of executive leadership." SA2 also stated, "Senior leadership knows who people are and takes the time to ask them questions about what is going on in their life, how they're doing, and how their day is going. They were very engaged and wanted to make sure that employee satisfaction was very high." The literature supports the importance of personal relationships in the workplace. As Alderfer (1972) stated that people need both self-expression and self-employment in their work

lives. People who are personally engaged keep their selves within a role, without sacrificing one for the other.

University Theme 3: Trust

The third main theme was trust. My field notes indicated that this word was used repeatedly throughout the interviews. The code appeared a total of one-hundred-sixty-one times throughout the interviews: 1) academics: 50, 2) admissions: 13, 3) business office: 23, 4) financial aid: 35, and 5) student advising: 40. Trust was identified by AC2-4, AD1, BO1, BO3, BO4, FA1-4, and SA1-4 as an important leadership practice towards improving employee engagement. Trust was improved through transparency and employee voice. The responses indicated that trust had a positive impact on employee engagement and productivity. The employee engagement results also supported the level of trust within the organization where it was measured consistently at 78% during the years of 2014 to 2016. Table 6 shows the theme trust and the subthemes that were found.

Table 6

Theme 3 and Associated Subthemes

Superordinate Theme
Trust
Subthemes
Transparency   Employee Voice

Employee trust had a positive impact on the employee engagement results. AC2 stated that, "Trust helped me be highly engaged. I felt like anything that they asked me to do, I did it because I had that trust factor with them. I trusted that they didn't have any

hidden agendas behind what they asked me to do." BO1 added that, "I would trust and do more work for the good managers and with the bad ones I would kind of do just do whatever to make them happy." BO4 also stated that, "I am motivated to do a good job because of the trust that my manager has in me." These statements demonstrate that faculty and staff were able to trust their leadership team leading to an increase in motivation and engagement.

Trust was also able to help strengthen the bond between leader and employees, leading to positive employee engagement results. FA1 stated that, "It is nice to know that management trusts you in completing your tasks instead of hovering over you watching your every move. It is nice to have trust from both sides." AC4 also stated that, "We feel more engaged knowing that our bosses believe that we are not lying or being deceitful because we have proven ourselves to be trustworthy through our work. You feel faithful trust and that really helps to build the bond." AD1 also agreed that building the relationship and trust is the most important factor towards improving employee engagement. AC3 added that, "The job would become more challenging without trust." These statements show that leaders who are able to strengthen relationships, can improve the overall level of engagement for faculty and staff.

Trust also had a positive impact on the performance of faculty and staff. SA1 stated that, "There were months when we didn't meet our performance goals and management made it clear that we weren't going to win all of the months, but we still trust you. Having trust in employees impacts us greatly and gives us more confidence in being more productive within our jobs." SA2 also stated that, "Management trusted us to complete our work which created a lot of self-motivation within our team." AC4 also

stated that, "Management trusted that we were getting the work done because they had reports to evaluate our performance. Our remote time flexibility was dependent on our performance, and so we were motivated to maintain a high level of performance." Faculty and staff were more engaged because managers were able to empathize and believe in them, even when performance goals were not met. They also created a reward system based on the benefit of remote time flexibility. These statements align with the literature, as workplace flexibility has been linked to positive outcomes for the employee and the organization (Richman, 2006).

The Impact of Transparency on Trust: Transparency had a positive impact on trust by providing a clear vision and building a level of comfort with the faculty and staff. SA3 stated that, "Transparency helped me be more comfortable during times of uncertainty. It created a level of comfort and trust in leadership." AC1 stated that, "I appreciated the fact that all the cards were out on the table. I believe that transparency brings out the best in employees and hidden issues that need to be resolved." AC2 also agreed that, "Transparency is a strong point of employee engagement. Everything is not going to be a bed of roses but by being aware of the situation, we understand where we are strong and where we are weak. It helps us be able to improve someone's weaknesses." AC4 stated that, "The transparency of being able to communicate what was going on does help you as a faculty. Especially when the message is coming from senior leadership, versus hearing a message through other people. It helps us see that the overall vision is clearly working."

Transparency is also able to strengthen the trust in the feedback received by faculty and staff. AD1 stated that, "Transparent communication definitely helps with

giving people the heads up and understanding of the why behind the implementation of the vision." FA2 experienced an environment without transparency and stated that, "When things aren't transparent, you think that you're doing a fantastic job, but then you see that the data doesn't support your work. I would say that no transparency takes away from your value as an employee because you're not up to date with the current processes." AC2 stated that, "When there is no transparency, other job alternatives may become more appealing." These statements indicate the importance of transparency and how it can negatively impact employee engagement, value, and loyalty. This aligns with the literature, as open communication and communication transparency has historically been associated with higher levels of honesty, effective listening, trust, supportiveness, and frankness (Rogers, 1987).

The Impact of Employee Voice on Trust: Employee voice had a significant impact on employee value, recognition, and trust in leadership. There were many examples of how employee voice positively impacted faculty and staff. AC1 stated that, "It is extremely important to have employees involved with developing changes within an organization. In academics, faculty felt excited to develop the classes, rather than just being a part of the change process. I think everyone responded in a positive way because we felt like we had a voice collectively. It is nice to be able to express our concern and know that we are working together as a team." AC2 also stated that, "I felt like I had a voice at the table. My thoughts may have not been taken into action all the time, but they were always considered. The idea of being heard has a significant value to me. When I have a voice, I feel like my efforts are valued and recognized." FA3 added that, "When leadership asks for our feedback, employees have a different level of respect for

managers because we know that leadership listening and trying their best to provide solutions to problems. This makes you feel more included as an employee." AC3 stated that, "I think employee voice helped because I was able to deliver a better education to my students because of the faculty input that went into designing the curriculum. I always felt I could provide feedback to my manager that could help the organization. Morale was also very high because there was a willingness to listen. Management was very receptive to feedback. Everybody appreciates being heard." AD1 also supported the need for employee voice by stating, "Another addition to improving employee engagement is making sure that you take time to listen to people's concerns and needs." AD2 mentioned that, "By providing feedback to my manager, I definitely felt more a part of the university." SA3 also mentioned that, "Having a voice made me feel valued and comfortable in asking questions." These statements support that employees feel more valued and appreciated when they are able to voice their concerns to management. It also shows that employees want to contribute to making an organization better, instead of just completing the routine tasks and responsibilities. These statements align with Barbuto and Wheeler's (2006) emotional healing construct, leaders create environments that are safe for employees to voice personal and professional issues which leads followers to turn to leaders for emotional healing. Rees, Alfes, and Gatenby's (2013) study also indicated that employee voice was significantly related to engagement.

Employees felt like they did not have a voice, when leadership did not listen to their feedback or concerns. BO1 stated that, "We never had the opportunity to voice our opinions and thoughts. This makes us feel not valued because our suggestions aren't even being heard." FA1 also agreed upon the value of employee voice, "There was a

time where our input was not asked for and we were told to just do our jobs. Our input is

valuable and should have been asked for because we are the ones doing the job and

knows what is best for our job. This makes us feel like leadership doesn't care about our

thoughts. It is not helpful to have a leader who is a dictator and doesn't want your

opinion and therefore has no reason to have an open door just to have all the answers."

AC1 stated that, "When there is no employee voice you don't really want to try because

your afraid that your idea may get shut down or ridiculed." When employee voice is not

embraced, employees are more likely to feel less valued and care less. These feelings can

lead to a disengaged workforce.

University Theme 4: Supportive Leadership

The fourth main theme was Supportive Leadership. My field notes indicated that

this word was used repeatedly throughout the interviews. The code appeared a total of

one-hundred- twenty-five times throughout the interviews: 1) academics: 24, 2)

admissions: 34, 3) business office: 0, 4) financial aid: 21, and 5) student advising: 46.

Supportive leadership is associated with a concern for the needs and well-being of

followers and the facilitation of a desirable climate for interaction between leaders and

followers (Schyns, Veldhoven, & Wood, 2009). Supportive leadership impacted faculty

and staff through personalized support, resources, and career development. Table 7

shows the theme supportive leadership and the subthemes that were found.

Table 7

Theme 4 and Associated Subthemes

Superordinate Theme
Supportive Leadership

Subthemes
Personalized support and care
Resources
Career Development

Personalized Support and Care Through Supportive Leadership: Managers were able to provide personalized support towards the faculty and staff. AC1 stated that, "I was going through issues with my family and because of that my work performance suffered. I wasn't engaged because of my family issues outside of work. My manager was able to help me out by giving me support, asking what they can do for me, and asking what they can do to get me back to where I needed to be." AD1 also stated that, "When somebody is frustrated, and things aren't going their way, they can feel more reassured through the support of the leadership team." SA2 also stated that, "They would work with me in my personal life and if I'm struggling in my professional life, they're going to be there to assist me too by providing motivation and feedback to improve my area of opportunities. They want to see you succeed." FA3 mentioned that, "I really like that my manager was very understanding when it comes to things like being late. This is a factor that made me less stressed when I look back on my previous positions." Personalized support and care helped employees become more engaged because of the care and support provided towards their personal life. These statements align with the literature, as the higher the supportive leadership climate quality is in the

workplace, the higher the job satisfaction (Schyns, Veldhoven, & Wood, 2009). The employee engagement results also supported these statements, as the "Relationship with supervisor" ranged between 83% and 86%; and the "Supervisor cares about me" ranged between 80% and 86% during the years of 2014 to 2016. These results contributed to the increase in employee engagement.

Resources from Supportive Leadership: Leadership was also able to provide support by providing resources and training to the faculty and staff. AC2 mentioned that, "I felt like you could see demonstrations of management and leadership through the support and recognition of work that is rendered by the employee. They provided 100 percent support in terms of my duties. I had the resources needed to perform my job. They provided a budget for faculty to pursue professional development opportunities." AC3 also stated that, "I received the support to implement my personalized strategies and initiatives within academics. Supportive leadership was very new to me and the guidance, feedback, and encouragement that I received from leadership helped me to perfect my practices." AC4 stated that, "I was overwhelmingly support through all of the training and work that they did for us. I felt like our leadership team fought for us." FA1 stated that, "It feels fantastic when you're able to count on your manager at work."

For the admissions and student advising team, the managers are always available in providing support to their teams. AD1 stated that, "As a manager, we are very much in your business all of the time. We're out of our desk walking around, checking in with our teams, plugging into their phones asking for referrals, actively listening to calls, and roleplaying so are employees feel supported in doing their jobs." AD2 agreed that admission managers were supportive, "There was a lot of support and encouragement

within my job, which motivated me to work harder for my manager." AD3 shared that their managers would provide a daily breakdown on calls and interviews, "They were always visible on the floor, sitting right next to us communicating where we stood for the month. I could always ask them for help because they were readily available to go the extra mile to help you find answers to your questions."

SA1 also mentioned that, "There would be times when they would provide us a list of students to contact for a specific reason. This list was created outside of our normal daily duties and operations, so these lists could dictate how our plans for the morning or afternoon. They did a good job managing and filtering the list so that we could focus on our daily tasks and not waste time creating our own list. If we needed help, they were on the floor with us and were readily available to speak with our students." SA2 supported this case by stating that, "My managers support and availability definitely helps me to do a better job. They specifically provide me with a mental checklist of what I need to accomplish and how to reach my goal. This is definitely a motivating factor for me." These statements demonstrate many examples of how leadership is able to provide support to their staff through resources. The supportive actions helped build a strong level of comfort and motivation with employees. The literature aligns with these statements, as in a supportive environment, leaders are required to provide more resources and training to employees (Schyns, Veldhoven, & Wood, 2009). The employee engagement results support these statements, as the "I have the materials and equipment to do my job right" was measured at 74%, which is 14% above the SHRM benchmark. The results contributed to improving the employee engagement results.

Career Development through Supportive Leadership: The leadership team was also able to provide career advice in supporting faculty and staff. AD1 stated that, "It doesn't matter what department you work in, if you want to move up somebody will support you in getting to your destination." AD2 stated that, "My manager would try to give me new responsibilities to help create a path for me to get to academics. They wrote letters of recommendation to academics to help get me on the path that I wanted to be on. It was just surreal." FA4 mentioned that, "I've had managers and people in the past help get me to where I am today. In the moment I did not recognize what they were doing but when I reflect back now I can see and appreciate the support they provided. They realized our needs and wants as employees. That made you more willing to go above and beyond for your manager." BO3 also shared a similar remark, "You will do a lot more for a manager who has been supportive to you." SA3 reaffirmed the importance of coaching and career development, "I always want someone coaching and developing me." Employees that received career advancement support from management became more motivated to work harder for their manager. This was reflected in the employee engagement survey results, as "Opportunities for advancement and growth and development" were measured at 74%, increasing by 24% since 2014. The employee engagement results for "My manager encourages my professional development" were measured at 73%, which was 14% above the SHRM benchmark. Supportive leadership's emphasis on career development had a positive impact on employee engagement. These statements align with the literature, as previous studies have consistently shown that job resources such as social support from colleagues and supervisors are positively associated with work engagement (Bakker & Demerouti, 2007; Schaufeli & Salanova, 2007).

University Theme 5: Fun and Team Building

The fifth main theme was fun and team building. Previous researchers have stated that employees who work in a fun environment are more likely to stay with their employer (George, 2015; Joyce & Barry, 2016). Walker's (2017) research indicated that creating a fun work environment encourages employees to have fun while performing their job duties and can be critical to increasing employee retention. My field notes indicated that this word was used repeatedly throughout the interviews. The code appeared a total of ninety-three times throughout the interviews: 1) academics - 16, 2) admissions - 17, 3) business office - 22, 4) financial aid - 16, and 5) student advising - 22. Faculty and staff attributed their engagement to fun and team building activities. The impact of fun created a happy environment, strengthened relationships, and fostered a team environment. Fun and teambuilding was broken down into four categories: humor, celebrations, team outings, and corporate challenge. Table 8 shows the theme fun and team building and the subthemes that were found.

Table 8

Theme 5 and Associated Subthemes

Superordinate Theme
Fun and Team Building

Subthemes
Humor
Celebrations
Team Outings and Corporate Challenge

Humor: The faculty and staff discussed the importance of having humor in the workplace. AC2 stated that, "I like the idea of having some humor in the workplace that

is proper. You look forward to coming to work every day and sharing not just the

challenges but also some of the great things that are happening as well. You know life is

not perfect, but we can blow off a little steam and have a little fun and do some activity."

BO3 also added that, "I enjoyed going around and making people smile and laugh, that

was my type of atmosphere. Work was a lot easier when you weren't grumpy. It's the

little things like providing a box of donuts or lunch that makes you feel appreciated,

which also makes you want to work harder." FA2 also stated that, "We made work fun

by telling jokes, dancing, poking fun at each other, and participating in team outings and

lunches. There is a lot of fun going on, and we are motivated to get the work done right

so we can take our break. There is a good balance between working hard and having a

little fun." AD2 and AD4 also supported that fun, humor, lunches and team building

activities, such as golf and bowling, would help make work more fun and enjoyable.

AC4 stated that, "The university provided free lunches, donuts, and snacks all the time.

The friendly nature of going to lunch with people helped build the camaraderie when you

have an actual work-related project." FA1 stated that, "University Council planned

activities and events such as picnics, bake sales, and Christmas parties to show

appreciation to employees and help improve employee engagement." AD4 also added

that, "Throughout the university we have a motivation committee that is constantly

looking for ways to get people engaged. We do little contests to help build the university

engagement." Humor was able to create a more relaxed and fun environment.

Celebrations: Celebrations were mentioned as a key leadership practice to help

improve both employee engagement and morale. AC2 stated that, "We celebrated

Chinese New Year and it was kind of neat to just see that aspect of how it is celebrated.

The celebration would help bring people together." BO1 stated that, "There were celebrations for birthdays and accomplishments. Everyone seemed happy for the people receiving the recognition. AD1 also mentioned that, "We would celebrate the small wins to help break up our day." Employees seem very appreciative of the recognition and celebration of events. The celebrations were able to provide a learning opportunity for cultural awareness, along with recognizing important days and events for faculty and staff.

Team Outings: Many of the staff members discussed the importance of team outings and how that affected their performance. AD1 stated that, "To help boost morale we would either play a game in the afternoon or go outside and take a walk. We have a team budget that we get every month to invest towards motivational activities. If we can have a little fun by taking a break, people are more adapt to push as hard as they can for the break." AD1 stated that, "Team outings made us feel more refreshed the next day. It also strengthened your relationship with your peers." SA2, SA3, and SA4 discussed how team outings made their jobs more fun. SA2 stated that, "We would have team outings, order drinks from Sonic, or host department wide potlucks. Managers get a good amount of money that they can spend on motivational activities such as happy hour or team bonding activities. Our manager would create a fun environment by having us solve puzzles every morning. Team outings made a big difference in the bond that was built within the team. It would be boring to sit in your cubicle all day. It also motivated us to work harder so we can have more fun with our time." SA3 also mentioned that, "team outings, Pictionary, or Charades helped to break up the monotony of the day." SA4 also shared that, "We had department outings probably twice a year. We would attend Kansas

City Royal's games." Team outings contributed to a fun environment, which strengthened relationships and motivated employees to work harder.

Corporate Challenge: Corporate Challenge started in 1980 and is an Olympic-type event that allows companies throughout Kansas City to interact with each other through a variety of sporting events. This event helped contribute to the fun and relationships within the university. AC2 and BO3 stated that Corporate Challenge was a fun event that brought different departments and people together. AC2 shared that, "Corporate Challenge is something that I've been involved with that brings people within the company together as a whole, it doesn't matter what sport you are in." BO3 stated that, "Corporate Challenge helped contribute to my engagement because it helped build that personal network for me. Before, I only knew the people that I worked, but after I joined Corporate Challenge, I could walk into a different department and talk to at least one person outside of my department. It encourages employees to connect throughout the organization." Employees were able to find a sense of community and belonging within the workplace through Corporate Challenge.

Emergent Themes Across Academic Interviews

There was a total of four faculty from academics who participated in the semi-structured interviews. Their interviews were transcribed through Happy Scribe and coded through Nvivo's qualitative data analysis software. The three emerging themes within academics were: 1) autonomy, 2) collaboration, and 3) care. These themes contributed to the overall engagement of the academic's department. Table 9 identifies the number of times each code appears within the transcript of each interview.

