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The role of the managers in the New Ways of Working

Focus on Small and Medium Organizations promoting participative management

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Abstract

In the context of changing environment, new generations at work and a decrease of employees' engagement and productivity, "new ways of working" seems to be an interesting path to explore. This thesis gives a broad view on the emergence of different "new ways of working" with a specific focus on participative management and the changing role of managers in Small and Medium Organizations. Participative management promotes the involvement of each and every member of a given organization in the decision-making process in order to share responsibilities. Participative management results in increased productivity, job satisfaction, innovation, etc. Nevertheless, there are some limitations to this management style; for instance, the resistance to the change of some members who don't want to lose their power or change their habits. Therefore, it is crucial to carefully prepare and implement participative management and to understand the changes in the manager's role and his relationships with other members. Indeed, the manager evolves from a traditional role being controlling, inflexible, responsible, setting objectives, planning, supervising; to a participative role being flexible, innovative, a figurehead, an inspirational leader with interpersonal competences, sharing decisional power and responsibilities.

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Introduction

Like many of our peers graduating from the Louvain School of Management, we ask ourselves a lot of questions about our future work environment. What kind of organizational structure or management style do we want to work for? Which innovative work environment could meet our desire of change in the workplace? While doing some research we discovered the new ways of working (NWOW). These advocate homeworking, open spaces, collaboration and participative decision-making amongst other features. Intrigued by this new management style, we wanted to discover the potential of these methods.

After deciding to dive into this subject, we asked ourselves lots of questions about NWOW. How and why do organizations evolve to this kind of models? How do people adapt to those new ways of working? What will the new role of the managers be? What are their fears, opportunities, challenges and advantages? What are the new tools that are adopted?

In this thesis, we decided to narrow down the scope of NWOW to participative management and to focus on the specific role of the managers in Small and Medium Organizations (SMOs). We wanted to see in those kinds of structures, how participative management is implemented, how managers and employees adapt to the model and if it shows any signs of improvement in the organization. By limiting our thesis to smaller organizations, we hope to provide a more consistent and in depth analysis. This focus on SMO's can be seen as a boundary to our work.

Our work is divided into two parts. The first part, will be a review of the literature dealing with participative management. The aim of the first chapter is to understand why it is imperative for the current and upcoming workforce to change the management style and to clarify the differences between participative management and similar types of management styles. The second chapter will give an overview of the evolution of organizational management focusing on the participation of the members. In chapter three, the definition, models, implementation, benefits and limits of participative management are explained. Chapter four deals with change management which is an important tool in order to implement participative management. The fifth and last chapter is about the role of the manager before and after the change to participative management.

The second part of this thesis will be a field analysis of the role of the managers in SMO working with a participative management style. We decided to use a method of Gaëtan Bonny, our supervisor, who developed a model based of Hatch's book "*Organization theory*". This method allowed us to analyze the different organizations and look for similarities and differences. The organizations we interviewed can be divided into two categories. Firstly, we interviewed organizations that implemented participative management. There, we were able to talk to managers, CEOs and employees. Secondly, we interviewed consulting firms which are specialized in advising organizations to become participative. In this case, we were able to talk with CEO's, coaches and consultant who offered us a broad view on participative management, the tools and practices they propose to implement the change and how the managers and employees adapt. The second part ends with a transversal analysis of the organizations and the consulting firms linked with some aspects of the literature review.

Finally, we will be able to draw some conclusions based on a critical review of our findings and results and give some recommendations while also keeping in mind the limits of our thesis.

PART I – What is participative management?

Chapter 1: Specification of the new ways of managing

1.1. Why is there a rework on how to manage?

In order to understand why more and more companies are raising awareness to the need of rework in their management style, it is important to consider three trends: the changing environment, the upcoming generation and the productivity of the employees.

Firstly, organizations need to understand that they are in a VUCA environment, moving more rapidly than ever. VUCA stands for volatility, uncertainty, complexity and ambiguity. *Volatility* represents the large and frequent changes that are unpredictable. *Uncertainty*, is the lack of knowledge about the frequency and significance of the environmental change. *Complexity* refers to the broad and interconnected networks that could result in information overload. *Ambiguity* is the lack of cause and effects relations, which results in very little quantitative and historical data to predict outcomes of new situations. By exploring the VUCA environment, organizations can be up-to-date more frequently and less affected by the changes of the environment. Consequently, leaders need to work more closely with their team, innovate and improve constantly in order to keep up with the VUCA environment (Cousins, 2018).

This adaptation to environmental changes leads to the importance to adapt to the expectations of the new upcoming generation at work. Indeed, there is a demographic choc where the Belgian population, as well as the population of the rest of Europe, is getting older while the birthrate is decreasing (see Fig. 1). This means that the active population is composed of a lot of old workers that are close to the end of their career and a shortage of young workers. Organizations need to hire and improve the retention of young workers in order to ensure their durability. Attracting those young workers becomes a real challenge; organizations need to understand the needs and expectations of this young generation to face this challenge (Rousseau, Taskin, Constantinidis & Gras, 2011).