Table 9

Occurrence of Themes Across Academic Interviews

Participants	Autonomy	Collaboration	Care
AC1	6	8	3
AC2	3	7	9
AC3	13	1	0
AC4	15	4	5
TOTAL	37	20	17

Table 10 shows the overall academic employee engagement results for the department. The academic's employee engagement results saw a slight decrease in overall employee engagement, going from 73% to 70% in 2015 and 2016. The results were still 3% above the SHRM benchmark. The themes found in the study will support the leadership practices that led to the positive employee engagement experienced within the academic's department.

Table 10

Academic Employee Engagement Results

Academic Employee Engagement Results	2015	2016
	73%	70%

Academic Theme 1: Autonomy

The first main theme within academics involved autonomy. My field notes indicate that this word was used repeatedly in each of the academic interviews. The code

appeared a total of thirty-seven times within the academic interviews. Table 11 shows

the theme autonomy, the subthemes, and the relationship to the literature.

Table 11

Academic: Theme 1 and Associated Subthemes

Superordinate Theme
Autonomy
Subthemes
Flexibility
Relationship to Literature
Trust Empowerment Freedom Communication Collaboration

AC1, AC3, and AC4 discussed the importance of autonomy in an academic

environment. Autonomy is defined as the degree to which a person can implement his or

her preferred self in the work that is key, which seem to have main effects for most

people (Macey & Schneider, 2008). AC1 mentioned the excitement that was created in

being a part of the change process, by developing classes. AC3 appreciated the freedom

of being able to complete the task and responsibilities of faculty that were within reason

and company guidelines. AC3 stated that, "I did not have nearly the amount of freedom

to engage in professional activities that would best help our clients, so it is nice to have

the freedom to do things that are going to help my students and the university as a

whole." The responses support the positive effect that autonomy has on people.

Autonomy had a positive impact on leadership practices like trust,

communication, empowerment, and collaboration. AC4 stated that, "You had ownership

of the classroom. Your boss trusted you to complete your work by giving you freedom and autonomy to complete your job. I was able to take on whatever I wanted to see. The best thing about it was that my managers were approachable. I always felt like I could go talk to my boss about anything. My manager empowered me to form a work group to solve issues within academics. They gave me ownership to help my students through collaboration." This information is consistent with Macey and Schneider's (2008) statement that feelings of trust mediate the relationship between leadership behavior and behavioral engagement such that feelings of trust are the psychological state between leader behavior and behavioral engagement.

Flexibility within Autonomy: Flexibility was identified as a valuable leadership practice of autonomy. AC1 - AC4 discussed the importance of flexibility within autonomy towards their work life balance and family commitments. AC1 stated that, "It is hard to tend to a family emergency or if you just needed to get something done that needs to be done during the middle of the week, without taking a holiday or vacation day." AC2 also added that, "Flexibility provides a sense of fulfillment because you can't integrate other aspects of your life without hinderance of your job duties; and that both work and life can be incorporated together to still create productive results." AC3 shared that, "Flexibility allows faculty the opportunity to be more free, which provides us with the opportunity to facilitate our classes in a manner that we think would best serve our students."   AC4 stated that, "Flexibility eliminates the worry of having a doctor's appointment or if you are running a little bit late; and that it creates freedom and trust." These statements are consistent with Schou & Biersner's (1977) Leadership-Style Flexibility findings of subordinates expressing more satisfaction with their supervisors

when they perceived them to have the highest degree of flexibility; subordinates were significantly more satisfied with their superiors when they perceived them to possess high style flexibility.

Table 12 shows the specific breakdown of the "Satisfaction with workplace flexibility" results, taken from the overall academic employee engagement results. The academic employee engagement results also support the use of flexibility as a variable to increase employee engagement. In 2015 and 2016, the "Satisfaction with workplace flexibility" was measured at 83% and 84%, which was 14% higher than the SHRM benchmark in 2016. The findings indicate that autonomy and flexibility have a positive impact on employee engagement.

Table 12

Academic Employee Engagement Results

Academic Employee Engagement Results	2015	2016
Satisfaction with workplace flexibility	83%	84%

Academic Theme 2: Collaboration

The second theme within academics was collaboration. The code appeared a total of twenty times within the academic interviews. Table 13 shows the theme Collaboration, the subthemes, and the relationship to the literature.

Table 13

Academic: Theme 2 and Associated Subthemes

Superordinate Theme
Collaboration
Subthemes
Teamwork
Resources
Peer Support
Relationship to Literature
Trust
Respect
Reduce barriers of communication
Coordinate
Developed good working relationships
Increased dedication

Collaboration require that people are able to trust, respect, communicate, and coordinate with each other to achieve important goals (McComb, Henneman, & Hinchey, 2017). According to the interviews, there was not too much collaboration taking place when full-time faculty were hired. AC1 stated that, "I think that from the time I got here in 2013 to 2015 there was a sense of trying to bring every department together. When we first started, there wasn't any collaboration between departments, leading to miscommunicated information to our students. Student advisors would advise students to complete a task without understanding the academic process. I have seen since the start of the goal to try to get collaboration together so we are on the same page in serving our students."

Teamwork: Collaboration created an environment of teamwork within the university. AC2 stated that, "Collaboration and teamwork helped improve employee

engagement. I was able to share ideas to help improve the learning experience for our

students with faculty and staff from other departments. We met regularly as a team and

worked on special projects." AC1 also agreed that, "I think collaboration draws people

together to achieve a common goal for the students." AC4 added that, "Collaboration

helped to communicate new initiatives with all departments within the university. It also

build camaraderie with work related projects that developed good working relationships.

This made coming into the office a lot better." The responses are consistent with the

findings of McComb, Henneman, and Hinchey's (2017) model, stating that mutual trust

is needed to help reduce the barriers of communication.

Resources and Peer Support: Collaboration also created opportunities for

faculty to develop and implement resources through peer support. AC1 stated that

collaborative efforts kept students more engaged. AC1 shared that, "We were able to

come up with fresh ideas by working together with other faculty. Sometimes you get

stuck on the same ideas until you look at someone else's course and realize that they have

created a great idea." AC2 also discussed shared resources, "When sharing information,

there is a great deal of knowledge that you can learn from one another. You learned a lot

from your co-workers. Together we shared our strengths and best practices, along with

our weaknesses to help improve upon our area of opportunities." AC3 described that, "It

was nice to have like minded individuals around me to help develop my skillset as an

educator." The positive feelings that the faculty display because of the resources through

peer support are consistent with the research. Schaufeli and Bakker (2004) stated that job

resources lay an extrinsic motivational role, because work environments that offer many

resources foster the willingness to dedicate one's efforts and abilities to the work task,

making it more likely that the task will be completed successfully, and the work goal will

be attained.

Academic Theme 3: Care

The third theme within academics was care. The code appeared a total of

seventeen times within the academic interviews. Table 14 shows the theme care, the

subthemes, and the relationship to the literature.

Table 14

Academic: Theme 3 and Associated Subthemes

Superordinate Theme
Care
Subthemes
Value
Recognition
Relationship to Literature
Antecedents of engagement are derived from care
Supportive and trusting interpersonal relationships promote psychological safety

Faculty appreciated the empathy and care that was demonstrated by their

managers. AC1 stated that, "I appreciated that my manager understood and empathized

my situation." AC4 added that, "Everyone appreciated their boss because they were

personal and understood what people were going through." AC2 stated that, "I always

believe that you care about your employees when you're investing in them through

professional development." When that care and empathy is not present, employees are

more than likely to decrease their loyalty towards the organization. AC2 supported this

statement by saying, "When you don't show care or value towards your employees, other

opportunities become more appealing to you." The responses are consistent with Sak's

(2006) antecedents of engagement, which are derived from care.

Table 15 shows the specific breakdown of the "My supervisor cares about me"

results, taken from the overall academic employee engagement results. In 2015 and

2016, care was measured at 83% and 79%, which was 1% lower than the SHRM

benchmark in 2016. It was unusual to see that care was still below the SHRM benchmark

by 1%. This shows that care is an important leadership practice that can have a positive

or negative impact employee engagement. These results align with the statements from

faculty, as they mentioned the importance of their supervisor's ability to care. The 4%

decrease in care is also consistent with the overall academic employee engagement

results, as they both saw a decrease of more than 3% during the years of 2015 to 2016.

Table 15

Academic Employee Engagement Results

Academic Employee Engagement Results	2015	2016
My supervisor cares about me	83%	79%

Value and Recognition: Faculty want to feel valued and recognized within their

work. AC2 stated that, "I felt like you could see the demonstration of support and

recognition towards the work of faculty. Being valued makes you feel like your efforts

are not going unnoticed and also makes you want to stay at your job." AC4 also shared

that "Faculty felt valued and acknowledged through their work and were rewarded with

trust through flexibility." These statements support Kahn's (1990) statement that care is

created through a supportive and trusting interpersonal relationships that promote

psychological safety.

Emergent Themes Across Admission Interviews

There was a total of two admission's advisors and two admission's managers who

were interviewed for the study. The three emerging themes within admissions were: 1)

growth & development, 2) goals, and 3) micro management. Table 16 identifies the

number of times each code appears within the transcript of each interview. Table 17

shows the employee engagement results for admissions, during the years of 2015 and

2016. Admissions witnessed an increase in employee engagement, as their score

increased from 72% to 81%. The 9% increase was 8% above the SHRM benchmark. It

also shows that the positive employee engagement within the admissions team is related

to the leadership practices identified through growth & development, goals, and micro

management.

Table 16

Occurrence of Themes Across Admission Interviews

Participants	Growth & Development	Goals	Micro Management
AD1	10	15	4
AD2	10	2	0
AD3	22	22	14
AD4	18	16	7
TOTAL	60	55	25

Table 17

Admissions Employee Engagement Results

Admissions Employee Engagement Results	2015	2016
	72%	81%

Admissions Theme 1: Growth & Development

Growth and development was identified as an important theme within the

admission's team, both from a manager and employee perspective. Table 18 shows the

theme growth and development, the subthemes, and the relationship to the literature.

Table 18

Admissions: Theme 1 and Associated Subthemes

Superordinate Theme
Growth and Development
Subthemes
Training
Resources
Relationship to Literature
Engagement is assumed to produce positive outcomes
Work engagement is strongly associated with personal growth and development
Enhanced performance and productivity of employees
Structured experiences and definitive learning objectives to improve training effectiveness
Engagement is predicted by available job resources
Burnout is related to lack of job resources

Growth and development are emphasized through Kahn's (1990) research, as he

stated that engagement is assumed to produce positive outcomes, both at the individual

level (personal growth and development) as well as at the organizational level

(performance quality). AD1 stated that, "If an employee wants to move up and perform a different role within the university, and it is not in our department, someone will support them in getting them to where they want to be. I have seen many employees move to different departments. If employees know that the option is available, they will feel like they are working towards personal career progression." This statement indicated that managers are invested in their employees and wants them to grow professionally.

Admission advisors felt supported by their managers about growth and development opportunities within the university. AD2 mentioned that, "My manager gave me different tasks to work on to keep me engaged. It was exciting because I felt like I was working towards my career goals. My manager did everything in their power to get me to academics. In my opinion, career develop is very important because when you don't have it you feel stuck, which leads to low employee morale and disengagement." Both managers and employees recognize the importance of cross-departmental promotional or lateral opportunities for internal employees. They also understand how employee engagement and morale can be affected when growth and development is not available to employees. These statements are consistent with the literature as Bakker, Schaufeli, and Taris (2008) stated that stimulating personal growth and development are strongly associated with the work engagement of an employee.

Table 19 shows the specific breakdown of the "Opportunities for professional growth and development" results, taken from the overall admission employee engagement results. In 2015 and 2016, growth and development were measured at 65% and 87%, which was 36% higher than the SHRM benchmark in 2016. The results

aligned with the literature and statements made by the admissions team on the importance

that growth and development has on employee engagement.

Table 19

Admissions Employee Engagement Results

Admissions Employee Engagement Results	2015	2016
Opportunities for professional growth and development	65% 87%	

Training: Training was identified as an important leadership practice within

growth and development. Training is defined as the most pervasive method for

enhancing the performance and productivity of employees (Arthur, Bennett, Edens, &

Bell, 2003). Training was conducted by a training manager, manager, or mentor. The

training manager is responsible for preparing training materials for new admission

advisors, along with communicating and preparing training updates to the entire

admissions team. Managers and mentors focused more on the one on one training.

These actions are consistent with the training engagement theory literature, as it focuses

on training courses that are structured experiences with definitive learning objectives to

help improve training effectiveness (Sitzmann & Weinhardt, 2015).

AD1 shared that mentors and leaders would discuss important topics through the

daily huddles. This provided good learning opportunities for the team, as they would

work to resolve questions that were discussed through the team huddles. AD1 stated that,

"Training played an important role towards my engagement because if we didn't have

training we would feel lost and confused. Training was very helpful in communicating

current accreditation changes. This is important because we have to be able to

communicate updates to our students. Training also eliminated frustration and confusion

by clarifying the reasons for change." AD4 also supported training efforts by stating, "I

think the most important leadership practice is taking the time to actually coach and train

people, by sitting with them." This statement supports the fact that managers understand

the importance of providing training for employees. These statements also support the

positive impact of training on interdepartmental communication and collaboration.

Table 20 shows the specific breakdown of the "Satisfaction with job-related

training" results, taken from the overall admission employee engagement results. In 2015

and 2016, training was measured at 77% and 82%, which was 27% higher than the

SHRM benchmark in 2016. The 5% increase also demonstrates that the admissions team

has found ways to continuously improve their training methods to better support the staff.

Training had a positive impact on the overall admission's employee engagement results.

Table 20

Admissions Employee Engagement Results

Admissions Employee Engagement Results	2015	2016
Satisfaction with job-related training	77%	82%

Resources: Admission managers provided their teams with resources to help

them be more successful within their role. They set the expectation by providing team

metrics and goals that communicated current and future state of enrollment targets.

Managers also provided focused calling campaign list to create a sense of focus for their

teams during outbound call campaigns. They also would listen and review calls, and role

play with admission advisors to help develop their team members. AD1 stated that,

"Having those resources were important because it helped us understand our goals and

prepared us to do a better job." AD4 also shared the importance of knowledge sharing,

"As a manager, it is our job to remove barriers to help our team be successful. Part of

that includes sharing best practices with other admission's teams. Sometimes a

competitive environment can close off any knowledge sharing opportunities. With our

teams, we compete fairly and share any best practices that can help us improve the

outcome of our entire admission's team." This is consistent with the literature as

Schaufeli & Bakker (2004) stated that engagement is exclusively predicted by available

job resources, and burnout is related to the lack of job resources. These statements

demonstrate that the admission's team is able to provide resources to help employees feel

confident in their work, essentially leading to more growth and development for

employees. This also aligns with the employee engagement results for "I have the

materials & equipment I need to do my work right" measured at 95%, which was 35%

higher than the SHRM benchmark. The knowledge sharing environment also represents

the overall unity of the admission's team's purpose to grow and develop their employees.

Admissions Theme 2: Goals

Goals were labeled a critical factor of success within the admissions department

because it provided motivation, competition, and metrics to maintain consistent

performance. Table 21 shows the theme autonomy, the subthemes, and the relationship

to the literature.

Table 21

Admissions: Theme 2 and Associated Subthemes

Superordinate Theme
Goals
Subthemes
Motivation
Competition
Relationship to Literature
Effective goals setting leads to positive impact on employee outcomes
Performance metrics and contingent rewards
Goal setting leads to engaged employees

Numerous studies (Locke, 1968; Latham & Yukl, 1975; Sujan et al., 1987; Tubbs, 1986) have discussed effective goal setting's positive impact on employee outcomes within organizations. The factors were critical to managers and employees, as they both mentioned the importance of goals throughout the interviews. The performance metrics for admissions were broken down into many categories: daily, weekly, and monthly dials, talk time, interviews, and applications. These metrics would be communicated to the team via: email, one-on-ones, visual aids, and reports.

Employees and managers valued having goals to help them understand their performance. AD3 stated that, "Having goals helped me know where I stand and know what I have to do to get to where I need to be. Our managers were very helpful in communicating our goals to us on a daily, weekly, and monthly basis. I liked having the visual aids present so that all teams knew their current status. All of the managers worked like robots the same across the board, in providing reports, communication goals, and supporting their team." This statement demonstrates the importance of goals within

the admissions department. The responses are in agreeance with the literature, as goal

setting leads to engaged employees (Medlin & Green Jr., 2009).

Table 22 shows the specific breakdown of two categories: "Inspired to meet goals

at work" and "Goals are attainable" results, taken from the overall admission employee

engagement results. In 2015 and 2016, the inspiration to meet goals was measured at

71% and 85%, which was 8% higher than the SHRM benchmark in 2016; and attainable

goals were measured at 56% and 75%, which was 1% lower than the SHRM benchmark

in 2016. Both categories resulted in increases of 14% and 19%. The results aligned with

the responses and literature on the impact that goals have on employee engagement.

Table 22

Admissions Employee Engagement Results

Admissions Employee Engagement Results	2015	2016
Inspired to meet goals at work	71%	85%
Goals are attainable	56%	75%

Motivation: Motivation was created through goals within the admission's team.

AD1 stated that, "When talking with employees it is important to know what people's

goals are and what drives them. From my experience as a manager, a little competition

and fun has usually provided motivation for employees to work harder. When I was an

admission advisor, I appreciated the honest feedback from my direct supervisor to help

me achieve my personal goals. Therefore, goals hold us accountable to daily, weekly and

monthly targets. Without goals, consistent performance becomes harder to maintain, and

you will end up working harder to play catch up." AD4 also shared thoughts on the

importance of metrics and goals within admissions, "Admissions as a whole is metric driven because we have to maintain a daily focus in order to meet our goals. These thoughts demonstrate the need for goals and metrics within admissions because of the constant pressure of meeting enrollment goals. Goals also provided employees with the motivation to meet or exceed performance goals.

Competition: Having goals and metrics created a competitive environment within the admissions department. AD1, AD3, and AD4 each stated the competitive nature of the environment due to the performance metrics and goals. Friendly competition amongst the admissions teams helped provide motivation to meet or exceed enrollment targets. AD4 stated that, "Everyone's name is on the scoreboard, therefore everyone is measured against each other. Each team has their goal as well, making it a competition between both teams and individuals. The visual aids and emails makes everyone aware of their current performance. Friendly competition helps us to meet our daily goals. This statement supports the fact that a competitive environment creates motivation towards team and individual performances, so that enrollment goals are achieved.