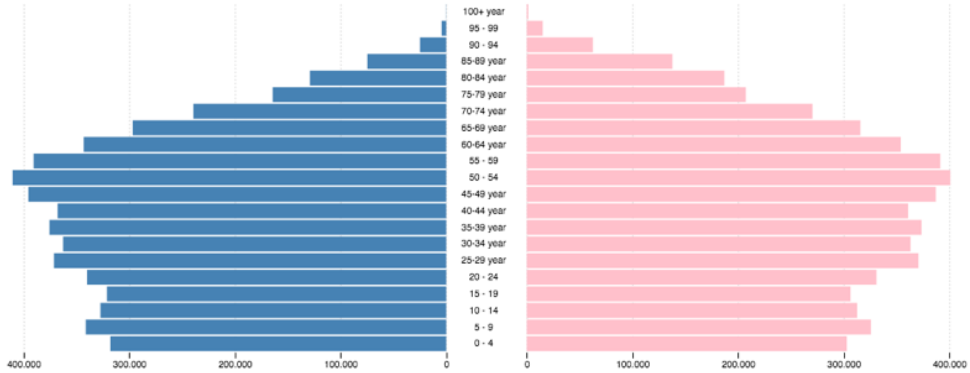

Figure 1 - Age Pyramid of Belgian population (Statbel, 2018)

According to Rousseau et al. (2011) the population can be split up into five different generations: Veterans, Baby-boomers, X-, Y- and Z-Generation. A generation is defined as a group of people of the same age category that has been through the same experiences and historical events and shares a similar vision of the world, values, expectations, attitudes and behaviors. It is important to notice that there are not only differences between the generations but also differences in the generation itself based on the differences in education, gender, specific age etc. In Rousseau's work a global view on the generations is given (summarized in table 1). It is not a representative view, as not all the specific characteristics are taken into account. The oldest generation (the Veterans) and the youngest generation (the Z-Generation) will not be analyzed as they are either retired or not working yet. Moreover, the Z-Generation shows a lot of similarities with Y-Generation. Therefore, we will focus on three generations: the baby-boomers, the X-Generation and the Y-Generation.

	BABY-BOOMERS Born between 1946-1964	**X-GENERATION** Born between 1965-1978	**Y-GENERATION - MILLENNIALS** Born between 1979-1994
HISTORICAL INFLUENCES	- Economic prosperity, baby-boom - Liberalization, human rights, feminism - Access to education	- Economic & job crisis - Globalization - Environment awareness - Knowledge economy, computers	- ICT and new technologies - Ecological crisis and economic prosperity - Terrorism, violence - Multicultural society
CHARACTERISTICS	- Highly value career - Secured work-position - Value well-being - Value equity & freedom - Resist to authority - Formal communication and structured network - Value flexibility - Want recognition - Loyalty to organization	- Contribution to society - Value work-life balance - Like change & challenges - Informal inter-relations - Internet as communication tool - Want to learn skills - Independent, flexible - Want recognition - Loyalty to team	- Value work-purpose - Individualistic, confident - Value work-life balance - Like challenges & change - Reactive and innovative - Flat hierarchy : informal & transparent communication - Want to learn skills - Value flexibility - Want more recognition - Loyalty to team, teamwork

Table 1 – Multi-generational workforce (Rousseau et al., 2011)

These three generations have a lot of differences but also similarities. They highly consider flexibility, recognition, loyalty, knowledge development, etc. However, the Millennials and X-Generation will be loyal to their colleagues and team, in contrast with the baby-boomers who will be loyal to the organization. While the baby-boomers enjoy a structured network and formal communication, Millennials expect to work in an organization that is flat with informal and transparent communication (Rousseau et al., 2011). Other incentives that attract Millennials are teamwork, involvement in decision-making, regular feedback, a team leader management style, regular change and challenges, a sense of progress in their career, employment security, some financial incentives and creative opportunities (Halvorson, 2015; Manpower group, 2016; Practical management, 2010; Schultz & Schwepker, 2012).

The last reason to change the management is the **productivity of employees**. An article in the *Journal of Organizational Behavior* demonstrated via a survey of 527 employees from a Fortune 500 company the positive correlation between participative leadership and work performance. Through intrinsic rewards, empowerment and higher levels of trust in the superior, the companies observed higher work performance (Huang, Iun, Liu & Gong, 2009).

Moreover, Rolková & Farkašová[1] (2014) , conducted a survey on 39.200 employees to know if employees could participate enough in the decision-making. According to their results, presented in the table underneath, more than half of the employees (60,5%) consider that they cannot participate enough, even when the decision is very important for their work.

	%	cumulative %
Yes	17.5	17.5
Rather yes	22.0	39.5
Rather no	26.5	66.0
No	34.0	100.0
Total	100.0	

Table 2 – Participation of Subordinates in decision-making (Rolková & Farkašová, 2014)

The two researchers suggest that companies should start considering more and more the people-aspect of their business. By increasing the participation in decision-making, the job satisfaction and engagement of employees will be higher and as a result their productivity and efficiency in operations will also increase.

A sign of the workers lack of productivity is the increasing number of burnouts. In 2010, The "Federal Public Service Employment, Labour and Social Dialogue" conducted a research on burnouts in the Belgian population. In their sample, 0.8% of the Belgian population was affected by a burnout. This figure might seem very insignificant. Still, it represents 19.000 active workers that have been diagnosed by a doctor. It is only the tip of the iceberg: a

[1] From the university of Žilina (Slovakia) Faculty of Operation and Economics of Transport and Communications

significant part of the workers shows some symptoms of burnouts but avoid a doctor consultation in order to stay in the active work force (Hansez, Mairiaux, Firket & Braeckman, 2010).

Burnouts can arise by a lack of motivation, productivity, confidence or self-esteem, indifference, absenteeism etc. (Hansez et al., 2010). The Superior Health Council defined a burnout as exhaustion resulting from the (prolonged) lack of reciprocity between the investment of the worker and what is received in return. Burnouts occur when there is too much stress caused by a work overload, lack of control and autonomy, long working hours, etc. The research suggests that the prevention against burnout should be resolved through the organizational level. As an example, he mentions the possibility of a worker to participate in the decision-making and ensure that his opinion is taken into account. This is also a reason for re-working management style (Conseil Supérieur de la Santé, 2017).

1.2. New ways of working

The emerging practices of new ways of working (NWOW) can be an answer to the need for change in management style. Taskin and Floor (2013) define the new ways of working as an organizational mix of flexible work practices, managerial models and organizational configurations of work. This definition emphasizes three aspects of NWOW: the spatio-temporal flexibility (flexible time schedule, teleworking, no assigned seats, etc.), participative management models and collaborative organization practices like teamwork. This mix will help improve the workplace governance to be more democratic, collaborative and transparent. In order to keep the scope of the present thesis manageable, we have decided to focus our study on participative management practices in NWOW.

1.3. Participative management among other related terms

While researching on the new ways of working and participative management, an unclarity around the different terms has been noticed, both in the literature (non-academic) and on the field with the different practitioners we interviewed. NWOW still develops some emerging practices that are often confused: collaborative management, agile, collective intelligence, sociocracy, holacracy, consultative management, etc. The aim of this section is to clarify the differences and similarities between the terms.

Participative management can be defined as a management style where employees are directly involved in the decision-making process of the company. Managers share with their employees their influence in the process of strategic and day-to-day decisions. As the employees feel more involved, they also feel more responsible for the quality of their work. However, participative management does not mean that there is no hierarchy, manager or supervision anymore: an organization will always need someone to organize, educate and guide the employees (Pardo-del-Val, Martinez-Fuentes & Roig-Dobon, 2012).
In today's scientific literature, participative management is mostly considered to be a post-1970 business practice. However, the concept participative management has already been used before. The concept of participation was first mentioned by management consultant Robert Valentine in 1915. He wrote a paper called "The Progressive Relation of Efficiency to Consent[2]" where he talked about the "participation of representatives of labor". In 1919, William Basset wrote "*When the Workmen Help You Manage"* discussing democracy in the industry instead of autocracy. This was later (in 1924) supported by John D. Rockefeller Jr. praising industrial democracy and rejecting the master-servant relationship of autocracy in industry (Kaufman, 2001).

Even though these were the first times the concept of participative management was mentioned, 1919 should be considered as the birth year of participative management. That year, the pioneer of participative management, John R. Commons[3], published *Industrial Goodwill[4],* where he explains the concepts of human resources as well as participative management. He developed 5 models of labor management: Commodity, Machine, Public Utility, Good Will and Citizenship. Commons stressed that the Good Will model has to acknowledge the importance of giving employees opportunities to speak up, express their opinions and participate in the decisions. After his publication, Common's model and his focus

[2] Paper issued in the *Bulletin of the Taylor Society* 1, 3–7 (November).
[3] Commons was an institutional labor economist
[4] Commons, J. (1919). *Industrial goodwill*. New York, NY: McGraw-Hill.

on employee participation in management have been used by many other management practitioners. President Wilson held a conference[5] in 1919 where he publicly promoted participative management as a solution to improve industrial efficiency and relations between labor and management. Furthermore, during the 1920s, participative management was often developed by employers in non-union companies under the name of employee representation plans. These plans allowed a certain number of workers to serve as delegates of a department committee, create plans and influence the decisions. However, in today's participative management literature, those employee representation plans are hardly mentioned. This is due to the Great Depression of 1930 and the National Labor Relations Act[6]. Indeed, the Depression meant the downfall of progressive management methods and the rise of unions in the 1930s-1950s. Moreover, the Act banned any plan made by non-union committees. Eventually, contemporary management researchers forgot about the pioneers of the concept and argue that participative management was firstly presented by Mary Parker Follet or Douglas McGregor[7] in 1960 (Kaufman, 2001; Rolková & Farkašová, 2015).

A concept that is very close to participative management, is **collaborative management.** This management style can be defined as "*a process in which represented employees and their managers share jointly in decision-making responsibilities"* (Rubin, Rubin & Rolle, 1999, p. 520). In order to have a successful collaboration, the participants have to perceive the value of the process (Rubin et al., 1999).

Consultative management is a management style where managers, if their knowledge is incomplete, can consult their employees before making decisions. Employees are not really part of the decision-making, but they can influence the managers and in that way their voice and opinion are taken into account (Reference, 2019).

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[5] John Harvey, "John D. Rockefeller, Jr., Herbert Hoover, and president Wilson's Industrial Conference, 1919-1920," in *Voluntarism, planning, and the State,* ed. J. Brown and P. Reagan (New York: Greenwood, 1988), 25-46 & Gary Dean Best (1975) "President Wilson's second industrial conference, 1919–20," *Labor History,* 16:4, 505-520, DOI: 10.1080/00236567508584359

[6] The act can be found in the New Deal policies of Roosevelt administration in 1935 - Section 8(a)(2)

[7] McGregor, D. (1960). The human side of enterprise. New York, NY, US: McGraw-Hill.

In 1991, Nagel and Dove (as cited in Putnik & Putnik, 2012) published a report mentioning the concept of **Agile**. It was seen as a response to the complex environment and the constant change. Goldman, Nagel & Preiss (as cited in Putnik & Putnik, 2012, p. 251) described Agile as follow: "*For a company, to be agile is to be capable of operating profitably in a competitive environment of continually, and unpredictably, changing customer opportunities. For an individual, to be agile is to be capable of contributing to the bottom line of a company that is constantly reorganising its human and technological resources in response to unpredictably, changing customer opportunities".*

Sociocracy, meaning governance by peers, is "*a whole-system self-governance process and a decision-making method*" (Christian, 2013, p.59). The modern-day version of the term was invented by Gerard Endenburg[8] in the 70s. He was a former student at the Quaker Community School led by the pioneer Kees Boeke. This school allowed decision-making by both teachers and students. Promoting values of transparency, equivalence of voice and effectiveness, Endenburg hoped to make organizations more harmonious with sociocracy. His theory rests on three principles: a decision-making process based on Quaker-style consensus from every participant, the continuous adjustment of the proposal through feedback loops and a self-organizing system with circle governance methods (Christian, 2013). Moreover, sociocracy wants to enable people to determine for themselves under which conditions they live and work. Applied to a company, the employees will be able to decide for their own policy if reached through a consent (sociocracy, 2016).

Developed in 2007 by Brian Robertson, **holacracy** is a type of self-management. Holacracy changes the structure of the organization: instead of a hierarchical structure, the organization consists of self-organizing teams, called circles. The promise of holacracy is to create a lean and adaptable organization, with effective meetings and decision-making focusing on rapid feedback from reality, a clearly distributed authority and a purpose-driven work. The expected result is to have an organization focused on the work itself instead of the individuals (Bernstein, 2016; Van De Kamp, 2014).