Admissions Theme 3: Micro Management

Micromanagement is commonly defined as the control of an enterprise in every particular and to the smallest detail, with the effect of obstructing progress and neglecting broader, higher-level policy issues (White Jr., 2010). Table 23 shows the theme micro management and the relationship to the literature.

Table 23

Admissions: Theme 3 and Associated Subthemes

Superordinate Theme
Micro Management

Relationship to Literature
Control of an enterprise in every detail
Increased productivity over the short term
Fear creates temporary productivity
Constant criticism
Loss of creativity, customer service, and risk-taking opportunities

Micro management was identified as the management style implemented within the admission's team. AD1, AD3, and AD4 discussed the tasks that created a micro-management style of leadership: reviewing daily goals and expectations, emailing accountability reports, monitoring dials, talk time, and interviews, conducting side by side observations, and implementation of performance metrics. AD3 stated that, "My manager was a huge micro manager who had a daily breakdown of my focus items. They are constantly reviewing our performance to ensure that we had the resources and support to be successful in our roles." This statement demonstrates that micro management was used as a form of leadership style and employees perceived it as supportive to the admissions environment.

Admission's managers also supported the fact that micro management is the style of leadership within the department. AD1 stated that, "If you're not micro managing your team or controlling what's within your control, you're going to get left behind very quickly because admissions is a very fast pace environment." AD4 also agreed with the previous statement, "I think admissions as a whole implements a micro-management

style of leadership because we are so metrics driven focused. Every second of our day is measured. We have specific goals to meet therefore our urgency is the highest." These statements provide support that micro management is needed to help drive results within the admissions department. This information is relevant to the literature, as White Jr. (2010) stated that micromanagement may increase productivity over the short term, but the long-term problems will eventually defeat any short-term gains. Studies have shown that putting fear into people does have an impact, it does create productivity but only temporarily.

There were positive responses to micro management from both managers and employees. AD3 stated that, "I appreciate my managers checking in and asking if they can help. I like having the visibility of them on the floor. All of the managers work like robots across the board. They all did the same thing because they have to provide reports to the floor.   I believe that micro management is needed when you're new to floor or struggling in performance." AD4 also shared that, "To be successful in admissions, you need to have a leader who is focused on the daily goals and metrics." These statements confirm that employees and managers appreciate having a micro-management style of support on the floor, as it provides a employees with a direct resource to because successful in their role. It also supports that a micro-management type of leader is needed in admissions to manage performance and provide support to a face pace working environment. The responses were different from the literature in this situation, micromanagement is viewed more in a positive light because employees feel supported rather than becoming afraid of constant criticism from their boss, leading to a loss of creativity, customer service, and risk-taking opportunities (White Jr., 2010).

Emergent Themes Across Business Office Interviews

There was a total of four business office staff who were interviewed for the study. The three emerging themes within admissions were: 1) coercive leadership, 2) isolation, and 3) micro management. Table 24 identifies the number of times each code appears within the transcript of each interview. Table 25 shows the employee engagement results for the business office, during the years of 2015 and 2016. The business office witnessed an increase in employee engagement, as their score increased from 54% to 57%. The 3% increase was 3% above the SHRM benchmark. The increase shows that the department has worked on improving the leadership practices within their department but has historically struggled as 54% percent is significantly lower than the other departments. The themes found in the business office will actually describe the leadership practices that had a negative impact on the employee engagement results.

Table 24

Occurrence of Themes Across Business Office Interviews

Participants	Coercive	Isolation	Micro Management
BO1	14	25	12
BO2	10	4	2
BO3	13	8	10
BO4	0	0	0
TOTAL	37	37	24

Table 25

Business Office Employee Engagement Results

Business Office Employee Engagement Results	2015	2016
	54%	57%

Business Office Theme 1: Coercive Behaviors

The coercive behaviors have been defined as the "Do what I say" approach, and can be very effective in a turnaround situation, a natural disaster, or when working with problem employees; and has been known to inhibit the organization's flexibility and dampen employee motivation (Goleman, 2000). Table 26 shows the theme coercive leadership, the subthemes, and the relationship to the literature.

Table 26

Business Office: Theme 1 and Associated Subthemes

Superordinate Theme
Coercive Behaviors
Subthemes
Respect
Fear
Relationship to Literature
Effective in turnaround situation, natural disaster, or working with a problem employee
Inhibit the organization's flexibility
Dampen employee motivation
Negatively impact the morale and feelings of people
Fear is a natural result

Coercive behaviors were identified as a leadership practice used in the business office. BO1, BO2, and BO3 defined the coercive behaviors as someone who acts without input from the team, does not listen, and distances self from employees due to the level of title. BO1 stated that, "We were managed inefficiently through busy work only to justify having our number of employees. Our manager was a very stubborn person who didn't have any experience and felt like they could do anything without employee input or feedback. We spent a lot of time correcting mistakes and duplicating our work due to the

systems that were setup by our manager." BO2 added that, "The manager thought that they were above everyone else, so they took very little advice. They did not listen to their subordinates because of their title." BO3 stated that, "You had to fight with them just to get anything done. There is little room to speak. You can just tell by your conversation that the communication has gone completely over their head and they're just telling you what you want to hear."

These statements clarify that the employees worked in an environment where their concerns were not heard, leading to inefficiencies within the process and duplication of work. There was also very little communication between manager and employees due to the closed off communication style embraced by the manager. Table 27 shows the specific breakdown of two categories: "I am able to make decisions affecting my work" and "My manager trusts" results, taken from the overall business office employee engagement results. In 2015 and 2016, "making decisions affecting my work" was measured at 47% and 50%, which was 26% lower than the SHRM benchmark in 2016; and "my manager trusts me" was measured at 47% and 50%, which was 32% lower than the SHRM benchmark in 2016. Both categories resulted in increases of 3%. The results show that the leadership in the business office has improved within the year, but it also indicates that coercive leadership practices did not result in positive employee engagement results for the business office. Employees were not trusted by management. Therefore, they were never able to have a voice or make decisions on how to improve their department. In this situation, the lack of trust and employee voice led to negative employee engagement results, which were significantly lower than the SHRM benchmark.

Table 27

The Business Office Employee Engagement Results

Business Office Employee Engagement Results	2015	2016
I am able to make decisions affecting my work	47%	50%
My manager trusts me	47 %	50%

Respect: There was not much respect shown from manager to employees within the business office. BO1 stated that, "Respect is an important factor at work. You want to respect the people that we work for and expect that same level of respect in return." BO2 and BO3 stated that respect starts with the acknowledgement of employees through simple conversations. BO3 stated that, "Respect is a big thing and is shown when they speak to you like you are a fellow employee and person instead of speaking down to you." BO2 agreed that, "You can't be arrogant or feel like you're superior to the people that work with you." Respect is viewed as a valuable factor of employee engagement. These statements confirm that employees did not feel respected by their managers because they were not even acknowledged as employees through genuine communication. Employees felt that the arrogance of their managers was visible, leading to a closed off communication style that was not appreciated by employees. This is consistent with the literature in demonstrating that the coercive style of leadership can negatively impact the morale and feelings of people (Goleman, 2000).

Fear: Fear was identified as a feeling that employees felt while working in the business office. Fear made it difficult for employees to approach their managers because of the potential repercussions. BO1 stated that, "There was a constant fear of making the

mistake. We were afraid of how our manager would respond if we made a mistake, so we would have somebody else check our work. If we would have approached our manager, they would have lectured us for two days." This statement demonstrates the fear exemplified by employees when approaching their manager. Fear also added an additional level of stress for employees to perform at a perfect level. This may not have created a healthy level of engagement for employees as they always felt a high level of stress due to the constant fear. This is consistent with the literature, as fear is a natural result of coercive leadership. However, the leadership stated that it is important to only use this style during imperative situations (Goleman, 2000). The responses never indicated that there was an extreme situation. Therefore, it can be concluded that the coercive leadership style was not the right approach and impacted the employees in a negative way.

Business Office Theme 2: Isolation

Workplace Isolation is defined as a psychological construct that describes employees' perceptions of isolation from the organization and their co-workers (Marshall, Michaels, & Mulki, 2007). Table 28 shows the theme isolation, the subthemes, and the relationship to the literature.

Table 28

Business Office: Theme 2 and Associated Subthemes

Superordinate Theme
Isolation
Subthemes
Collaboration
Relationship to Literature
Created from an absence of support
Lack of social and emotional interaction with the team
Email and phone communication lacks richness and social presence

Isolation was described as the atmosphere in the business office. Many employees felt alone and disconnected from the university. This led to feelings of unhappiness, low employee morale, and disengagement. BO1 stated that, "We were kind of like the stepchild, always on our own. There was no cross training, and everyone learned one role. The business office did not interact with the rest of the university. We felt ignored and alone, which led to unhappiness. Isolation hurt the department as it took our morale to an all-time low." BO2 also stated that, "We felt isolated to our one department." These statements support that the business office established an environment of isolation, leading to disengaged and unhappy employees. The responses are consistent with the literature, as isolation perceptions are suggested to form when there is an absence of support from the organization as well as a lack of social and emotional interaction within the team (Marshall, et al., 2007).

The Impact of Isolation on Collaboration: According to the interviews, the business office employees understand the importance of having a collaborative environment. BO1 stated that, "As a university, we have to see the bigger picture by communicating with other departments. We don't feel hindered by taking somebody else's advice or suggestions. BO2 also stated that, "Collaboration makes everything run smoother if you have people that are conscientious and want to do a good job for everyone concerned. It's good to have opportunities to meet people face to face and interact with them on a personal level." The business office is unable to benefit from a collaborative environment because of the conditions presented by an environment of isolation. The research stated that even if email and phone communication is

implemented, these types of communication lack the richness and social presence that face-to-face contact provides (Andres, 2002; Gainey, Hill, & Kelly, 1999; Mulki, 2004).

Table 29 shows the specific breakdown of two categories: "Satisfaction with workplace culture" and "Relationship with my co-workers" results. Both results were taken from the overall business office employee engagement results. In 2015 and 2016, satisfaction in workplace culture was measured at 67% and 53%, which was 14% lower than the SHRM benchmark in 2016; and relationship with my co-workers was measured at 80% and 63%, which was 17% lower than the SHRM benchmark in 2016. Both categories experienced a significant decrease in percentages. The results support the disengagement that the business office employees felt with university employees. It also shows that they did not feel the positive culture that the rest of the university experienced due to the isolated environment. The results aligned with the responses and literature as the isolated environment equated to less collaborative opportunities for the business office employees to interact with employees from other departments.

Table 29

The Business Office Employee Engagement Results

Business Office Employee Engagement Results	2015	2016
Satisfaction with workplace culture	67%	53%
Relationship with co-workers	80 %	63%

Business Office Theme 3: Micro Management

Micro management was described as another leadership practice implemented in

the business office. Table 30 shows the theme micro management, the subthemes, and

the relationship to the literature.

Table 30

Business Office: Theme 3 and Associated Subthemes

Superordinate Theme
Micro Management

Relationship to Literature
Creates fear and isolation   Leads to frustration   Reduced customer service

BO1 stated that, "Our manager was a control type of person who wanted control

of everything. Our manager would go to meetings with other managers and never shared

the knowledge or information with the team. She was not supportive, and always told us

how to do our jobs without feedback." Micromanagement made employees feel

miserable. BO3 stated that, "There was a lot of micromanaging, which created a negative

impact. It felt awful because you feel like you're not doing your job right. You feel like

you constantly have to look over your shoulder and hope that you're doing things to

make your manager happy. It really makes the job more difficult. I personally hate being

micromanaged because I do know my job, and my manager should let me do my job.

Instead, I sit back, do my job, stay quiet, and go home." These statements verify that

micromanagement was the leadership practice used in the business office and that it had a

negative impact on employee engagement. The micromanagement enforced in this

department was supported by the literature, as micromanagement created an environment of fear and isolation, leading to frustrated employees and reduced customer service (White Jr., 2010).

Table 31 shows the specific breakdown of two categories: "Satisfaction with job-related training" and "Excited to go to work" results. The results were taken from the overall business office employee engagement results. In 2015 and 2016, "satisfaction with job-related training" was measured at 33% and 38%, which was 18% lower than the SHRM benchmark in 2016; and "excitement to go to work" was measured at 27% and 38%, which was 11% lower than the SHRM benchmark in 2016. Although both results saw an increase, they both were still relatively below the SHRM benchmark. The poor results aligned with the responses, as the micromanagement made the business office employees feel miserable and dissatisfied with the training provided by their manager.

Table 31

The Business Office Employee Engagement Results

Business Office Employee Engagement Results	2015	2016
Satisfaction with job-related training	33%	38%
Excited to go to work	27 %	38%

Emergent Themes Across Financial Aid Interviews

There was a total of four financial aid staff who were interviewed for the study. The three emerging themes within admissions were: 1) care, 2) technical leadership, and 3) flexibility. Table 32 identifies the number of times each code appears within the transcript of each interview. Table 33 shows the employee engagement results for

financial aid, during the years of 2015 and 2016. Financial aid experienced a decrease in

employee engagement, as their score decreased from 71% to 69%. The 2% decrease was

2% above the SHRM benchmark.

Table 32

Occurrence of Themes Across Financial Aid Interviews

Participants	Care	Technical Leadership	Flexibility
FA1	11	0	3
FA2	4	6	5
FA3	10	12	21
FA4	6	13	1
TOTAL	31	31	30

Table 33

Financial Aid Employee Engagement Results

Financial Aid Employee Engagement Results	2015	2016
	71%	69%

Financial Aid Theme 1: Care

Care was identified as the top occurring theme in financial aid. Table 34 shows

the theme care, the subthemes, and the relationship to the literature.

Table 34

Financial Aid: Theme 1 and Associated Subthemes

Superordinate Theme
Care

Relationship to Literature
Support and trust promote psychological safety Valued

FA1 to FA4 all mentioned that they felt that their managers demonstrated a high level of care within the financial aid department. This had a positive impact on the department. FA1 stated that, "I definitely think that care is a positive. It is important for people to know that they are cared for and valued. I have worked for companies where you felt like a number and weren't appreciated. We are valued and appreciated here." FA2 mentioned that, "Having a caring manager feels great because sometimes work is stressful already. I could tell that my manager genuinely cared about their employees." FA3 stated that, "My manager showed care for my family life situations. Having a caring environment created value and made me feel more engaged." FA4 also stated that, "I feel engaged because my manager cares about me. They care about my feelings, well-being, and what's important to me." These statements indicate that the managers in financial aid demonstrated a lot of care towards their employees. Although the environment can be stressful, the value and care shown by the managers helped the employees get through the stressful situations, leading to engaged employees. These experiences are supported by Kahn's (1990) statement that a supportive and trusting interpersonal relationship and supportive management promotes psychological safety, which stems from both care and support.

Table 35 shows the employee engagement results for "My supervisor cares about me," taken from the overall financial aid employee engagement results. In 2015 and 2016, care was measured at 85% and 70%, which was 10% lower than the SHRM benchmark in 2016. This shows that care is an important leadership practice that can have a positive or negative impact employee engagement. The 2016 result was 15% lower than the previous year. These results align with the statements from financial aid

employees, as they mentioned the importance of their supervisor's ability to care. The

15% decrease in care is also consistent with the overall financial aid employee

engagement results, as they both saw a decrease during the years of 2015 to 2016. This

shows that care had a significant impact on the overall financial aid employee

engagement results.

Table 35

Financial Aid Employee Engagement Results

Financial Aid Employee Engagement Results	2015	2016
Supervisor cares about me	85%	70%

Financial Aid Theme 2: Technical Skills

The second occurring theme in financial aid was technical leadership. Table 36

shows the theme technical skills, the subthemes, and the relationship to the literature.

Table 36

Financial Aid: Theme 2 and Associated Subthemes

Superordinate Theme
Technical Skills
Subthemes
Honest Feedback
Relationship to Literature
Focuses on understanding the problem Managing the flow of ideas Maintains quality Providing solutions to the problems Best style for technical leadership is a problem-solving environment

Technical skills are more focused on quality and providing solutions to problems. The best style for technical leadership is a problem-solving environment (Weinberg, 2016). FA3 and FA4 mentioned the need for a leader who understands the details and is knowledgeable about financial aid process. Their department is more focused on having less errors within the financial aid department. FA3 stated that, "I feel like our department is more focused on recognizing people that do a good job without errors. Accuracy of information is very important in our department. That is why it is more important to have a knowledgeable leader who understands the details of financial aid process, rather than a motivational leader who isn't knowledgeable of the financial aid process." FA4 also shared that, "Making errors and mistakes cause a lot of stress. That is why we prefer having a leader who is more task and detail oriented." These statements show that the financial aid department cannot afford to make mistakes by not understanding the details of the financial aid process. It will be important to choose a leader who is knowledgeable and understands the details within the financial aid process. This type of leadership is consistent with the literature, as technical leaders are known to concentrate on understanding the problem, managing the flow of ideas, and maintaining quality (Weinberg, 2016).

Honest Feedback: Honest feedback played an important role in the training and development of employees. It was able to provide a contribution to the knowledge obtained by financial aid advisors, so they were more knowledgeable within their position. FA2, FA3, and FA4 each stated that they received honest feedback from their managers to help improve their overall knowledge and development. FA2 stated that, "My manager was a great mentor who provided honest feedback to help me understand

the other side, while broadening my abilities." FA4 also stated that, "I always felt uneasy in receiving the honest feedback, but after reflecting on what my manager was doing, I can now see that they were trying to help me open up and be more receptive to improving my overall knowledge." These statements demonstrate that honest feedback was needed to help training and develop financial aid advisors to become more knowledgeable within their positions.

Financial Aid Theme 3: Flexibility

Flexibility was the final theme within the financial aid department. Table 37 shows the theme flexibility, the subthemes, and the relationship to the literature.

Table 37

Financial Aid: Theme 3 and Associated Subthemes

Superordinate Theme
Flexibility
Relationship to Literature
Linked to positive outcomes for employee and the organization Related to higher levels of engagement and expected retention

Workplace flexibility has been linked to positive outcomes for the employee and the organization (Richman et al, 2008). FA1 and FA3 each stated that they each received a high level of flexibility within their positions. FA1 stated that, "My manager always understood the importance of having a good work life balance with family and work. They genuinely cared about me and worked with me on flexibility, such as work from home options and doctor's appointments." FA3 also added that, "The biggest impact to my engagement was flexibility. In my previous jobs, I had to worry about balancing attendance and family related activities, which created a lot of stress for me. My current

manager has worked with me on flexibility, which has helped me to balance my work and family life. This is a job that I want to stay and work for because they understand my needs." These statements demonstrate that flexibility is appreciated by the financial aid advisors and has reaffirmed their commitment to the organization. They have also become less stressed because their managers are able to work with them through flexibility. The responses also align with the literature as flexibility was strongly related to higher levels of employee engagement and expected retention (Richman, 2006).

Table 38 shows the employee engagement results of the "Satisfaction with workplace flexibility." The results were taken from the overall financial employee engagement results. The financial aid employee engagement results also supported the use of flexibility as a variable to increase employee engagement. In 2015 and 2016, the "Satisfaction with workplace flexibility" was measured at 85% and 95%, which was 25% higher than the SHRM benchmark in 2016. The findings indicate that flexibility has a positive impact on employee engagement. It also aligns with the responses from financial aid staff members, as they were pleased with the flexibility that leadership provided.

Table 38

Financial Aid Employee Engagement Results

Financial Aid Employee Engagement Results	2015	2016
Satisfaction with workplace flexibility	85%	95%

Emergent Themes Across Student Advising Interviews

There was a total of four student advisors were interviewed for the study. The

three emerging themes within admissions were: 1) growth & development, 2) autonomy,

and 3) goals. Table 39 identifies the number of times each code appears within the

transcript of each interview. Table 40 shows the overall employee engagement results for

student advising, during the years of 2015 and 2016. Student advising experienced an

increase in employee engagement, as their score decreased from 79% to 83%. The 4%

increase was 16% above the SHRM benchmark.

Table 39

Occurrence of Themes Across Student Advising Interviews

Participants	Growth & Development	Autonomy	Goals
SA1	11	3	4
SA2	14	36	17
SA3	21	1	0
SA4	8	11	5
TOTAL	54	51	26

Table 40

Student Advising Employee Engagement Results

Student Advising Employee Engagement Results	2015	2016
	79%	83%

Student Advising Theme 1: Growth & Development

Growth and development were identified as an important engagement tool and

leadership practice in the student advising department. Table 41 shows the theme growth

and development, the subthemes, and the relationship to the literature.

Table 41

Student Advising: Theme 1 and Associated Subthemes

Superordinate Theme
Growth and Development
Subthemes
Recognition
Value
Relationship to Literature
Leads to engaged employees

SA1 to SA4 each mentioned how growth and development helped them become

more engaged as employees. SA1 stated that, "This job is exciting because my manager

provides me the tools necessary to perform our jobs. My manager empowered me to take

on a leadership role, even though I was not comfortable with it at first. Looking back at it

now, it felt good because they had a plan for me and had confidence that I would be

successful in the new role." SA3 stated that, "I really prefer an environment where I'm

constantly growing as an employee. My preference for a manager is someone who is

constantly helping me to grow as an employee. It felt encouraging to feel the rewards of

being promoted, after working towards established goals." These statements support that

employees appreciate working in an environment where growth opportunities are

available. Employees expressed a positive response towards individual and career growth.

SA2 discussed the importance of having a career ladder put in place for employee growth and development, "Our structure of teams within student advising was very helpful with the leadership tiers. We have a V.P. of student advising, who oversees the director. The director oversees the three managers of student advising. Each manager oversees a lead and mentor. Below the lead and mentor our student advisors are broken down into advisor levels one, two, three, and four. In order to advance further in the student advising rankings, student advisors must be able to demonstrate successful performance metric results. These tiers provide a motivational incentive to work harder towards a promotion." This statement also confirms that having the proper career development structure can create motivation for employees, as they work on progressing towards their career goals. The responses align with the literature, as personal growth and development will lead to engaged employees (Kahn, 1990).

Table 42 shows the results for two categories: "My manager encourages my professional development" and "Opportunities for professional growth and development." The results were taken from the overall student advising employee engagement results. In 2015 and 2016, the encouragement of professional development was measured at 80% and 87%, which was 27% higher than the SHRM benchmark in 2016; and opportunities for professional growth were measured at 88% and 80%, which was 29% higher than the SHRM benchmark in 2016. The results aligned with the responses from the student advisors, as they mentioned that their leadership team focused on employee growth and development.

Table 42

Student Advising Employee Engagement Results

Student Advising Employee Engagement Results	2015	2016
My manager encourages my professional development	80%	87%
Opportunities for growth and development	88%	80%

Recognition: SA1 to SA4 each stated the importance of recognition in the student advising department. SA1 stated that, "It is a great feeling that my manager recognizes my hard work." SA2 also added that, "I think that recognition creates more motivation in employees. If you're recognized for hitting your goals, at the end of the year there is a ceremony to recognize your accomplishments. The recognition pushes you to do better each session, so you can remain at the top, and have more promotion opportunities." SA3 mentioned that, "I feel valued when my managers praise or recognize me when I've done something well through emails or additional responsibilities. I've had past experiences where I've done a great job but wasn't recognized for my work, which didn't make me feel good at all." These statements demonstrate that recognition of employees is an important factor towards improving employee motivation and engagement. Employees appreciate the recognition as it pushes them to continue to develop their skills in working towards a promotion.

Value: Value was another important leadership practice that positively impacted the engagement of student advisors. SA1 and SA3 each stated that employee voice is connected to employee value. SA1 shared that, "My managers are able to make me feel

more valued by listening to my ideas or suggestions. SA3 also shared that, "My opinion is valued, as I am given additional responsibilities to help improve the process for students. Feeling valued definitely helps keep me engaged to keep working hard. I wouldn't feel as valued if I didn't have the opportunity to voice my opinion. These statements show that employees feel valued when they are allowed to voice their opinion. Listening and valuing the employee voice can help to improve employee engagement.

Table 43 shows the results for two categories: "Management recognizes strong performance" and "I am able to make decisions affecting my work." The results were taken from the overall student advising employee engagement results. In 2015 and 2016, recognition was measured at 81% and 93%, which was 31% higher than the SHRM benchmark in 2016; and making decisions affecting my work was measured at 71% and 93%, which was 24% higher than the SHRM benchmark in 2016. The results aligned with the responses from student advisors, as they indicated the recognition and value received from their leadership team. Both themes had a positive impact on employee engagement, as they both resulted at 93% and were significantly higher than the SHRM benchmark. My field notes also indicated that leadership acknowledged high performers by recognizing them during team meetings, awards banquets, team measurement boards, and town halls.

Table 43

Student Advising Employee Engagement Results

Student Advising Employee Engagement Results	2015	2016
Management recognizes strong performance	81%	93%
I am able to make decisions affecting my work	71%	93%

Student Advising Theme 2: Autonomy

Autonomy was identified as an important leadership practice in the student advising department. Table 44 shows the theme autonomy, the subthemes, and the relationship to the literature.

Table 44

Student Advising: Theme 2 and Associated Subthemes

Superordinate Theme
Autonomy
Subthemes
Flexibility Micromanagement
Relationship to Literature
Preferred self leads to a positive effect on people Micromanagement leads to less creativity, frustrated employees, and less risk opportunities

SA2 and SA4 repeatedly mentioned the flexibility and autonomy that was provided by their managers. SA2 stated that, "My manager gave us the reins to manage our job responsibilities to best fit our personal working style. I am more motivated to do my job because the environment is less stressful and motivates me to work through my own approach. I love having that ownership and responsibility because I am a self-motivated person. I like how my managers have entrusted me to do the job successfully. SA2 and SA4 both stated that they did not enjoy being micromanaged, and that it would not be the best fit for their department. These statements indicate that autonomy is a preferred leadership practice in the student advising department because it provides employees with motivation to completing their responsibilities. Managers have entrusted

employees to manage their portfolios, which has created less stress in employees. The responses align with the literature, as Macey and Schneider (2008) stated that having autonomy in work and being able to implement a preferred self will have a positive effect on people.

Flexibility: The student advising department enjoyed having a high level of flexibility within their roles. SA2 stated that, "Flexibility is one of the top leadership practices and it plays a huge part towards improving our engagement as employees. Management gave us a lot of flexibility to do our jobs. They work with me in my personal life if I'm struggling in my professional life. They will give me motivation and opportunities to improve my performance. Good performance is what leads to mutual trust and a flexible environment." These statements provide support that flexibility helps to improve employee engagement and motivation because employees are rewarded additional flexibility, if they are performing at a high level. Managers are also understanding and will work with employees on personal issues.

Micromanagement: Micromanagement was viewed as a negative leadership practice in the student advising department. SA1 to SA4 each stated that micromanagement was not their preferred style of leadership in student advising. SA1 stated that, "In student advising, we feel like we don't have to be micromanaged, or told what to do all day every day. I have enough self-motivation to complete my job successfully on my own. My managers have enough confidence in me to complete my job. SA4 also shared that, "I don't like being micromanaged. Micromanagement is often viewed and used negatively, so sometimes people may have to be micromanaged, but not me because I am a top performer." The responses align with the literature, as

micromanagement leads to less creativity, frustrated employees, and less risk

opportunities (White Jr., 2010).

Table 45 shows the overall employee engagement results of the "Satisfaction with

workplace flexibility." The results were taken from the overall student advising

employee engagement results. The student advising employee engagement results also

supported the use of flexibility as a variable to increase employee engagement. In 2015

and 2016, the "Satisfaction with workplace flexibility" was measured at 93% and 97%,

which was 27% higher than the SHRM benchmark in 2016. The findings indicate that

flexibility has a positive impact on employee engagement. It also aligned with the

responses from student advisors, as they were very satisfied with the flexibility that their

leadership team provided.

Table 45
Student Advising Employee Engagement Results

Student Advising Employee Engagement Results	2015	2016
Satisfaction with workplace flexibility	93%	97%

Student Advising Theme 3: Goals

Goals are used often in the student advising department. Table 46 shows the

theme goals and the relationship to the literature.

Table 46

Student Advising: Theme 3 and Associated Subthemes

Superordinate Theme
Goals

Relationship to Literature
Goal setting leads to engaged employees Goals lead to promotions

Employees do not like to be micromanaged in student advising, but their performance metrics still provide a micromanagement component. These micromanagement components created goals and targets for the student advising team. SA4 stated that, "Our daily work structures revolve around goals and how we can increase student enrollment. When I am able to reach a number, I am motivated to reach my goal." SA2 shared that student advisors are measured by contacts and referrals per day, week, and month. Goals definitely motivated me to get everything done by the end of the day." This demonstrates that the performance metrics may provide micromanagement by communicating the expectations to the team. However, management does not implement a micromanagement style of leadership. Employees are provided goals and expectations and are able to work with freedom, autonomy, and flexibility towards achieving their goals.

Goals have also created a team environment in the student advising department and led to promotional opportunities within the student advising ranking and career development system. SA2 stated that, "When we all met our individual goals, we would turn our attention to the team goals and help out other advisors who have not yet reached their goals. When you can show that you're exceeding goals and expectations, your

performance is factored into the decision in deciding who will be promoted. I was promoted to an advisor three due to my previous performance." These statements demonstrate that goals can create motivation within the student advising team to not only accomplish their personal and career goals, but to also achieve teamwork by supporting the overall team goals. Similar to admissions, goal setting had a positive impact on the student advising team, as goal setting leads to engaged employees (Medlin & Green Jr., 2009).

Table 47 shows the results for two categories: "Inspired to meet goals at work" and "Goals are attainable." The results were taken from the overall student advising employee engagement results. In 2015 and 2016, inspired to meet goals were measured at 81% and 97%, which was 9% higher than the SHRM benchmark in 2016; and goals are attainable was measured at 41% and 73%, which was 13% lower than the SHRM benchmark in 2016. The results aligned with the responses from student advisors, as they were motivated to reach their goals because of the leadership team. It was interesting to see that although student advisors felt the goals were not attainable, they were still motivated to reach their goals. This demonstrates that leadership was able to increase employee engagement by motivating their team with goals.

Table 47

Student Advising Employee Engagement Results

Student Advising Employee Engagement Results	2015	2016
Inspired to meet goals at work	81%	97%
Goals are attainable	41%	73%

Summary

This section provided the findings of the study. The study conducted semi-structured interviews to understand the psychological perspective of faculty and staff. Five overall themes emerged from the study and three themes emerged from each of the five departments: academics, admissions, business office, financial aid, and student advising. The findings were assessed with previous literature to examine what leadership practices can help to improve employee engagement. The secondary data provided by the Midwest online university was also used to examine the relationship between leadership and engagement within each department. The findings of the study will provide a foundation for the leadership and employee engagement model created from this study.

CHAPTER FIVE: SUMMARY OF THE STUDY

Summary of the Study

This study focused on identifying what leadership practices improved employee engagement within a Midwest Online University. A qualitative case study was chosen as the methodology because the study needed to determine how successful employee engagement results were achieved by a Midwest Online University. Previous researches also recommended conducting a qualitative study to further the research by understanding the psychological intent of the participants in the study. The study used semi-structured interviews to collect information from the interviewees. There were a total of twenty faculty and staff interviewed for the study. The results were transcribed through Happy Scribe and analyzed through NVIVO software technology. The findings of the study identified leadership practices that helped increase employee engagement at a Midwest Online University. The results were presented from both a university and departmental perspective.

Addressing the Research Questions:

1. How did leaders maintain or increase employee engagement in times of upheaval or uncertainty, in a Midwest online university?

    This study was able to effectively maintain or increase employee engagement in times of upheaval or uncertainty, in a Midwest online university, by implementing leadership practices that included the five emerging university themes: 1) communication, 2) peer relationships, 3) trust, 4) supportive leadership, and 5) fun and team building. The emerging themes were able to help improve the

overall employee engagement results for the university, which led to two

consecutive years of increased employee engagement.

2. What leadership practices helped or hindered employee engagement at the

    university?

    The Leadership and Employee Engagement model outlined in Figure 6, displayed

    the leadership practices that helped or hindered employee engagement at the

    university.   Employee engagement was improved through the following

    leadership practices: autonomy, collaboration, care, goals, growth and

    development, flexibility, technical leadership, and elements of micro

    management. The recommendation leadership styles to help improve the overall

    university and department level leadership includes: servant, transformational,

    transactional, and technical leadership. The leadership practices that hindered

    employee engagement were: isolation, coercive leadership, and elements of micro

    management.   The leadership style that had a negative impact on employee

    engagement was coercive leadership.

3. How did leaders cope with workplace uncertainty?

    Leaders were able to cope with workplace uncertainty by incorporating the

    emerging themes of this study, found in Table 48 and Figure 6. The

    implementation of the emerging themes were able to help negate the task

    redundancies and pressures of the job. Fun and team building activities allowed

    employees to feel more care and comradery through peer relationships.

    Additional trust with leadership was strengthened through communication and

supportive leadership. These actions would essentially allow leadership to focus

on the ensuring that there was a healthy work life balance for their employees, so

they could better accomplish their goals.

4. What did leaders do to try to engage employees in stressful times?

The leadership practices that helped engage employees during stressful times

were outlined in the "*Application to Professional Practice."* The recommended

leadership practices were defined at the university and department levels, as to

what specific actions leadership used to increase in employee engagement.

Leadership styles were recommended for each department and the overall

university, based on the themes created from the responses of the participants and

how their relation to the literature.

Applications to Professional Practice

The findings of this study were important to higher education leaders who seek to

improve the employee engagement through utilizing effective leadership practices within

their college or university. These findings presented the perspectives of faculty and staff

from a Midwest online university in the United States. Leaders from online universities

will be interested in learning how to create more employee engagement with their faculty

and staff in an online learning environment. The five overall themes that emerged from

the study include: 1) communication, 2) peer relationships, 3) trust, 4) supportive

leadership, and 5) fun & team building. Table 48 identifies the five emergent themes

across the entire university. These themes were identified as the leadership practices that

affected the employee engagement of employees throughout the entire university.

Table 48

Occurrence of Themes Across Participant Interviews

Overall University Themes	Communication	Peer Relationships	Trust	Supportive Leadership	Fun & Team Building

Executive Leadership: The five themes support the need for an executive leadership team that can demonstrate characteristics of servant leadership. The findings state the importance of having leadership practices that improve trust between managers and employees. Trust begins with communication and peer relationships that are formed through one on one interactions. Employee voice was identified as a leadership practice to help improve trust within the organization. Employees discussed the importance of having leadership support through resources and career development. Leadership must also be able to incorporate fun and team building into the work environment to foster positive employee engagement. Employee voice played a critical role in understanding what types of fun and team building events were needed for the university.

Figure 6. Leadership Recommendation for Executive Leadership

| Subthemes	Relationship to Literature	Leadership Recommendation	Employee Engagement Result
Communication	Transparency forms trust between leader and followers (Avolio, 2004), Fear damages and creates closed communication (Futerra, 2005).	Servant Leadership	71%
Peer Relationships	Support development and provides career enhancing and psychological functions (Kram & Isabella, 1985), Self-expression leads to engagement (Kahn, 1990).	Empowering and developing people, values people, serving others, trust, humility, interpersonal acceptance, providing direction, and vision (Dierendonck, 2011).	93%
Trust	Workplace flexibility built more trust, leading to positive outcomes (Richman, 2006), Transparency is associated with higher levels of honesty, effective listening, trust, supportiveness, and frankness (Rogers, 1987), Employee voice was significantly related to engagement (Rees, Alfes, & Gatenby, 2013).		82%
Supportive Leadership	Higher supportive climate leads to higher job satisfaction and resources and training is provided to employees (Schyns, Veldhoven & Wood, 2009), Social support is positively related to work engagement (Bakker & Demerouti, 2007; Schaufeli & Salanova, 2007).		74%
Fun & Team Building	Fun work environments can increase retention (Walker, 2017).		N/A

Figure 6 shows the leadership recommendation for executive leadership. Servant leadership aligned with the overall themes needed to improve the overall engagement of a Midwest online university. Servant leadership focuses on developing employees to their fullest potential in the areas of task effectiveness, community stewardship, self-motivation, and future leadership capabilities (Greenleaf, 1977). This approach brings out the best in their followers, as leaders rely on one on one communication to understand the abilities, needs, desires, goals, and potential of their employees (Mahembe & Engelbrecht, 2014). Servant leaders also focus on creating opportunities for their

followers to grow through fostering self-confidence, serving as a role model, inspiring

trust, and providing information, feedback, and resources (Luthans & Avolio, 2003).