[8] Gerard Endenburg was a Dutch electrical engineer, inventor and cybernetics expert

Next to those concepts, there are other types of organizations that are interesting to mention and also often confused with participative management. However, they are going a step further than participative management. These are freedom-form companies and cooperatives.

A **Freedom-form company** (F-form) is a type of organization where employees are totally free and responsible of their actions. Freedom-form companies were first mentioned in 2009 by Brian Carney and Isaac Getz in their book *Freedom, Inc*. Getz defines F-form as "*an organizational form in which employees have complete freedom and responsibility to take actions that they, not their bosses, decide are best*" (Getz, 2009, p.34). The organizational form is flat and evolves throughout the time. If there would be an organization chart, then employees would choose their manager themselves as well as their job description. A Freedom-Form company is based on the trust and the ability of employees to take initiatives, to be autonomous and responsible (Jacquinot & Pellissier-Tanon, 2015).

Zeuli and Cropp use the definition of the International Co-operative Alliance (ICA) to define cooperatives. The definition goes as follows, "*a* ***cooperative*** *is an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly owned and democratically controlled enterprise."* (ICA as cited in Zeuli & Cropp, 2004, p.1). Important notions in cooperatives are the voluntary membership, the belief of mutual help and the concept of user-owned (members help to finance the cooperative). Even if cooperatives are owned and controlled by their members, there is still a manager. It is the board of directors, that is elected by the members, that will hire a CEO. Zeuli and Cropp present Robert Owen as the godfather of cooperatives. In the early 19th century he was already suggesting this type of organizations to poor village in order to tackle unemployment and offer a better solution than private capitalism (Zeuli & Cropp, 2004).

The last important concept related to participative management is **Collective intelligence**. It is broadly defined as the intelligence in group. It is "*the ability of a group to perform more effectively than any individual alone*" (Mann & Helbing, 2017, para. 1). This behavior can be witnessed in many aspects of our lives (sports, education, etc.). The MIT[9] Center for Collective Intelligence defines it as "*groups of individuals doing things collectively that seem intelligent*" (Leimeister, 2010, para. 2). From a managerial point of view, Stéphane de Baenst sees it as the philosophy of management that promotes participative processes encouraging collaboration, giving sense and developing talents (de Baenst, 2019).

To conclude, we can see that most of the terms share similar characteristics and are rooted in the philosophy of Collective Intelligence. They are all types of management and decisions making tools that organizations can use in order to incorporate new ways of working and adopt a more participative style of management. Both the literature and our practical analysis confirmed the confusion and the mix in the use of the terms. Therefore, we decided that in this thesis, participative management will be defined as a management style where employees are directly involved in the decision-making process of the organization and share responsibilities of the organization. Participative management will also include the following terms: collaborative management, sociocracy, holacracy and agile organizations. Consequently, if we use one of these terms, it will automatically refer to participative management. Consultative management will not be part of our research as it does not fully include employees in the decision-making. Similarly, freedom-from companies and cooperatives will not be mentioned in this work as they go a step further than participation.

The following Table 3 gives a recap of the different concepts and some specific characteristics that makes it easier to compare.

[9] Short for Massachusetts Institute of Technology

CONCEPT	CATEGORY	EMERGENCE	INVOLVEMENT OF EMPLOYEE IN DECISION-MAKING	EMPLOYEE RESPONSIBILITY	PRESENCE OF MANAGER
COLLECTIVE INTELLIGENCE	Philosophy	/	Participation with manager	YES	YES
PARTICIPATIVE MANAGEMENT	Management style	1919 - Commons	Participation with manager	YES	YES
COLLABORATIVE MANAGEMENT	Management style	/	Participation with manager	YES	YES
CONSULTATIVE MANAGEMENT	Management style	/	Might be consulted	NO	YES
AGILE ORGANIZATION	Management style	1991 - Nagel & Dove	Not specifically	YES	YES
SOCIOCRACY	Management style	1970 - Endenburg	Consensus/consent within circle	YES	YES
HOLACRACY	Management style	2007 - Robertson	Self-managed teams	YES	NO
COOPERATIVE	Management style	19^{th} century – R. Owen	Shared ownership, one person/one vote	YES	YES
FREEDOM-FORM COMPANY	Management style	2009 - Getz & Carney	Complete freedom and responsibility to take actions	YES	NO

Table 3 – Comparison between different management styles

Chapter 2: Evolution of organizational models

Organizations always needed a type of management to rule and control their operations. They need someone to plan, organize and manage the resources. Throughout the history, managers have experienced different types of management and followed different trends.

In order to spot the genesis and development of participative management throughout the different types of management that existed, we could have used a reference such as the book "*Management*", written by Robbins, DeCenzo, Coulter & Rüling in 2014, as sole source. Within this chronological reconstruction of the different management styles, going from Taylor to Fayol, Weber, etc., we could have tried to pinpoint when and where 'participative management' emerged and resulted to its present form(s). Nonetheless, we judged it interesting to add a topical dimension to this chronological analysis and opted to follow the structure used by the former consultant and prominent author, Frédéric Laloux. Indeed, in his book "*Reinventing organizations*", Laloux investigates the evolution of the relationship between the management styles and the participation of the employees. Even though Laloux's ambition is not to bring another academic contribution to the history of management, his conceptual representation of the five types of organizations and their management styles are relevant for our analysis of the participation of members and the changing role of the manager.

Therefore, this chapter is divided into five organizational trends, following the model of Frédéric Laloux, linked with pioneers in management.