Servant leadership is also regarded as virtuous, highly ethical, and based on the

premise that service to followers is at the core of leadership (Sendjaya, 2008). Servant

leadership is the recommended leadership style that organizations should consider

because they can remove barriers to knowledge sharing as a way to facilitate the

development of a knowledge-sharing climate (Song, Park, & Kang, 2015). Job

satisfaction and employee engagement were both linked to employee safety and climate

(Huang et. Al, 2015). A servant leader could help strengthen employee engagement from

the five emergent themes for executive leadership listed in Figure 6.

Leadership and Employee Engagement Model: The emergent themes within

each department identified leadership practices that affected employee engagement on a

departmental level. Figure 7 represents the departmental leadership and employee

engagement model developed from the research that identifies the three emerging themes

from each department: academics, admissions, business office, financial aid, and student

advising; and the implications for practice towards leadership style fit. Faculty and staff

identified these themes as the most important leadership practices in each department.

The themes found in each department helped identify leadership practices that could help

improve employee engagement within each specific department. By having a better

understanding of leadership practices and styles, executive and senior leadership can find

new methods to improve employee engagement through both implementation of

leadership strategy and the hiring of departmental leaders who possess the skills needed

to lead a department.

Figure 7. Leadership and Employee Engagement Model
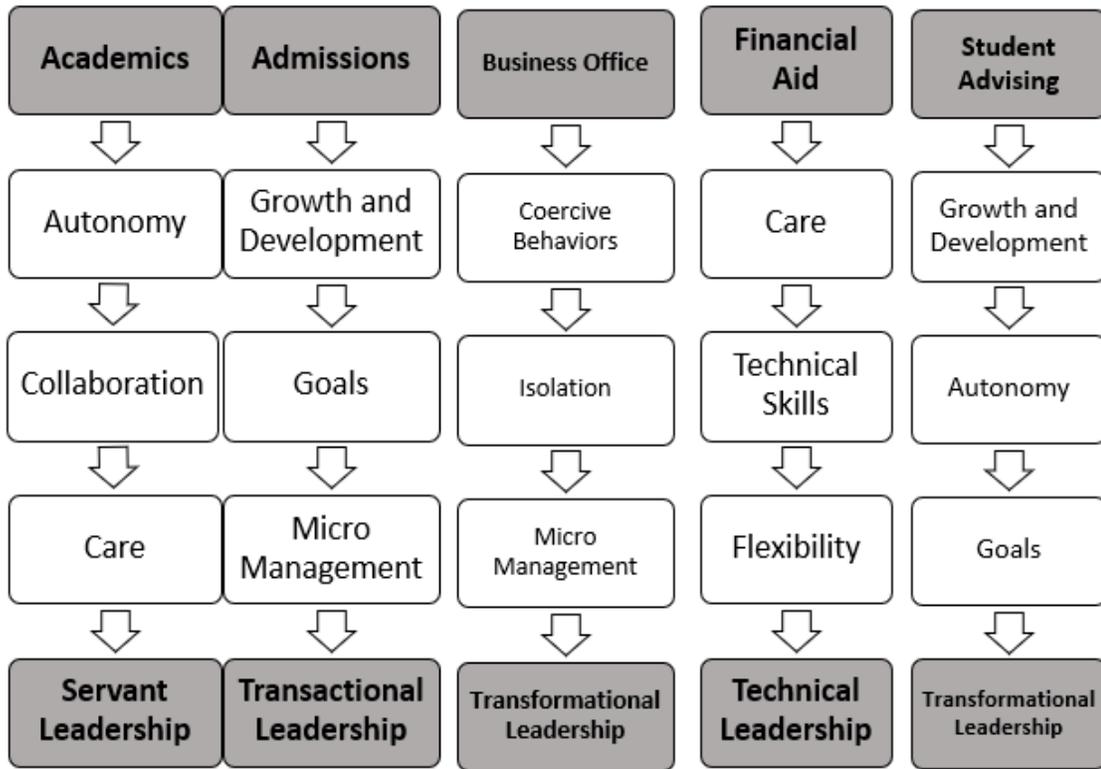
Academics: The researcher found that autonomy, collaboration, and care were three main leadership practices that led to improved employee engagement results in the academics' department. The study found that autonomy created more self-motivation and excitement in faculty through empowerment. Faculty felt more confident knowing that they had the power to develop and lead initiatives within the academic environment. Collaboration was able to strengthen relationships and create an environment that welcomed feedback. Faculty felt that the one on one communication demonstrated care for people. The demonstration of care was able to strengthen the trust between administration and faculty. Faculty appreciated the empathy and care that was shown toward personal situations.

Figure 8. Leadership Recommendation for Academics

Subthemes	Relationship to Literature	Leadership Recommendation	Employee Engagement Result
Autonomy	Implement preferred self in work (Macey & Schneider, 2008), Increased satisfaction with flexible supervisors (Schou & Biersner, 1977).	Servant Leadership	84%
Collaboration	Trust, respect, and coordinate to achieve important goals and trust is needed to reduce barrier of communication (McComb, Henneman, & Hinchey, 2017), Developed good working relationships, increased dedication (Schaufeli & Bakker, 2004).	Empowering and developing people, values people, serving others, trust, humility, interpersonal acceptance, providing direction, and vision (Dierendonck, 2011).	N/A
Care	Antecedents of engagement are derived from care (Saks, 2006), Supporting and trusting interpersonal relationships promote psychological safety (Kahn, 1990).		79%

Figure 8 shows the leadership recommendation for academics. Servant leadership was identified as the recommended leadership style for academics. The academics team discussed the importance of leadership practices such as empowerment, development, relationships, care, and trust. The literature supports servant leadership as the best leadership style for academics as servant leadership focuses on developing employees to their fullest potential through task effectiveness and self-motivation (Greenleaf, 1977). The servant leadership also created growth opportunities for their followers, which is achieved through inspiring trust, self-confidence, feedback, and resources (Luthans & Avolio, 2003). Servant leadership also demonstrates care for other people (Van Dierendonck, 2011). The servant leadership literature related well to both the employee engagement results and faculty responses, making servant leadership the recommended leadership style for academics.

Admissions: The researcher found that growth and development, goals, and micromanagement were important themes that helped to improve employee engagement in the admissions' department. Employees discussed the importance of having their manager's support in achieving their career goals. They also emphasized the need for goals to help them understand their performance. Goals were able to create motivation and a healthy sense of competition within the admissions department. Having a goal environment created a micromanagement type of environment. Employees viewed micromanagement as a needed leadership practice because it was able to set the expectations for the goals, while providing resources help strengthen team performance. Admissions is an environment that is heavily focused on enrollment goals, therefore it was important for their employees to be able to see the goals and have the support from their manager to help them accomplish their goals.

Figure 9. Leadership Recommendation for Admissions

Subthemes	Relationship to Literature	Leadership Recommendation	Employee Engagement Result
Growth and Development	Engagement is assumed to produce positive outcomes (Kahn, 1990), Work engagement strongly associated with G&D (Bakker, Schaufeli, & Taris, 2008), Enhanced performance and productivity (Arthur, Bennett, Edens, & Bell, 2003), Improved training effectiveness (Sitzmann & Weinhardt, 2015), Engagement predicted by resources and burnout is related to lack of resources (Schaufeli & Bakker, 2004).	Transactional Leadership	87%
Goals	Effective goal setting leads to positive impact (Locke, 1968; Latham & Yukl, 1975; Sujan et al., 1987; Tubbs, 1986), Performance metrics and contingent rewards (Bass, Avolio, Jung, & Berson, 2003), Goal setting leads to engagement (Medlin & Green Jr., 2009).	Followers agreed with, accepted, complied with leader in exchange for praise, rewards, and resources, avoidance of disciplinary action, rewards and recognition provided for accomplishments, contingent rewards, closely monitoring mistakes and errors, and providing goals and expectations (Bass, Avolio, Jung, & Berson, 2003).	85%
Micro Management	Control, Increase short-term productivity, fear creates temporary productivity, constant criticism, loss of creativity, customer service, and risk-taking opportunities (White Jr., 2010).		N/A

Figure 9 shows the leadership recommendation for admissions. Transactional leadership was identified as the recommended leadership style for the admissions department. The admissions department stressed the importance of having goals, micromanagement, and resources to help improve their growth and development as employees. Transactional leadership focuses on ensuring that expectations are met through contingent rewards (Bass, 1985). In this case, the contingent reward for the admissions' team is meeting the daily, weekly, and monthly goals of their department. Contingent reward is an effective component because it means that followers receive incentives after they have accomplished a task (Bass & Riggio, 2006). For the admissions' department, the reward was created through promotional opportunities and employee recognition. Contingent reward played a role towards improving the motivation of employees, leading to a more engaged workforce. Recognition-based transactional leadership was more positively related to followers displaying organization citizenship behaviors (Goodwin et al., 2001), furthering the support that transactional leadership is the recommended leadership style for admissions.

Business Office: The researcher found that coercive behaviors, isolation, and micromanagement were important themes that did not contribute to positive employee engagement results in the business office. Employees emphasized the need for more trust and autonomy within the department. Managers did not put enough trust into the employees, which lead to less collaboration and communication within the university. Both collaboration and communication were also identified as a need. Micromanagement was viewed negatively by the business office employees and did not increase the level of trust within the department. Employees felt that they had resolutions to process issues

within the department, but they did not have a voice because their manager did not listen

to their concerns.

Figure 10. Leadership Recommendation for the Business Office

Subthemes	Relationship to Literature	Leadership Recommendation	Employee Engagement Result
Coercive Behaviors	Effective in turnaround situation, natural disaster, or working with problem employee, reduce employee motivation, negatively impact morale, and fear is a natural result (Goleman, 2000).	Transformational Leadership	50%
Isolation	Created from absence of support, lack of social and emotional interactions (Marshall, et al., 2007), Email and phone lacks richness and social presence (Andres et al. 2002).	Positive relationship with long term performance and creating inspiration, commitment and culture, Transform self-concepts of followers (Bass, 1985), Involvement, commitment, and potency are enhanced, enhance capacity of followers by setting higher expectations (Burns, 1978).	53%
Micro Management	Creates fear and isolation, Leads to frustration, and Reduced customer service (White Jr., 2010).		38%

Figure 10 shows the leadership recommendation for the Business Office. The

recommended leadership style for the business office would be transformational

leadership, with an emphasis on the intellectual stimulation phase. The full-range

leadership model discusses the intellectual stimulation phase, which involves the leader

stimulating the followers to think through issues and problems for themselves, so they

can develop their own abilities (Kirkbride, 2006). Previous research has supported the

role of intellectual stimulation as a predictor of subordinate's attitudes and performance

(Barling et al., 1996), making it a central concept in transformation leadership theory.

The business office employees have demonstrated the need for a leader who does not

micromanage, listens to their concerns, and creates a collaborative environment.

Transformational leadership will be able to help employees develop problem solving

abilities through situational experiences, leading to more growth and development of

leaders. Employees can also learn to become more proactive in resolving organizational

issues.

Financial Aid: The financial aid department identified care, technical skills, and

flexibility as emerging themes that had a positive impact on employee engagement.

Financial aid employees appreciate the care and flexibility shown by their manager

throughout life situations. This improved the psychological safety of employees, which

stems from both care and support (Kahn, 1990). Employees also discussed the

importance of having a leader who is more technical, versus inspirational. They

preferred a leader is more task and detailed oriented because in the financial aid

department, making errors can cause a lot of stress for employees.

Figure 11. Leadership Recommendation for Financial Aid

Subthemes	Relationship to Literature	Leadership Recommendation	Employee Engagement Result
Care	Support and trust promote psychological safety (Kahn, 1990).	Technical Leadership	70%
Technical Skills	Focused on understanding the problem, Managing the flow of ideas, Maintains quality, Providing solutions, and Best style is a problem solving environment (Weinberg, 2016).	Crucial for coordination, Centrally located in communication network, Collect and disperse information, Strong technical reputation, Personal relationships, and Integrates and combines contributions from team members (Ehrlich & Cataldo, 2014).	N/A
Flexibility	Linked to positive outcomes for employee and the organization (Richman, et al, 2008).		95%

Figure 11 shows the leadership recommendation for the Financial Aid. The

recommended leadership style for the financial aid department is technical leadership.

Technical leadership focuses on quality and providing solutions to the problems. The

best style for technical leadership is a problem-solving environment (Weinberg, 2016).

Technical leadership is the best styles for the financial aid department because employees

need someone who is knowledgeable and can verify the accuracy of the information. A

leader who is knowledgeable can help alleviate the overall stress of the department by

correcting any potential errors or mistakes. The findings support that technical leadership

can help to improve employee engagement because it has the ability to eliminate stressful

situations. Financial aid advisors need a leader whose knowledge and expertise can

reduce mistakes within the financial aid process.

Student Advising: The researcher identified growth & development, autonomy,

and goals as emerging themes that had a positive impact on employee engagement in the

student advising department. Previous studies have consistently shown that job resources

such as social support from colleagues and supervisors, performance feedback, skill

variety, autonomy, and learning opportunities are positively associated with work

engagement (Bakker & Demerouti, 2007; Schaufeli & Salanova, 2007). Many advisors

mentioned how growth and development led them to become more engaged employees.

They also discussed the importance of having autonomy within their job responsibilities,

versus a micromanagement style of leadership. Although goals were identified as an

important leadership practice, micromanagement was not the preferred style of leadership

for the student advising department. Goals were used to motivate the employees within

the department, but managers did not have to micromanage as employees were trained to

work with autonomy within their role. Employees felt a high level of engagement due to

the recognition that was celebrated both on a departmental and university level.

Employee recognition was determined by employee accomplishment through goals.

Figure 12. Leadership Recommendation for Student Advising

Subthemes	Relationship to Literature	Leadership Recommendation	Employee Engagement Result
Growth and Development	Leads to engaged employees (Kahn, 1990).	Transformational Leadership	87%
Autonomy	Preferred self leads to a positive effect on people (Macey & Schneider, 2008), Micromanagement leads to less creativity, frustrated employees, and less risk opportunities (White Jr., 2010).	Positive relationship with long term performance, and creating inspiration, commitment and culture, Transform self-concepts of followers (Bass, 1985), Involvement, commitment, and potency are enhanced, enhance capacity of followers by setting higher expectations (Burns, 1978).	97%
Goals	Goal setting leads to engaged employees (Medlin & Green Jr., 2009).		97%

Figure 12 shows the leadership recommendation for the Student Advising. The recommended leadership style for the student advising department is transformational leadership. Transformational leadership focuses on developing followers to do more than they originally expected to do through the relationship of leader and follower (Bass, 1985). Transformational leaders contribute to employees' intrinsic motivation because they provide meaningful rationale for their follower's work (Avolio & Yammarino, 2002). By showing confidence in followers, they are able to motivate employees to achieve greater heights. These leadership practices were identified within the student advising team, as many of them felt the confidence of their managers through autonomy leading to a more engaged workforce. The environment of autonomy can also help the growth and development of student advisors, as they develop leadership skills through management of their responsibilities.

Recommendations for Further Research

This study was one of the few studies conducted that explored employee engagement and leadership in a qualitative environment. Many of the studies before

focused on quantitative measures in determining correlations between employee engagement and leadership. Slatten and Mehmetoglu (2011) suggested that employees are more engaged when they feel more psychologically available. This study was able to examine the psychological experiences that faculty and staff endure, through interviews and surveys, when experiencing employee engagement. Mozammel and Haan's (2016) recommended specifically considering an exploratory study that looks at specific variables that might influence leadership and employee engagement. Per previous recommendations from Sullivan, Bartlett, and Rana (2015), this study focused on investigating employee engagement at the department level.

My first recommendation for future research is to replicate this study further focusing specifically on each individual college, job category, additional departments, and demographic breakdown. I believe that each department can be further explored so there is more research provided on the psychological experiences of what creates employee engagement for faculty and staff. The results could provide a deeper breakdown of what creates employee engagement for employees through the breakdown of demographics, job category, and college discipline. Future studies can also add on to the current departments that have already been examined through this study. Having more departments can create more variety when assessing departmental leadership practices.

A limitation of the study was that the research only provided the perspective of faculty and staff from one fully online university. For future research, I recommend conducting the same study in a traditional onsite, public university setting or an asynchronous model that serves both the online and onsite environment. By conducting

this type of research, new results could emerge as there could be exponential differences within the demographics and experience of faculty and staff at a traditional university versus a fully online university. A new leadership and employee engagement model can be created to capture the employee engagement needs of a traditional onsite and an asynchronous university.

Another limitation of the study is that the participants would only provide one perspective of who they report to, which would be their direct supervisor. Another recommendation is to use the same study to explore the perceptions of the departmental leadership team. This type of research could provide us with a strategic perspective on how mid-level leaders are engaged by the actions of senior and executive leadership. Essentially the study would be able to provide results that could have more of an impact at the departmental level because of the decision-making power that mid and senior level leaders have to develop leadership employee engagement strategies. It is difficult for staff to be engaged unless the manager/leader is engaged, staff tend to adopt the characteristics of their leaders (Kerfoot, 2007). This type of study can help strengthen the employee engagement from a leadership level so that the chain of command is also engaged.

My final recommendation for would be to develop a correlational study with the leadership model created from this study and the StrengthsFinder's assessment. For the past 35 years, StrengthsFinder has studied employee engagement and how engagement influences business outcomes. The StrengthsFinder results combine Gallup analytics and advice to help leaders and organizations identify opportunities and create meaningful

change (Gallup, 2018). This type of study would provide correlations to determine what strengths are most beneficial to each university department.

Summary and Conclusions of the Study

The conclusions and recommendations of this study are informative to leaders of online universities who have an interest in improving employee engagement. The findings of this study provide a leadership model to help improve employee engagement within the departments of academics, admissions, business office, financial aid, and student advising. The leadership model developed from this study will present a basic foundation for the type of leadership that is needed for each department to help strengthen employee engagement in online universities. Higher education leaders will be able to use the leadership model created as a baseline in developing and hiring future departmental leaders. They will also be able to use the findings to examine the leadership practices that helped or hindered employee engagement at the Midwest online university.

References

Alfes, K., Truss, C., Soane, E.C., Rees, C., and Gatenby, M. (in press). The Relationship Between Line Manager Behavior, Perceived HRM Practices and Individual Performance. Examining the Mediating Role of Engagement, *Human Resource Management*.

Albdour, A.A., & Altarawneh, I.I. (2014). Employee Engagement and Organizational Commitment: Evidence from Jordan. *International Journal of Business*, 19(2).

Alderfer, C.P. (1972). *Human needs in organizational settings*. New York: Free Press of Glen-coe.