2.1. Red Organizations

As described by Frédéric Laloux, red organizations are the first forms of organizational life. They are characterized by a leader that continuously exercises power and authority. The leader and its members have a causal relationship working with rewards and punishments. Fear and submission is the only way to keep the members integrated. A current example of red organizations is the mafia or street gangs. They are able to react very quickly in chaotic situation but not at all to achieve complex outcomes in stable environments with planning's and strategies. Red organizations are not participative at all: members just obey to the rules (Laloux, 2014).

2.2. Amber Organization - Taylorism, Fayolism & Bureaucracy

The biggest and most interesting evolution in management started after the industrial revolution. Mechanic energy, large productions and cost reductions of transport made it possible to develop larger companies. As a result, there was a strong need for an efficient and structured management. Taylor's theory focused on the productivity of workers. His theory of scientific management argues that there is "one best way" to process a job. With Taylor's model, there is a clear separation between the execution of the job and its control, supervision and planning. Employees are just part of the process; they do not have a word to say in the organization. The clear organization and division of tasks makes the organization very structured and efficient (Robbins, DeCenzo, Coulter & Rüling, 2014).

Next to this scientific management of Taylor focusing on productivity, Fayol and Weber developed theories based on the global organization of a company and ways to be administratively more efficient. First, there is the organizational theory of Max Weber based on the division of labor, called bureaucracy. Just like Taylor, specialization and standardization of tasks are key to productivity. In a bureaucratic organization, the relations between employees are extremely hierarchical. The functions are very well organized in a hierarchical pyramid: every employee knows exactly who to report to. The aim of Weber is to abolish favoritism and attribute functions to an employee because he has the best required skills to process the job (Robbins et al., 2014). Secondly, there is the organizational theory of Fayol, who focuses more on how to manage people. He developed a general model based on 13 principles: division of labor, authority, discipline, unity of commandment, unity of direction, subordination of individual needs to the general needs, remuneration, hierarchy, order, equity, personal stability, initiatives and personnel union (Robbins et al., 2014).

Similarly, amber organizations as described by Frédéric Laloux, are more structured, stable and able to reach long term goals. They are based on simple moral rules where there is a right and wrong way of doing things. The model emerged at the same time as processes that enable the organization to replicate the exact same process without the exact same employees, in a way to become extremely productive. Employees are not asked to be innovative, to think critically or to express themselves. Managers want the people to work effectively and nothing more. The very formal hierarchy reflects a very structured organization: everyone in the organization knows exactly who commands and to whom to report. In addition to that, the decisions made by the top managers are communicated through the successive layers of the hierarchy. A very good example in the current society of those types of organization are the military army, the catholic church or the government (Laloux, 2014).

2.3. Orange Organizations

Large companies, such as multinationals, that follow a trend of innovation, accountability and meritocracy are described by Laloux as orange organizations. In contrast to the theory of Taylor, in this model there is no right and wrong way to do things anymore. The manager does not necessarily have the right or last word. Every employee has the capacity to question authority and experience ways of working that would be more effective and productive. There is still a lot of control, but employees have the freedom on how the work is done. The manager does not care how the objectives are met as long as they are met (Laloux, 2014).

In practice, managers of orange organization fear to give up their control. Their ego usually does not allow them to fully trust the ability of their employees. In contrast with amber organizations, employees are not destined to one precise role during their whole career. The model, based on meritocracy, allows employees to scale up if they show their capabilities, talents and aspiration to move up. This means there is room for creativity and innovation. However, the company still remains soulless, we still talk about layers, inputs, efficiency, effectiveness, downsizing, etc. Humans are still considered as resources and not as human beings (Laloux, 2014).

Laloux concludes by saying that one of the main limits of orange organizations is that by making a lot of profit, the model creates needs that the customer does not really have. As a result, society is proving that it is financially and ecologically impossible and unsustainable to continue in this direction. Success that is only ruled by money and recognition does not satisfy the employees anymore (Laloux, 2014).

2.4. Green Organizations - Elton Mayo

Elton Mayo is considered as the man that started research on human relations in the industry. He claimed that employees could only feel happy and safe if they felt as part of the team. Material conditions and remuneration have no more influence on the employee's productivity than group membership and security have (Lefort, 2019; Robbins et al., 2014). Mayo's focus on human relations and the group membership can be linked with the green organizations described by Frédéric Laloux. While Orange Organizations are compared to machines, green organizations could be compared to a family. Indeed, shared values, common culture and relationships are valued above outcomes. Green organizations try to empower the employees and be aware of their feelings in order to motivate them and engage them better. Therefore, the model also wants the decisions to be bottom-up and not top-down, directive decisions. The frontline workers usually know better which decision to make. However, it is not always easy for managers to effectively give up their power and control and to be more decentralized. The green organizations usually keep the basic aspects of the classic hierarchical pyramid. An example of Green Organizations is a family-owned company (Laloux, 2014).

2.5. Teal Organizations

The flattest type of management is the teal organization. Teal organizations are a combination of self-management and participative decision-making, promoting a flat organization by cutting down the hierarchy (Laloux, 2014).

Indeed, Laloux argues that Teal organizations can be explained with 3 major breakthroughs: self-management, wholeness and evolutionary purpose. Firstly, self-managed teal organizations operate through peer relationships. This system has no need for hierarchy. Secondly, teal organizations want to empower the wholeness of its employees. Through a set of practices, employees will then feel completely themselves in the organization: there professional self as well as their individual, emotional and intuitive self. Lastly, with evolutionary purpose, employees have a sense of direction and purpose in the organization (Laloux, 2014).

Furthermore, Laloux gives us some characteristics on the structure, the practices and the processes of teal organizations related to the 3 breakthrough. Some of the practices are: trainings to develop skills, flexibility in working hours, focus on team performance, employee’s responsibility to speak up about issues, meetings with attention to ensure everybody’s voice is heard, decentralized decision-process (holacratic decision-making), transparency of information, values translated to ground rules, etc.

Some of these practices are similar to the participative management style promoted in the new ways of working. This chapter helped us understand the evolution of management and a more in depth analysis of the participative management style is done in the following chapter.

Chapter 3: Participative management

3.1. Characteristics of participative management

As a complement to the definition given in the first chapter section 1.2., participative management can be characterized by six features.

Rolková & Farkašová (2015) outline the four main features of participative management. First of all, there is **commitment**, employees are willing to do their work and negotiate about objectives or procedures. Secondly, **mastery, autonomy and meaningfulness**, those three needs will improve the intrinsic motivation of employees. Thirdly, **self-management**, the employees do not need close supervision and management anymore. And lastly, **engagement**, the more people feel involved, the greater their desire to work. Employees will work with passion, creativity, freedom and independence.

Those four features can be completed by the **involvement** of the employees. This includes their participation in the development of collective ideas, the decision-making and problem-solving process. Holland emphasizes that participation does not mean that every employee participates in every decision. Employees can participate in matters that will directly affect their work (Holland, 1995).

Last but not least, participative management generates a shift in **responsibility.** Every employee becomes responsible of his own work. Lower-level employees receive more important duties from middle-managers because they are more involved in the operations and understand the different levels within the company. Middle-managers assist senior-level managers as they gain access to more information, learn more about the business and feel more confident to help those managers with the decision-making (Kim, 2002; Linksi, 2014).

3.2. Models

Defining one specific model of participative management is very difficult. Companies can decide to introduce participation in certain areas of their companies and not the whole company. This means the scope of participation varies from one company to another. Companies can decide to focus on social, financial or personal decision-making. Therefore, it is impossible to define one general model of participative management (Management Study Guide, 2019c).

However, there is one model developed by Neila Anchieta Holland (1995) that can give some sort of broad view on participative management and a process to follow during the implementation. She came up with a participative managerial style, called the *POQ model* (Participation, Objectives and Quality of products and services). The letters have been placed in this order for a reason: companies first have to implement participation as well as clear guidelines and objectives in order to have quality products/services. This will eventually lead companies to have a competitive advantage. Therefore, this managerial model requires the participation of employees in the planning, the decision-making and the definition of objectives. The decisions that are discussed concern business strategies and procedures.

There are two ways of implementing this POQ model: the systematic or the pilot implementation. In a systematic implementation, lasting from three months to one year, the model is introduced simultaneously in the whole company through work groups or cross-functional teams. This implementation method should, according to Holland, be used by small and medium sized companies who are more flexible and adapt more easily to changes. With the pilot implementation, from one to six months, the company designates one pilot unit who will test out the model. After this pilot test, the company will see if they want to spread the model throughout the whole company. This implementation method should be used by larger organizations who select one work unit to test it out. Both of these methods should follow the POQ Cycle[10]. This cycle explains the eleven steps every company should go through in

[10] See appendix 1: The eleven step POQ cycle

order to have a successful POQ model who will give quality products/services and competitiveness (Holland, 1995).

This model designates new roles for managers who have to become leaders, share responsibility, risk and success with the other employees. In the end, this model will only be implemented if the upper-management is completely on board with the notion of participative management and committed to its success (Holland, 1995).

3.3. Implementation

Regarding participative management in general, C. Linksi (2014) exposes in a paper about transitioning to participative management, that in order to have a successful implementation, managers need to go through 3 steps. First of all, they need to decide which characteristics of participative management are appropriate to their organization. Secondly, they have to try and implement the aspects of participative management they judged relevant. Lastly, they will have to regularly review the results of the new management style.

When looking more closely at the second step, Linski (2014) develops the two ways to implement a participative management style: a top-down or a bottom-up approach. The top-down approach means that top executives request the participation of lower-level employees in some specific long-term and strategic decisions. Whereas a bottom-up approach means that lower-level employees will continuously be integrated in operating decisions, communications or benefits. In a bottom-up approach the participation is a granted right and not a request from above.

Some managers feel more comfortable with a top-down approach because they fear giving up power and losing control over their operations. But in some cases, going through a top-down approach is necessary before being able to adopt a bottom-up approach. In these cases, managers can see how involved the employees are in the participation of the decision-making. Their trust and confidence will rise and, step by step, they will be able to lose sight of some control and adopt a bottom-up approach (Linksi, 2014).

In order to have another view on the implementation of participative management, W.M. Juechter exposes a similar theory. Resembling the top-down and bottom-up approach of Linksi, Juechter distinguishes the WHAT- and HOW-decisions that companies need to take. The WHAT-decisions are about the strategic goals that the company wants to achieve, while the HOW-decisions are about how the company will achieve those goals and make operational decisions. Participative management is easier and faster to apply with what-decisions than how-decision. Indeed, employees and managers agree quite easily on the strategic goals, but there is usually more than one possible way and process to achieve them. However, it is very important to use participative management for HOW-decisions too. The best way to achieve these strategic goals is if employees feel committed and involved through participation in the decision-making (Juechter, 1982).

A last important point that Juechter exposes, is the importance of having a clearly written policy of guidelines for participative management in the organizations. Managers have to define: (1) the type of decisions that can be made in participative management, (2) the assessing method for the quality of the decisions, (3) the responsibilities of the managers in the development of participative management. If the policy is well written it avoids a lot of misunderstandings and helps managers adapt to participative management (Juechter, 1982).

3.4. Benefits of participative management

In a survey conducted by W.M. Juechter (1982), employees expressed the pros and cons of participative management. The benefits are multiple, not only for the company but also for managers, employees etc.

First of all, participative management boosts employees' **morale, productivity and job satisfaction**. Indeed, this way of working improves their perception of self-worth and contribution. This sense of contribution makes employees feel like an important part in the organization's accomplishments which increases their satisfaction. Moreover, employees who gain control and decision-power are self-motivated. Those self-motivated workers lead to a surge in efficiency and effectiveness of individuals and groups as well as a surge in production and profitability of the whole company. Satisfied and motivated employees will also generate a decrease in absenteeism and in the turnover rate within a company (Juechter, 1982; Linski, 2014; Management Study Guide, 2019a).