Andres, H.P. (2002). A comparison of face-to-face and virtual software development teams. *Team Performance Management*, 8(1-2), 39-48.

Arthur, W., Bennett, W., Edens, P.S., & Bell, S.T. (2003). Effectiveness of training in organizations: A meta-analysis of design and evaluation features. *Journal of Applied Psychology*, 88: 234-245.

Avolio, B.J., & Bass, B.M. (2004). *MLQ Manual*. Mind Garden, Inc.

Avolio, B., Gardner, W., Walumbwa, F., & May, D. (2004). Unlocking the mask: A look at the process by which authentic leaders impact follower attitudes and behaviors. *Leadership Quarterly*, 15(6), 801-823.

Avolio, B.J., & Yammarino, F.J. (2002). Transformational and charismatic leadership: *The road ahead*. Oxford, UK: Elsevier Science.

Babakus, E., Yavas, U. & Ashill, J.J. (2011). Service worker burnout and turnover intentions: Role of person-job fit, servant leadership and customer orientation. *Services Marketing Quarterly*, Vol. 32, 17-31.

Babbie, E. (2014). *The Basics of Social Research*. Wadsworth, Belmont, CA.

Badri, A.M., Mohaidat, J., Ferrandino, V., & Mourad, T.E. (2012). The social cognitive

model of job satisfaction among teachers: Testing and validation. *International

Journal of Educational Research*, 57, 12-24.

Bakker, A. B., Albrecht, S.L., & Leiter, M.P. (2011). Key questions regarding work

engagement. *European Journal of Work and Organizational Psychology*, 20, 4-

28.

Bakker, A.B., & Demerouti, E. (2007). The job demands-resources model: State of the

art. *Journal of Managerial Psychology*, 22, 309-328.

Bakker, A.B. & Demerouti, E. (2008). Towards a model of work engagement, *Career

Development International*, Vol. 13, No. 3, 209-223.

Bakker, A.B., Schaufeli, M.L., & Taris, T.W. (2008). Work engagement: An emerging

concept in occupational health psychology. *Work & Stress*, Vol. 22, 187-200.

Bal, P.M., Kooij, D.T.A.M., & De Jong, S.B. (2013). How Do Developmental and

Accommodative HRM Enhance Employee Engagement and Commitment? The

Role of Psychological Contract and SOC Strategies. *Journal of Management

Studies*, Vol. 50:4. doi: 10.1111/joms.12028.

Bandura, A. (1986). The explanatory and predictive scope of self-efficacy theory.

Journal of Social and Clinical Psychology, 4(3), 359-373.

Baptiste, N.R. (2008). Tightening the link between employee wellbeing at work and

performance: A new dimension for HRM, *Management Decision*, Vol. 46, No. 2,

209-284.

Barbuto, J. (2007). Full Range Leadership. *NebGuide*, G1406. Barling, J., Weber, T., &

Kelloway, E.K. (1996). Effects of transformation leadership training on attitudinal and fiscal outcomes: a field experiment. *Journal of Applied Psychology*, Vol. 81, pp. 827-832.

Bass, B.M. (1985). *Leadership and performance beyond expectations*. New York: Free Press.

Bass, B.M. (1999). Two Decades of Research and Development in Transformational Leadership. *European Journal of Work and Organizational Psychology*, 1999, 8(1), 9-32.

Bass, B.M., & Avolio, B.J. (1994). Improving Organizational Effectiveness through Transformational Leadership. Thousand Oaks, CA: Sage Publications.

Bass, B.M., Avolio, B.J., Jung, D.I., & Berson, Y. (2003). Predicting Unit Performance by Assessing Transformational and Transactional Leadership. *American Psychological Association*, Vol. 88, No. 2, p. 207-218.

Bass, B.M., & Riggio, R.E. (2006). *Transformational Leadership*. Mahwah, NJ: Lawrence Erlbaum.

Bates, S. (2004, February). Getting engaged. *HR Magazine*, 49(2), 44-51.

Bates, S. & Weighart, S. (2014). *Executive Presence: The X Factor in Employee Engagement*. Wiley Periodicals, Inc. DOI 10.1002/ert.21464.

Baumruk, R. (2004). The missing link: the role of employee engagement in business success, *Workspan*, Vol. 47, pp. 48-52.

Bhatnagar, J. (2007). Talent management strategy of employee engagement in Indian ITES employees: key to retention, *Employee Relations*, Vol. 29 Iss: 6, pp. 640-663.

Bierly, P.E., Kessler, E.H., & Christensen, E.W. (2000). Organizational learning,

knowledge and wisdom. *Journal of Organizational Change Management*, 13,

595-618.

Blad, E. (2014). Poll: Majority of Students 'Engaged': But Gallup Analysts Say That's

Not the Case for More Than Half of Teachers. *Education Week*, Vol. 33, No. 28.

Blanchard, K., & Hodges, P. (2003). *The servant leader: Transforming your heart, head,

hands, and habits*. Nashville: W Publishing Group.

Blascovich, J., & Tomaka, J. (1996). The biopsychosocial model of arousal regulation. In

M. Zanna (Ed.), *Advances in experimental social psychology* (Vol. *28*, pp. 1–51).

New York: Academic Press. doi: 10.1016/S0065-2601(08)60235-X

Blau, P.M. (1964). *Exchange and power in social life*. New York: Wiley.

Breevaart, K., Bakker, A., Hetland, J., Demerouti, E., Olsen, O., & Espevik, R. (2013).

Daily transactional and transformational leadership and daily employee

engagement. *Journal of Occupational and Organizational Psychology*.

Brown, S.P. (1996). *A Meta-analysis and review of organizational research on job

involvement*, Psychological Bulletin, Vol. 120, No. 2, 235-255.

Buchen, I. H. (1998). Servant leadership: A model for future faculty and future

institutions. *Journal of Leadership Studies*, 5(1), 125-134.

Burch, M.J., Swails, P. & Mills, R. (2015). Perceptions of Administrators' Servant

Leadership Qualities at a Christian University: A Descriptive Study. *Education*,

Vol. 135, No. 4.

Burns, J.M. (1978). *Leadership.* New York: Harper and Row.

Bycio, P., Hackett, R.D., & Allen, J.S. (1995). Further assessments of Bass's (1985)

conceptualization of transactional and transformational leadership. *Journal of Applied Psychology*, 80, 468-478.

Carter, C. & Scarbrough, H. (2001). Towards a second generation of KM? The People management challenge, *Education + Training*, Vol. 43, No. 4/5, 215-224.

Chen, G. (2016). Why Student Enrollment Rises as the Economy Falls. Community College Review. Retrieved from https://www.communitycollegereview.com/blog/why-student-enrollment-rises-as-the-economy-falls.

Cheng, G. H. L, & Chan, D. K.S. (2008). Who suffers more from job insecurity? A Meta-analytic review. *Applied Psychology. An International Review*, 57 (2), 272-303.

Chiron, B., Michinov, E., Olivier-Chiron, E., et al. (2010). Job satisfaction, life satisfaction and burnout in French anaesthetists. *Journal of Health Psychology*, 15, 948-958.

CIPD (2009b). An HR director's guide to employee engagement, Retrieved from http://www.cipd.co.uk/NR/rdonlyres/8DD2561A-D3E3-4E63-9F63EF7476A17B1/0/hr_director_guide_empoyee_engagement.pdf. Accessed/14/07/10.

Cole, M.S., Walter, F., Bedeian, A.G., & O'Boyles, E.H. (2012). Job burnout and employee engagement: A meta-analytic examination of construct proliferation. *Journal of Management*, 38, 1550-1581.

Collini, S.A., Guidroz, A.M., & Perez, L.M. (2013). Turnover in health care: the mediating effects of employee engagement. *Journal of Nursing Management*, 23,

169-178. DOI: 10.1111/jonm.12109.

Conway, E., Fu, N., Monks, K., & Bailey, C. (2015). Demands or Resources? The

Relationship Between HR Practices, Employee Engagement, and Emotional

Exhaustion. *Human Resource Management,* March. doi: 10.1002/hrm.21691.

Corbin, J., & Strauss, A. (2007). *Basics of qualitative research: Techniques and*

procedures for developing grounded theory (3rd ed.). Thousand Oaks, CA: Sage.

Cornerstone OnDemand. (2016). Study Makes the Case for Employee Engagement in

Higher Education Institutions. *Cornerstone on Demand.*

Cover, S.R. (1998). Servant leadership from the inside out. In L. Spears (Ed.), *Insights on*

leadership: Service, stewardship, spirit, and servant-leadership. New York, NY:

John Wiley.

Crabb, S. (2011). The Use of Coaching Principles to Foster Employee Engagement. *The*

Coaching Psychologist, Vol. 7, No.1.Craig, E. & Silverstone, Y. (2009). Tapping

the power of collective engagement. *Strategic HR Review*, Vol. 9, No. 3, 5-10.

Crawford, E.R., LePine, J.A., & Rich, B.L. (2010). Linking job demands and resources to

employee engagement and burnout: A theoretical extension and meta-analytic

test. *Journal of Applied Psychology*, 95, 834-848.

Creswell, J. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods*

Approaches. Sage Publications, Thousand Oaks, CA.

Csikszentmihalyi, M. (1975). *Beyond Boredom and anxiety.* San Francisco: Jossey-Bass.

Cutcliffe, J. (2003). Reconsidering Reflexivity: Introducing the Case for Intellectual

Entrepreneurship. *Qualitative Health Research*, 13(1): 136-148.

Cuthbert, C.A., & Moules, N. (2014). The application of qualitative research findings to

oncology nursing practice. *Oncology Nursing Forum*, 41, 683-685. Doi: 10.1188/14.ONF.683-685.

Davis, L. (2017). Predicting the next 20 years in higher ed reveals 5 major themes. *ECampusNews*. October 2, 2017.

Davis, R. (2014). Leading Through Uncertainty. *Leader to Leader, 73*.

Deci, E.L., & Ryan, R.M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum Press.

Dierendonck, D.v. (2011). Servant Leadership: A Review and Synthesis. Journal of Management, Vol. 37 No. 4.

Dirks, K.T., & Donald, L.F. (2002). "Trust in Leadership: Meta-analytic Findings and Implications for Research and Practice." *Journal of Applied Psychology*, Vol. 87, 611-628.

Druskat, V.U., & Pescosolido, A.T. (2006). The Impact of Emergent Leader Emotionally Competent Behavior on Team Trust, Communication, Engagement, and Effectiveness. *Research on Emotions in Organizations, Vol. 2: Individual and organizational perspectives on emotion management and display*, Oxford, UK.

Duddle M. & Boughtonn M. (2008). Development and psychometric testing of the Nursing Workplace Relational Environment Scale (NWRES). *Journal of Clinical Nursing 18*, 902-909.

Elst, T., Broeck, A., De Witte, H., & Cuyper, N. (2012). The mediating role of frustration of psychological needs in the relationship between job insecurity and work-related well-being. *Work & Stress*. Vol. 26, NO. 3

Ehrlich, K., & Cataldo, M. (2014). The Communication Patterns of Technical Leaders:

Impact on Product Development Team Performance. *ResearchGate*, Aug. 2014.

Ehrhart, M.G. (2004). Leadership and procedural justice climate as antecedents of unit-

level organizational citizenship behavior. *Personnel Psychology*, 57, 61-94.

http:doi.org/c7xj9v

Elo, S., Kaarianen, M., Kanste, O., Polkki, T., Utrianen, K., Kyngas, H. (2014).

Qualitative content analysis: A focus on trustworthiness. *Sage Open*, 4(1). doi:

10.1177/2158244014522633

Emery, C. R., & Barker, K. J. (2007). Effect of commitment, job involvement, and teams

on customer satisfaction and profit. *Team Performance Management*, 13, 3-4.

Fielding, N.G., & Lee, R.M. (1998). *Computer analysis and qualitative research*.

Thousand Oaks, CA: Sage.

Frank, F.D., Finnegan, R.P., Taylor, C.R. (2004). The Race for Talent: Retaining and

Engaging Workers in the 21st Century. *HR: Human Resource Planning*, 27, pp.

12-26.

Fredrickson, B. (2009). *Positivity*, Three Rivers Press CA.

Frone, M.R., Russell, M., & Cooper, M.L. (1995). Job stressors, job involvement and

employee health: A test of identity theory, *Journal of Occupational and

Organizational Psychology*, 68, 1-11.

Futerra. (2005). *The rules of the game: the principles of climate change communication*.

London.

Gainey, T.W., Hill, J.A., & Kelley, D.E. (1999). Telecommuting's impact on corporate

culture and individual workers: Examining the effect of employee isolation. *SAM

Advanced Management Journal*, 64(4), 4-10.

Gallup. (2018). What We Do. Retrieved from:

https://www.gallup.com/corporate/212336/what-we-do.aspx.

Gatenby, M., Rees, C., Soane, E. & Truss, C (2008). Employee Engagement in context,

Available at: http://www.cipd.co.uk/NR/rdonlyres/6D7D52C8-6E51-4539-A189-

1E2D6EBEF01F/0/employee_engagement_context.pdf Accessed 14/07/10.

George, B. (2003). *Authentic Leadership*. San Francisco: Jossey-Bass.

George, B., Sims, P., McLean, A., & Mayer, D. (2007). Discovering your authentic

leadership. *Harvard Business Review, 85*, 129-138.

George, C. (2015). Retaining professional workers: What makes them stay? *Employee

Relations*, 37(1), 102-121. Doi:10.1108/ER-10-2013-0151.

GHCT. Global Human Capital Trends, Engaging the 21st Century workforce: Deloitte

University. (2014).

Glaser, B., & Strauss, A. (1967). *The discovery of grounded theory: Strategies for

qualitative research*. Chicago: Aldine.

Global Credit Research. (2013). Moody's 2013 outlook for entire US Higher Education

sector changed to negative. *Moody's Investors Service*.

Goffman, E. (1962). Encounters: *Two studies in the sociology of interaction*.

Indianapolis: Bobbs-Merrill Co.

Goodwin, V.L, Wofford, J.C., & Whittington, J.L. (2001). A theoretical and empirical

extension to the transformational leadership construct. *Journal of Organizational

Behavior*, 22, 759-774.

Goleman, D. (2000). Leadership That Gets Results. Harvard Business Review. March, 1-

17.

Graham, J.W. (1991). Servant-leadership in organizations: Inspirational and moral. *Leadership Quarterly*, 2(2), 105-119.

Green, J., Willis, K., Hughes, E., Small, R., Welch, N., Gibbs, L., & Daly, J. (2007). Generating best evidence from qualitative research: the role of data analysis. *Australian and New Zealand Journal of Public Health*, Vol. 31.

Greenleaf, R. K. (1970). The servant as a leader. Indianapolis, IN: Greenleaf Center.

Greenleaf, R.K. (1996). On becoming a servant leader. San Francisco: Jossey-Bass.

Greenleaf, R.K. (1998). The Power of Servant-Leadership. San Francisco, CA: Berrett-Koehler.

Gibbs, G.R. (2007). Analyzing qualitative data. In U. Flick (Ed.), *The Sage qualitative research kit.* Thousand Oaks, CA: Sage.

Gupta, M. (2015). A study on employee's perception towards employee engagement. *GMJ*, Vol. IX, Issue 1&2.

Hafer, J.C., & Martin, T.N. (2006). Job involvement or affective commitment: A sensitivity analysis study of apathetic employee mobility. *Journal of Behavioral and Applied Management*, 8(1), 2-19.

Halbesleben, J.R.B. (2010). A meta-analysis of work engagement: Relationships with burnout, demands, resources, and consequences. In A.B. Bakker & M.P. Leiter (Eds.), *Work engagement: A handbook of essential theory and research* (pp. 102-17). New York: Psychology Press.

Harter, J.K., Schmidt, F.L., and Hayes, T.L. (2002). Business-Unit Level Relationship Between Employee Satisfaction, Employee Engagement, and Business Outcomes: A Meta-Analysis, *Journal of Applied Psychology*, 87, 268-279.

Henderson, Carrie E., & Lawton, Julia, eds. (2015). *Engaging Faculty and Staff in the Student Success Agenda: Case Studies from the Walmart PRESS for Completion Grant Program*. Silver Spring, MD: Achieving the Dream.

Higgins, E. T. (1998). Promotion and prevention: Regulatory focus as a motivational principle. In M.P. Zanna (Ed.), *Advances in experimental social psychology* (Vol. *30*, pp. 1–46). New York: Academic Press. doi: 10.1016/S0065-2601(08)60381-0

Hochschild, A. R. (1983). The Managed heart: *commercialization of human feeling*. Berkeley: University of California Press.

Horwitz, F.M. (1991). *Managing resourceful people: Human resource policy and practice*. Cape Town: Juta.

Huang, G.H. (2016). Deviance and Exit: The Organizational Cost of Job Insecurity and Moral Disengagement. *Department of Management Journal Articles*, HKBU Institutional Repository.

Huang, Y., Lee, J., McFadden, A., Murphy, L., Robertson, M., Cheung, J., & Zohar, D. (2015). Beyond safety outcomes: An investigation of the impact of safety climate on job satisfaction, employee engagement, and turnover using social exchange theory as the theoretical framework. *Applied Ergonomics*, Vol. 55, 248-257.

Hunt, J.B. (2000). Travel experience in the formation of leadership: John Quincy Adams, Frederick Douglass and Jane Addams, *Journal of Leadership*, 7, 92-106.

Hunt, B. (2011). Publishing qualitative research in counseling journals. Journal of Counseling and Development, 89, 296-300. doi: 10.1002/j.1556-6678.2011.tb00092.x.

Hyde, P. & Williamson, B. (2000). The importance of organizational values. Part 1: Is

your organization value congruent? *Focus on Change Management*, 56, 14-18.

Ibrahim, N., & Edgley, A. (2015). Embedding researcher's reflexive accounts within the analysis of a semi-structured qualitative interview. *The Qualitative Report*, 20(10), 1671-1681. Retrieved from https://nsuworks.nova.edu/tgr/vol20/iss10/9

Ingram, T.N., LaForge, R.W., Locander, W.B., MacKenzie, S.B., & Podsakoff, P.M. (2005). "New Directions in Sales Leadership Research." *Journal of Personal Selling & Sales Management*, 25 (2): 137-154.

Irshad, R., & Hashmi, M.S. (2014). How Transformational Leadership is Related to Organizational Citizenship Behavior? *The Mediating Role of Emotional Intelligence. Pakistan Journal of Commerce and Social Sciences*, Vol. 8 (2), 413-425.

Jena, L., Bhattacharyya, P., & Pradhan, S. (2017). Employee Engagement and Affective Organizational Commitment: Mediating Role of Employee Voice among Indian Service. *Vision-The Journal of Business Perspective*, September. doi: 10.1177/0972262917733170

Johnson, G. (2004). Otherwise engaged. Training, 41(10), 4.

Johnson, S., Cooper, C., Cartwright, S., Donald, I., Taylor, P. & Millet, C. (2005). The experiences of work-related stress across occupations. *Journal of Managerial Psychology*, 20(2), pp. 178-187.

Jordan, P.J., Ashkanasy, N.M. & Hartel, C.E. (2002). Intelligence as a moderator of emotional and behavioral reactions to job insecurity. *The Academy of Management Review*, 27, 361-372.

Joyce, C., & Barry, D. (2016). 6 recommendations for successfully hiring (and retaining

millennial. *Journal of Financial Planning*, 29(9), 22-23. Retrieved from

https://www.onefpa.org/journal/Pages/default.aspx

Kahn, W.A. (1990). Psychological conditions of personal engagement and

disengagement at work, *Academy of Management Journal*, Vol. 33, No. 4, 692-

724.

Keenoy, T. (2013). Engagement: A Murmuration of Objects, *Employee Engagement in*

Theory and Practice, eds. C. Truss, K. Alfes, R. Delbridge, A. Shantz, and E.C.

Soane, Long: Routledge.

Keith, K. (2008). *The case for servant leadership*. Westfield, IN: Greenleaf Center for

Servant Leadership.

Keller Johnson, L. (2005). The new loyalty: Make it work for your company. *Harvard*

Management Update, 10, 3-5.

Kerfoot, K. (2007). Staff Engagement: It Starts with the Leader. Nursing Economics,

Vol. 37.

Khan, K.E., Khan, S.E. & Chaudhry, A.G. (2015). Impact of Servant Leadership on

Workplace Spirituality: Moderating Role of Involvement Culture. *Pakistan*

Journal of Science, Vol, 67, No. 1.

Kim, D., & Li, X.R. (2013). Introduction to the special issue on advancing research

methods in marketing: Editorial. Journal of Business Research, 66, 1243-1244.

doi:10.1016/j.jbusres.2012.02.019

Kirkbride, P. (2006). Developing transformational leaders: the full range leadership

model in action. *ResearchGate: Industrial and Commercial Training*. Doi:

10.1108/00197850610646016.

Klein, N. (2014). The Relationship Between Servant Leadership and Employee

　　　Engagement: The Mediating Roles of Trust and Fit. UMI Dissertation Publishing,

　　　UMI 3701423.

Kowalski, B. (2003). The engagement gap. *Training*, 40(4), 62.

Kram, K.E., & Isabella, L.A. (1985). Mentoring Alternatives: The role of peer

　　　relationships in career development. *Academy of Management Journal*, Vol. 28,

　　　pp. 110-132.

Krekeler, L. (2010). The Relationship Between Servant Leadership Behavior and

　　　Individual Personality Style in New York Annual Conference United Methodist

Pastors. (2010). *Theses*. Paper 54. Latham, G.P. and Yukl, G.A. (1975). A review of

　　　research on the application of goal setting in organizations. Academy of

　　　Management Journal, Vol. 60 No. 4, pp. 187-191.

Laub, J.A. (1999). "Assessing the servant organization: development of the Servant

　　　Organizational Leadership Assessment (SOLA) instrument" Unpublished

　　　doctoral dissertation, Florida Atlantic University, Boca Raton, FL

Lavanya, T., & Kalliath, A.M. (2015). Work Motivation and Leadership Styles in relation

　　　to Organizational Citizenship Behavior. *Annamalai International Journal of

　　　Business Studies & Research*.

Lawler, E. E. III. & Hall, D. T. (1970). Relationship of job characteristics to job

　　　involvement, satisfaction, and intrinsic motivation, *Journal of Applied

　　　Psychology*, Vol. 54, No. 4, 305-312.

Lent, R.W., & Brown, S.D. (2006). Integrating person and situation perspectives on work

　　　satisfaction: A social-cognitive view. *Journal of Vocational Behavior*, 69, 236-

247.

Liden, R.C., Wayne, S.J., Zhao, H., & Henderson, D. (2008). "Servant Leadership:

Development of a Multidimensional Measure and Multi-Level Assessment." *The*

Leadership Quarterly, Vol. 19 (2): 161-177. doi:10.1016/j.leaqua.200801.006.

Lincoln, Y.S., & Guba, E.A. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.

Locke, E. (1968). Toward a theory of task motivation and incentives. *Organizational*

Behavior and Human Performance, Vol. 3 No. 2, pp. 157-189.

Long, C.S., Yong, L.Z., & Chuen, T.W. (2016) Analysis of the Relationship between

Leadership Styles and Affective Organizational Commitment. *International*

Journal of Management, Accounting and Economics. Vol. 3, No. 10.

Long, H. (2016). College enrollment is dropping. Bad sign? *CNNMoney*, New York.

Lusch, R.F. & Serpkeuci, R. (1990). Individual differences, job tension, job outcomes,

and store performance. A study of retail managers. *Journal of Marketing*, 54(1),

85-101.

Luthans, F. & Peterson, S.J. (2002). Employee engagement and manager self-efficacy,

Journal of Management Development, Vol. 21, no. 5, 376-387.

Lynn, M.L. & Lytle, R.S. (2000). Service orientation in transitional markets: does it

matter? *European Journal of Marketing*, Vol. 34, 279-298. *International Journal*

of Service Industry Management, Vol. 16, 497-525.

Macey, W.H. & Schneider, B. (2008). The meaning of employee engagement, *Industrial*

and Organizational Psychology, Vol. 1, 3-30.

Macey, W.H., Schneider, B., Barbera, K.M., & Young, S.A. (2009). *Employee*

engagement: Tools for analysis, practice, and competitive advantage. Malden,

MA: Wiley-Blackwell.

MacLeod, D. & Clarke, N. (2009). *Engaging for Success: enhancing performance through employee engagement*, Department for Business, Innovations and Skills.

Maden, D., Goztas A. & Topsumer, F. (2014) Effects of Service Standards Communication and Servant Leadership on Strategic Competence and Customer Orientation. *Chinese Business Review*, Vol. 13, 659-667.

Marcus, J. (2017). Universities and colleges struggle to stem big drops in enrollment. *The Hechinger Report: Covering Innovation and Inequality in Higher Education.*

Markos, S., & Sridevi, M.S. (2010). Employee Engagement: The Key to Improving Performance. *International Journal of Business and Management*, Vol. 5.

Marshall, C., & Rossman, G. (20140. *Designing qualitative research* (6th ed.). Thousand Oaks, CA: Sage.

Marshall, G.W., Michaels, C.E., & Mulki, J.P. (2007). Workplace isolation: Exploring the construct and its measurement. *Psychology and Marketing*, 24 (3), 195-223.

Maslach, C., and Leiter, M.P. (1997). *The Truth About Burnout: How Organizations Cause Personal Stress and What to do About it*, San Francisco, CA: Jossey-Bass

Maslow, A.H. (1943). A theory of human motivation, *Psychological Review*, Vol. 50, No. 4, 394-395.

Matsui, T., Kakuyama, T., & Onglatco, M.L. (1987). Effects of goals and feedback on performance in groups. Journal of Applied Psychology, Vol. 72 No. 3, pp. 407-415.

Mayotte, B. (2015, July 8). What the New Gainful Employment Rules Means for College Students. Retrieved from http://www.usnews.com/education/blogs/student-loan-

ranger/2015/07/08/what-the-new-gainful-employment-rule-means-for-college-

students

McBain, R. (2006). Employee Engagement-the emergence of a new construct?, *Henley

Manager Update*, Vol. 17, Iss: 4, pp. 21-32. Retrieved from EBSCOhost.

McBain, R. (2007). The practice of engagement: Research into current employee

engagement practice, *Strategic HR Review*, Vol. 6, no. 6, 16-19.

McComb, S.A., Henneman, E.A., & Hinchey, K.T. (2017). An Evaluation of Shared

Mental Models and Mutual Trust on General Medical Units: Implications for

Collaboration, Teamwork, and Patient Safety. *Journal Patient Safety*, Vol. 13.

Wolters Kluwer Health.

McGee-Cooper, A., Trammell, D., & Looper, G. (2008). The Power of LUV: An Inside

Peek at the Innovative Culture Committee of Southwest Airlines. *Reflections: The

SoL Journal, 9*(1), 49-55.

McGlynn, A. (2005). Teaching Millennials, Our Newest Cultural Cohort. *The Hispanic

Outlook in Higher Education.* Paramus, NJ.

Medlin, B., & Green Jr., K.W. (2009). Enhancing performance through goal setting,

engagement, and optimism. *Enhancing Performance*, Vol. 109, pp. 943-956.

Menon, M.E., & Ioannou, A. (2016). The Link Between Transformational Leadership

and Teachers' Job Satisfaction, Commitment, Motivation to Learn, and Trust in

the Leader. *Academy of Educational Leadership Journal*, Vol. 20.

Meyer, J.R., & Allen, N.J. (1991). A three-component conceptualization of

organizational commitment. *Human Resource Management Review*, 1(1), 61-89.

http://dx.doi.org/10.1016/1053-4822(91)90011-Z.

Meyer, J.P., Stanley, D.J., Herscovitch, L., & Topelnytsky, L. (2002). Affective,

continuance, and normative commitment to the organization: A meta-analysis of

antecedents, correlates, and consequences. *Journal of Vocational Behavior*, 61,

20-52. doi: 10.1006/jvbe.2001.1842.

Mowday, R. Porter, L.M., & Steers, R.M. (1982). Employee-organization linkages: The

psychology of commitment, absenteeism and turnover. *Academic Press*. New

York , NY.

Mozammel & Hann, (2016). Transformational Leadership and Employee Engagement in

the Banking Sector in Bangladesh. *Journal of Developing Areas*, Tennessee State

University.

Mulki, J.P. (2004). Impact of workplace isolation on organizational commitment of

salespeople. Unpublished doctoral dissertation. University of South Florida.

NACUBO & AGB. (2009). The Financial Downturn and Its Impact on Higher Education

Institutions.

Neault, R.A., & Pickerell, A. (2011). Career engagement: Bridging Career Counseling

and Employee Engagement. *American Counseling Association*, Vol. 48.

Nemeth, C.J., & Staw, B.M. (1989). The tradeoffs of social control and innovation in

groups and organizations. *Advanced Experimental Social Psychology*, 22: 175-

210.

Noble, H., & Smith, J. (2015). Issues of validity and reliability in qualitative research.

Evidence Based Nursing, 18(2), 34-35. doi: 10.1136/eb-2015-102054

Nordmark, V. (2017). Student Success vs Teaching Effectiveness. *Hubert.ai*. Retrieved

from: https://medium.com/age-of-awareness/student-success-vs-teaching-

effectiveness-7d14db9c9a27

Organ, D.W. (1988). Organizational Citizenship Behavior: The 'good solider" syndrome.

Lexington, MA: Lexington.

Organ, D.W., Podsakoff, P.M., & MacKenzie, S.B. (2006). *Organizational Citizenship*

Behavior: Its nature, antecedents, and consequences. Thousand Oaks, CA: Sage.

Osborne, S. & Hammoud, M.S. (2017). Effective Employee Engagement in the

Workplace. *International Journal of Applied Management and Technology*. Vol.

16, 50-67.

Patterson, K. (2003). *Servant leadership: a theoretical model.* Paper presented at the

Regent University Servant Leadership Research Roundtable, Virginia Beach, VA.

Paauwe, J. (2004). *HRM and performance: achieving long-term viability*. Oxford: Oxford

University Press.

Pech, R. & Slade, B. (2006). Employee disengagement: is there evidence of a growing

problem?, *Handbook of Business Strategy*, Vol. 7, No. 1, 21-25.

Peng, J., Li, D., Zhang, Z., Tian, Y., Miao, D., Xiao, W., & Zhang, J. (2014). How can

core self-evaluations influence job burnout? The key roles or organizational

commitment and job satisfaction. *Journal of Health Psychology*, 1-10. DOI:

10.1177/1359105314521478.

Podsakoff, P.M., Mac Kenizie, S.B., Paine, J.B., & Bachrach, D.G. (2000).

Organizational citizenship behaviors: A critical review of the theoretical and

empirical literature and suggestions for future research. *Journal of Management*,

26, 513-563.

Polit, D.F., & Beck, C.T. (2013). Nursing research: *Principles and methods*. Philadelphia,

PN: Lippincott Williams & Wilkins.

Porter, L. (1970). The Measurement of Organizational Commitment: A Progress Report. *Organizational Effectiveness Research*.

Porto, J.B., & Tamayo, A. (2003). Development and validation of the organizational civism scale. *Estudos de Psicologia*, 8(3), 393-402. Doi: 10.1590/S1413-294X2003000300006.

Powell, W.W. (2010). Understanding attrition and predicting employment durations of former staff in a public social service organization. *Journal of Social Work, 10*, 407-435.

Pradhan, S., & Pradhan, R.K. (2015). An Empirical Investigation of Relationship among Transformational Leadership, Affective Organizational Commitment and Contextual Performance. *Vision, 19* (3), 227-235.

Ramsey, R.D. (2013). Dealing with disengaged workers. *Supervision*, Vol. 74, p. 9-12.

Rana, S.S., Malik, N.I., & Hussain, R.Y. (2016). Leadership Styles as Predictors of Job Involvement in Teachers. *Pakistan Journal of Psychological Research*, Vol. 31, No. 1, p. 161-182.

Rego, A., Sousa, F., Marques, C., & Cunha, M. (2012). Authentic leadership promoting employees' psychological capital and creativity. *Journal of Business research, 65*, 429-437.

Richman, A. (2006). Everyone wants an engaged workforce how can you create it?, *Workspan*, Vol. 49, pp. 9-36.

Richman, A., Crawford, B.N., Rodgers, C., & Rogers, E.S. (1998). WFD Workplace survey: *Validation study*. Newton, MA: WFD Consulting.

Richman, B. L., LePine, J.A., & Crawford, E.R. (2010). Job engagement: Antecedents

and effects of job performance. *Academy of Management Journal*, 53, 617-635.

Robertson, I.T. & Cooper, C.L. (2010). Full engagement: the integration of employee

engagement and psychological well-being, *Leadership & Organisation*

Development Journal, Vol. 31, No. 4, 324-336.

Rodrigues, A.O., & Ferreira, M.C. (2015). The Impact of Transactional and

Transformational Leadership Style on Organizational Citizenship Behaviors.

Psico-USF, Braganpa Paulista, Vol. 20, n. 3, p. 493-504.

Rolls, R.K., & Relf, M. (2006). Bracketing Interviews: Addressing Methodological

Challenges in Qualitative Interviewing in Bereavement and Palliative Care.

Mortality, 11(3): 286-305.

Rothbard, N.P. (2001). Enriching or depleting? The dynamics of engagement in work and

family roles, *Administrative Science Quarterly*, Vol. 46, 84-655.

Rottenberry, P. F., & Moberg, P. J. (2007). Assessing the impact of job involvement on

performance. *Management Research News*, 30 (3), 18-27.

Rudgers & Peterson. (2017). Colleges and universities should prepare for seven key

trends in the new year. *Inside Higher Ed*.

Russell, R.F. (2001). The Role of Values in Servant Leadership. *Leadership &*

Organization Development Journal, 22 (2): 76-84.

Doi:10.1108/01437730110382631.

Russell, R.F., & Stone, A.G. (2002). A review of servant leadership attributes:

developing a practical model. *Leadership & Organization Development Journal,*

23(3): 145-157.

Ryan, M. (2016). Driving Productivity Through Positive Employee Engagement. *Training & Development*, April 2016.

Saks, A. M. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*, *21*, 600-619.

Saks, A.M. & Gruman, J.A. (2014). What Do We Really Know About Employee Engagement?. *Human Resource Development Quarterly*, Vol. 25, No. 2. DOI: 10.1002/hrdq.21187.

Schaufeli, W.B., & Bakker, A.B. (2004). Job demands, job resources, and their relationship with burnout and engagement: a multi-sample study. *Journal of Organizational Behavior*, Vol. 25, p. 293-315.

Schaufeli, W.B., Salanova, M., Gonzalez-Roma, V., and Bakker, A.B. (2002). The Measurement of Engagement and Burnout: A Two Sample Confirmatory Factor Analytic Approach, *Journal of Happiness Studies*, 3, 71-92.

Schaufeli, W.B., & Salanova, M. (2007). "Work engagement: an emerging psychological concept and its implications for organizations", in Gilliland, S.W., Steiner, D.D. and Skarlicki, D.P. *(Eds), Research in Social Issues in Management: Managing Social and Ethical Issues in Organizations*, Vol. 5, Information Age Publishers, Greenwich, CT.

Schou, A.J., & Biersner, R.J. (1977). Leadership-Style Flexibility. *Naval Submarine Medical Research Lab Groton Conn*. Retrieved from:http://dspace.rubiconfoundation.org/xmlui/bitstream/handle/123456789/8859/NSMRL_852.pdf?sequence=1.

Seibert, S.E., Wang, G., & Courtight, S.H. (2011). Antecedents and consequences of

psychological and team empowerment in organizations: A meta-analytic review. *Journal of Applied Psychology*, 96, 981-1003. Doi:10.1037/a0022676.

Selesho, J., & Naile, I. (2014). Academic Staff Retention as a Human Resource Factor: University Perspective. *International Business & Economics Research Journal*, Vol. 13, No.2.

Seligman, M.E.P. (1990). *Learned optimism*. New York: Knopf.

Seligman, M.E., 2012, How Employees' Strengths Make Your Company Stronger. Gallup Business Journal. Retrieved from http://www.gallup.com/businessjournal/167462/employees-strengths-company-stronger.aspx.

Selingo, Jeffrey. (2013). Colleges Struggling to Stay Afloat. *Education Life*.

Seltzer, R. (2016). The High School Graduate Plateau: High School graduates are projected to come from increasingly diverse backgrounds, even as overall levels plateau – posing a challenge for colleges and universities. *Inside Higher Ed*, December 6, 2016.

Seltzer, R. (2017). Pennsylvania System Considering Closings, Mergers. *Inside Higher Ed*, Jan 27, 2017.