This job satisfaction can be attested by the analysis made by Miller & Monge[11] (1986) and later explained by Linski (2014). The *participation-satisfaction causality cycle*[12] determines what comes first: job satisfaction or participation. Which one triggers the other? The research shows that both concepts work together continuously. Employees start to participate in the decision-making, they feel more valued and it improves their job satisfaction. As managers and employees see that this method enhances their morale, they will be eager to participate even more in order to continue to boost their morale. In the end, it becomes a reinforcing circle of participation and satisfaction and not a linear cause-effect relation (Linski, 2014).

In 2014, Stefanovska-Petkovska, Bojadžijev and Mucunski conducted another study to see if there was a link between participative management and job satisfaction in the automotive industry in Macedonia. The researchers identified 4 variables to analyze participative management: PMS (participatory management style), SP (strategic planning process of the organization), EC (effectiveness of communication) and JS (employee job satisfaction). Based on an analysis using statistical methods to determine the correlation between participative management and job satisfaction, the researchers were able to confirm a positive relationship between the manager's participatory management style and job satisfaction. Indeed, the research results argues that the use of PMS, SP and EC predict job satisfaction of employees (Stefanovska-Petkovska, M., Bojadžijev, M., & Mucunski, Z., 2014).

Secondly, participative management results in **knowledge sharing and thus innovation and increased efficiency**. With the new problem-solving processes and the participative decision-making, there is room for exchanging knowledge and bringing up new ideas. The employees' input in the decision-making process and the knowledge-sharing practice will help improve the quality of the service/product. Employees will be able to pinpoint and make suggestions

[11] Miller, K. I., & Monge, P. R. (1986). Participation, satisfaction, and productivity: A meta-analytic review. Academy of Management Journal, 29(4), 727-753. doi:10.2307/255942
[12] See appendix 2 - Participation-Satisfaction Causality Cycle

on how to operate in a more efficient and cost-saving way. As they are on the field, they know the processes better than the manager (Management Study Guide, 2019a).

Thirdly, participative management also **improves labor-management relations**. As a matter of fact, this management style simplifies communication between the various operating levels and enables to solve interpersonal and operational problems on time. It also makes discussions and meetings easier and richer: diverse opinions and views are given on the same problem. Improved communication comes with fewer grievances and a quicker resolution of disputes processes (Juechter, 1982; Linski, 2014; Management Study Guide, 2019a).

Moreover, as mentioned before, participative management generates a **shift in responsibilities** between the operating levels. Lower-level employees gradually get more managerial responsibilities as they participate in the decision-making and are more autonomous. Managers spend less time controlling and can therefore assist senior-level managers. As a result, senior-level managers focus more on the needs and the well-being of the employees and not only on the company's profitability and productivity. With the participation in the strategic planning, employees will also have a clearer view on the goals, the implementation, the roles of every stakeholder and eventually, there will be less ambiguity and conflicts during the implementation (Linski, 2014; Kim, 2002).

In 2011, Godwin-Charles A. Ogbeide and Robert J. Harrington analyzed the relationship among participative management style and performance in the food service industry. Their research results suggest that greater involvement of the top-management and the improved interactions between middle management, lower management and front-line staff, contribute to higher levels of action plan success. Moreover, in the long term, the use of participative approaches by the top management and front-line staff was positively correlated to higher financial performances (Ogbeide & Harrington, 2011).

Finally, participative management requires **less supervision and staff members.** With the focus on self-management and the broadening skills of every employee, companies will see an increase in autonomy and a decrease in supervision needs and staff, which will also lead in a decrease in costs (Management Study Guide, 2019a).

3.5. Limits of Participative Management

Juechter explains the different possible causes of the failure of participative management. It can happen that participative management is not compatible to an organization. This incompatibility might be due to an improper implementation or failures in the review after the implementation. As a result, participative management causes a decline in productivity (Juechter, 1982; Kim, 2002; Linski, 2014).

The main cause of a failure in participative management is the **resistance to change** of the employees as well as the managers. A common pitfall is the negligence to prepare employees and manager to change. They need to learn new internal working methods that will completely change their habits. Employees who were used to listen and agree to managers now have a voice and a say in the decision-making process. Some employees are disinterested in the participation and doubt its usefulness. In the same way, managers that were used to make decisions on their own, now have to listen to the group's suggestions. Managers that were used to a traditional and strict hierarchical structure, face a tough challenge in sharing their power. Their role[13] shifts from a manager, making all the decisions, to a leader, who explains the goals and works with various group members. Making this shift is a real challenge that can lead to interpersonal conflicts between leaders and employees. (Juechter, 1982, Management Study Guide, 2019b).

Next to the resistance to change, there are other limits or problems regarding participative management. Firstly, Juechter argues that participative management can be an **ego-bruiser**. When an employee comes up with a good idea or a proof of creativity, he expects to receive credit for it. His contribution cannot be buried in the group process. The leader must not forget to acknowledge and reward the originator of the innovative idea. Even a simple verbal recognition will be enough to boost, motivate and encourage the employee (Juechter, 1982).

[13] We will dive into this in more detail in chapter 5 about the manager's role.

Secondly, during the implementation of participative management, it sometimes happens that the group becomes **leaderless** because people do not want to change this balance of power they established. However, there needs to be a leader to assure things get done. Juerchter's survey confirmed that the employees were afraid to change the management style and that it would lead to things getting out of hand (Juechter, 1982).

Thirdly, the organizations are getting **more and more complex**. This complexity pushes businesses in hiring extremely specialized employees for each job. Therefore, the participation of the employees is limited to a certain extend. The employees participate in their department but do not have sufficient education to understand the domain of expertise of other departments so they have to trust their co-workers. The problem is that some departments might participate in a very different way as others which causes a lack of coherence in the organization (Management Study Guide, 2019b).