Seltzer, R. (2017). Swift and Silent Exits. *Inside Higher Ed*, June 7, 2017.

Shaw, K. (2005). An engagement strategy process for communicators, *Strategic Communication Management*, Vol. 9 No. 3, pp. 9-26.

Sheikh, A.Z., Newman, A., & Al Azzeh, S.A. (2013). Transformational leadership and job involvement in the Middle East: the moderating role of individually held cultural values. *The International Journal of Human Resource Management*, Vol.

24, No. 6, 1077-1095.

SHRM. (2018). SHRM. Retrieved from:https://www.shrm.org/aboutshrm/Pages/

default.aspx

Shuck, B. (2011). Integrative Literature Review: Four Emerging Perspectives of

Employee Engagement: An Integrative Literature Review, *Human Resource*

Development Review, 10, 304-328.

Shuck, B., Ghosh, R., Zigarmi, D., & Nimon, K. (2012). The jingle jangle of employee

engagement: Further exploration of the emerging construct and implications for

workplace learning and performance. *Human Resource Development Review*, 12,

11-35.

Shuck, B., & Reio, T. (2013). Employee Engagement and Well-Being. *Journal of*

Leadership and Organizational Studies, January. doi:

10.1177/1548051813494240.

Simic, I. (1998). Transformational Leadership – the key to successful management of

transformational organizational changes. *The scientific journal FACTA*

Universitatis, series: Economics and Organization, 1(6), 49-55.

Sipe, J. W., & Frick, D. M. (2015). *Seven pillars of servant leadership: Practicing the*

wisdom of leading by serving. Mahwah, NJ: Paulist Press.

Sitzmann, T., & Weinhardt, J.M. (2015). Training Engagement Theory: A Multilevel

Perspective on the Effectiveness of Work-Related Training. *Journal of*

Management. DOI:10.1177/0149206315574596.

Slatten, T. & Mehmetoglu, M. (2011). Antecedents and effects of engaged frontline

employees: A study from the hospitality industry, *Managing Service Quality*, Vol.

21 Iss: 1, pp. 88-107.

Smith, A. (2015). Enrollments Fall: Student Enrollment numbers are down at two-year

colleges and four-year for-profit institutions, according to a new National Student

Clearinghouse Research Center Report. *Inside Higher Ed*.

Smith, C. (2005). Servant Leadership: The Leadership Theory of Robert K. Greenleaf.

Info 640 – MGMT. of INFO. ORGS.

Smythe, J. (2007). Employee engagement – its real essence: … and how it helped to

transform a top-four UK bank, *Human Resource Management International

Digest*, vol. 15 Iss: 7, pp. 11-13.

Song, C., Park, K.R. & Kang, S.W. (2015). Servant Leadership and Team Performance:

The Mediating Role of Knowledge-Sharing Climate. *Social Behavior and

Personality*, 43(10), 1749-1760.

Srivastva, S., & Cooperrider, D.L. (1998). Organizational wisdom and executive courage.

San Francisco: New Lexington Press.

Stander, M.W., & Rothman, S. (2010). Psychological Empowerment, Job Insecurity and

Employee Engagement. *SA Journal of Industrial Psychology*, Vol. 36, No. 1.

Strebler, M. (2006). *Recruitment and retention of staff in higher education 2005*.

Universities and Colleges Employers Association, March 2006.

Sullivan, B., Bartlett, K., & Rana, S. (2015). The Role of Strategic HRD in Establishing

Employee Engagement Initiatives: A Case Study from Higher Education.

International HRD Conference: Cork, Ireland.

Tastan, B., & Kalafatoglu, Y. (2015). An investigation of the Moderating Effect of Work

Exhaustion on the Relationship Between Perceived Servant Leadership and

Organizational Commitment. *The Journal of Faculty of Economics and*

Administrative Sciences, Vol. 20, 307-328.

Tims, M., Bakker, A. B., & Xanthopoulou, D. (2011). Do transformational leaders

enhance their followers' daily work engagement? *The Leadership Quarterly, 22*,

121-131. Doi: 10.1016/j.leaqua.2010.12.011.

Tinline, G. & Crowe, K. (2010). Improving employee engagement and wellbeing in a

NHS trust, *Strategic HR Review*, Vol. 9, No. 2, 19-24.

Tinto, V., & Pusser, B. (2006). Building a Model of Institutional Action for Student

Success. *National Postsecondary Education Cooperative*, June.2006.

Toner, M. (2015). The Highly Endangered Higher Education Business Model. *Innovative*

Practices.

Too, E.K., Chepchieng, M.C., & Ochola, J. (2015). Effect of Academic Staff Retention

on Quality Education in Private Universities in Kenya. *Problems of Education in*

the 21st Century. Vol. 64.

Trott, M.C., & Windsor, K. (1999). Leadership effectiveness: How do you measure up?

Nursing Economics, 17(3), 127-130.

Truss, C., Shantz, A., Soane, E., Alfes, K., and Delbridge, R. (2013). Employee

Engagement, organizational performance and individual well-being: exploring the

evidence, developing the theory. *The International Journal of Human Resource*

Management, Vol. 24, No. 14, 2657-2669,

http://dx.doi.org/10.1080/09585192.2013.798921.

Tubbs, M.E. (1986). Goal Setting: a meta-analytic examination of the empirical evidence.

Journal of Applied Psychology, Vol. 78 No. 1, pp. 86-97.

Tufford, L., & Newman, P. (2010). Bracketing in Qualitative Research. *Qualitative*
Social Work, Sage Publications. Vol. 1-17.

Ugwu, F.O., Onyishi, I.E., & Rodriquez-Sanchez, A.M. (2014). Linking organizational
trust with employee engagement: The role of psychological empowerment.
Personnel Review, Vol. 43, No. 3, pp. 377-400.

Uhl-Bien, M., Schermerhorn, J., & Osborn, R. (2014). *Organizational Behavior:*
Experience, Grow, Contribute, 13th edition. John Wiley & Sons.

Vallerand, R.J. (2012). The role of passion in sustainable psychological well-being.
Psychological Well-Being: Theory, Research, and Practice, 2, 1-21.

Vallerand, R.J., & Houlfort, N. (2003). Passion at work: Toward a new conceptualization.
In S.W. Gilliland, D.D. Steiner, & D.P. Skarlicki (Eds.), *Emerging perspectives*
on values in organizations (pp. 175-204). Greenwich, CT: Information Age
Publishing.

van Dierendonck, D. (2011). Servant leadership: A review and synthesis. *Journal of*
Management, *37*, 1228–1261. http://doi.org/c2kdwq

Walker, S.K. (2017). Retention Strategies for Reducing Voluntary Turnover in a Higher
Education Institution. *Walden Dissertations and Doctoral Studies*.

Wallace, J.E. (1995). Organizational and professional commitment in professional and
nonprofessional organizations. *Administrative Science Quarterly, 40*, 228-255.

Wang, H., Lu, C., & Siu, O. (2014). Job Insecurity and Job Performance: The Moderating
Role of Organizational Justice and the Mediating Role of Work Engagement.
Journal of Applied Psychology, Nov. 17. http://dx.doi.org/10.1037/a0038330.

White Jr., R.D. (2010). The Micromanagement Disease: Symptoms, Diagnosis, and Cure. *Public Personal Management*, Vol. 39 No. 1.

Williams, L.J., & Anderson, S.E. (1991). Job Satisfaction and Organizational Commitment as predictors of Organizational Citizenship and in-role behaviors. *Journal of Management*, 17: 601-617.

Wong P.T., & Page, D. (2003). *Servant leadership: an opponent-process model and the revised servant leadership profile.* Paper presented at the Regent University Servant Leadership Research Roundtable, Virginia Beach, VA.

Woodhouse, K. (2015). Closures to Triple: The inability of small colleges to increase their revenue will result in triple the number of closures in the coming years, a new Moody's report projects. *Moody's Investor Service*.

Yin, R.K. (2014). Case study research: Design and methods (5th ed.). Thousand Oaks, CA: Sage Publications, Inc.

Yin, R.K., & Davis, D. (2007). Adding new dimensions to case study evaluations: The case of evaluating comprehensive reforms. In G. Julnes & D.J. Rog (Eds.), *Informing federal policies for evaluation methodology* (New Directions in program Evaluation, No. 113, pp. 75-93). San Francisco: Jossey-Bass.

Youssef, C.M. & Luthan, F. (2007). Positive organizational behavior in the workplace: The impact of hope, optimism, and resilience. *Journal of Management*, 33(5), 774-800.

Zager Kocjan, G. (2015). Disentangling the Overlap Between Employee Engagement and Passion. *Psihologijske teme*, 24, 2, 233-258.

Zemguliene, J. (2013). Perceived Ethical Leadership and Job Involvement in the

Economy-Specific Context. *Organizations and Markets in Emerging Economies*,

Vol. 4, No. 1 (7).

Appendix A

Figure 1.1. Literature Map
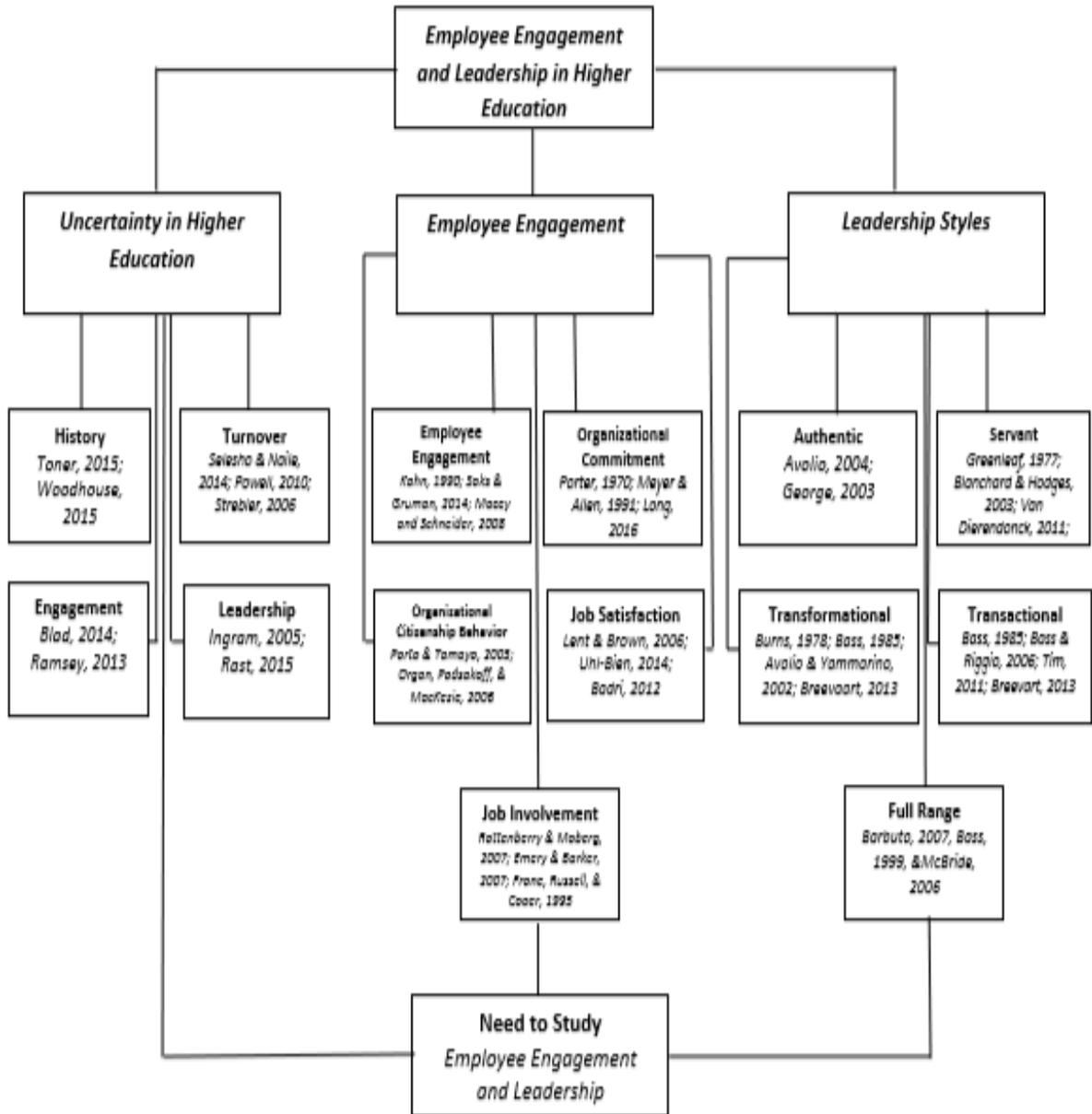
*Previous literature on employee engagement and leadership in higher education

Appendix B

Institutional Review Board Approval to Conduct Research

GRANTHAM
UNIVERSITY

Letter of Agreement

March 12, 2018

To the CU IRB:

  We are familiar with Chi Lo's research project entitled, "The Examination of How Leadership Style Impacts Employee Engagement in a Higher Education Setting: An Explanatory Case Study." I understand Grantham University's involvement to be the research site that will allow the following data collection activities: interviews and observations; and to provide secondary data for the employee engagement results in 2014 and 2015. The sample size of 20 faculty and staff to be interviewed will need to include employees who were employed during 2014 and 2015; and were an active member of a university committee. The interviews and observations will be conducted in five departments: academics, admissions, financial aid, student advising, and the business office, student accounts, and finance. To protect the information of the university, faculty, and staff, Grantham University's name will be listed as a Midwest Online University; and the participants for the interviews and observations will be listed as participant1, participant2, and participant3.

  We understand this research will be carried out following sound ethical principles, that participant involvement in this research study is strictly voluntary, and confidentiality of participants' research data is ensured, as described in the protocol.

  Therefore, as a representative of Grantham University, I agree Chi Lo's research project may be conducted at our agency/organization.

Sincerely,

Dr. N Kopit

Niccole Kopit
Chief Academic Officer

Harry Dotson
Chief Compliance Officer

Carin Sampson
Interim VP of Human Resources

Appendix C

Institutional Review Board Approval

Creighton
UNIVERSITY

Institutional Review Board

2500 California Plaza · Omaha, Nebraska 68178
phone: 402.280.2126 · fax: 402.280.4766 · email:
irb@creighton.edu

DATE: April 4, 2018

TO: Lorchineng Lo, Ed.D.
FROM: Creighton University IRB-02 Social Behavioral

PROJECT TITLE: [1207756-1] THE EXAMINATION OF HOW LEADERSHIP STYLE IMPACTS
                    EMPLOYEE ENGAGEMENT IN A HIGHER EDUCATION SETTING: AN
                    EXPLANATORY CASE STUDY
SUBMISSION TYPE: New Project

ACTION: DETERMINATION OF EXEMPT STATUS
DECISION DATE: April 4, 2018

REVIEW CATEGORY: Exemption category # 2

Thank you for your submission of New Project materials for this project. The following items were
reviewed in this submission:

- Application Form - 402 Application for Determination of Exempt Status Observation, Survey,
  Interview (1).doc (UPDATED: 03/16/2018)
- Creighton - IRB Application Form - Creighton - IRB Application Form (UPDATED: 03/16/2018)
- Letter - Email to Volunteers.docx (UPDATED: 03/16/2018)
- Letter - Chi Lo.IRB.Approval.Grantham University.pdf (UPDATED: 03/16/2018)
- Proposal - LLO_DIP.IRB.3.16.18.docx (UPDATED: 03/16/2018)
- Protocol - Interview Protocol.3.4.18.docx (UPDATED: 03/16/2018)

This project has been determined to be exempt from Federal Policy for Protection of Human Subjects as
per 45CFR46.101 (b) 2.

All protocol amendments and changes are to be submitted to the IRB and may not be implemented until
approved by the IRB. Please use the modification form when submitting changes.

If you have any questions, please contact Christine Scheuring at 402-280-3364 or
christinescheuring@creighton.edu. Please include your project title and reference number in all
correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Creighton
University IRB-02 Social Behavioral's records.

Appendix D

Interview Protocol

CENTRAL QUESTION 1: In the years 2014 and 2015, what leadership practices helped or hindered employee engagement at the university?

1. In the years 2014 and 2015, describe what motivated you the most as you performed your job duties and responsibilities?
    a. Describe what makes your job exciting or boring?
    b. How is your skillset challenged within your current role?
2. In the years 2014 and 2015, describe what it means to be a part of the university?
    a. How is the university different from your previous employers?
    b. Describe the activities or initiatives within the university that affect your overall engagement?
3. In the years 2014 and 2015, describe your working relationship with your manager?
    a. How do their actions affect your engagement?
    b. What characteristics do you appreciate most, and why?
4. In the years 2014 and 2015, describe how the university either supported or not supported your individual goals?
    a. Report specific examples that you have experienced or witnessed?
    b. How did the university collect employee feedback?
        i. How do they respond to employee feedback?

CENTRAL QUESTION 2: How would you describe leadership practices in your department during the years of 2014 and 2015?

    a. How did your peers respond to the leadership practices?
    b. What makes the leadership practices in your department different from other departments?
    c. How do the leadership practices affect your performance?
        i.   What leadership practices mean the most to you, and why?
        ii. What leadership practices mean the least to you, and why?

Appendix E

Email Template to Volunteers

Dear Volunteer,

I am a doctoral student at Creighton University in Omaha, Nebraska, and my dissertation research topic examines leadership and employee engagement in higher education. In 2014 and 2015, your employer was able to increase or maintain their employee engagement for two consecutive years, during an uncertain time in higher education. This study provides an opportunity to determine what type of leadership practices led to the increase in employee engagement. The results will help colleges and universities to understand how to better engage their faculty and staff. Based on the survey data, we understand the employee engagement was maintained or increased during 2014 and 2015. You were selected to be a volunteer for this study because you were employed during 2014 and 2015 and were an active member of a university committee. If you choose to participate, you will be interviewed for the study and your responses will be recorded and analyzed. The interview will take no more than 60 minutes of your time and include several questions regarding your feedback on leadership in 2014 and 2015. There are no known risks in participating in the study. The data obtained from the study will be kept confidential or anonymous as per study design. You are not obligated to participate in the study. However, if you are interested you may end the interview at any time. With your consent, the interview will be transcribed. There will be no financial benefit for your participation in this research. You will be given a copy of this consent form to keep.   Please feel free to contact me via phone at: 816-385-2731 or via email to lorchinenglo@creighton.edu. Thank you in advance for your time and participation.

Sincerely,

Chi Lo