Another limit of participative management is the **information outburst and the time-consuming decision-making process**. While it can be seen as a benefit; giving more information and more decision-power to middle-managers and employees can also create problems. In order to make a decision, employees will want to have the maximum amount of available information in their hands. However, with so many ideas and information, it will be hard to stay focused. This means the process will take much longer: they will have to verify the inputs of every participant. It can lead to hours of debate for decisions that traditionally would have been made in a few minutes. This causes a massive amount of pressure on the managers who have to try to keep order in the decision-making process and will have to keep employees focused on the current goals. The information outburst can also imply security issues. When too many people know a lot of facts and have a lot of information about the company, it can happen that this information leaks out (Juechter, 1982; Management Study Guide, 2019b).

Lastly, Taskin and Dietrich (2016) point out that the **global context** in which organizations are growing makes it difficult to effectively implement a participative management. Indeed, shareholders waiting for a return on investment or the tough competition of the markets makes it difficult to effectively become more flexible. As a result, some companies, although willing to implement participative management and convinced of the utility of a change management, might just adopt a few tools of new ways of working. For example, homeworking which in the end might just be a way to cut down costs and will not respond to the promises of participative management.

Through a good communication and implementation of the change in management style, a majority of those limits and problems in participative management can be avoided. As explained in section 3.3. implementation, a well-written policy and guidelines about how the participative management will be implemented and adapted to the organization will reduce the misunderstandings and uncertainties and mitigate the risks of failure of participative management. The following chapter proposes steps to follow in order to change management properly.

Chapter 4: Change management

4.1. What is change management?

In order to deal with a new and challenging market environment, organizations make fundamental changes in how their business is conducted. While making these changes, change management is there to guide the leaders. Kotter elaborated an eight-step model to follow in order to successfully conduct a change. This model will be outlined in the next section (Kotter, 1995).

In the case of this thesis, there is a managerial shift from a hierarchical management style to a participative management style. There are three important aspects of change management that will guarantee a successful change: adapting, controlling and effecting the change. In reality, this means a plan needs to be developed with achievable and measurable goals. There also should be an effective communication to let the stakeholders know why this change occurs and how it will be beneficial for all. This goes hand in hand with the education and the training provided for the organization as well as the personal counseling to help overcome the possible fears of the employees. Lastly, there also needs to be an overall strategic direction to avoid the possible resistance of the employees of the company (Tamilarasu, 2012).

Tamilarasu (2012) adds that it is a shift from a current state to a desired state whether it is at individual, team-based or organizational level. The shift on the individual level goes through 6 phases. It is important for the manager to be aware of those different stages and realize that every employee goes through it at a different pace.

1. **Anticipation**: the waiting stage where employees do not know what to expect
2. **Confrontation**: employees realize the change is coming
3. **Realization**: after the change has happened
4. **Depression**: employees realize nothing will be the same ever again
5. **Acceptance**: although they might still be skeptical, they start to accept the change emotionally

6. **Enlightenment**: employees completely accept the change and cannot imagine going back to the old ways of working

The shift on the organizational level goes through other phases. Two different models to follow those changes are outlined in the next section.

4.2. Models

A first famous model to implement change was developed by Kurt Lewin. His 3-Steps model was created in order to understand, analyze and eventually bring change into an organization. The first step is **Unfreeze**. Lewin believed that the equilibrium needed to be unfrozen to eliminate the old habits and be able to change. The organization needs to make employees aware of the positive change and feel safe so that they can prepare for it. The second step is **Moving**. This step means implementing the change, involving people and handling the possible forces against the change. Employees take into account all the different forces at work and identify/analyze the possible options of action. The last step is **Refreeze**. In this last phase, we need to stabilize the group and the new equilibrium. We need to make sure that the change sticks by, for example, rewarding employees' positive outcomes. Lewin confirms that a positive and successful change is a group activity. If employees are not involved in the change, it will not work. Therefore, the change has to touch the organizational culture as well as the norms, policies and practices (Burnes, 2004).

John P. Kotter offers a different model to adopt change. He developed an 8 steps model (see fig. 2) related to the people's response to change (Kotter, 2019; Tamilarasu, 2012):

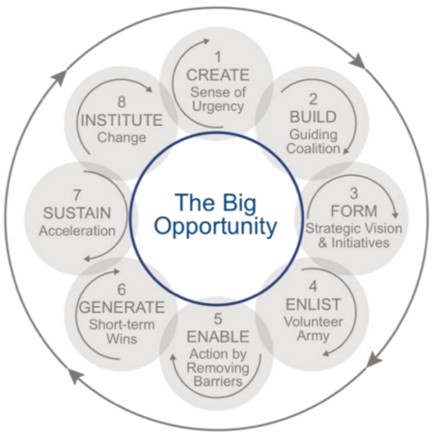

Figure 2 - Kotter 8-steps model (Kotter, n.d.)

1. Create sense of urgency: make the whole organization believe in the importance of the change, inspire the employees, make the objectives real and convince them.
2. Build the guiding coalition: forming a change team of true leaders with emotional commitment to the change. The team needs to have the right mix of people with different skills and levels.
3. Form strategic vision & initiatives: to have the support from employees, they need to understand the purpose and therefore the clear vision and strategy for change.
4. Enlist volunteer army: communicate your vision and link it to people's need, involve as many people as possible.
5. Enable action by removing barriers: in order to execute your vision, you need to remove the obstacles, give feedback, reward people, identify the resistance, etc.
6. Generate short-term wins: by giving the team a taste of success, you motivate them. The organization has to set achievable goals, inexpensive projects and rewards the people's help.
7. Sustain acceleration: once the initial vision is accomplished, we cannot stop. Change is an ongoing process and the organization will have to keep looking for improvements and set new goals.
8. Institute change: make the change stick and anchor the change in the corporate culture by talking about the progress, recruit with the value of change in mind, etc.

Chapter 5: The role of the managers in participative management

5.1. Manager vs leader

In order to identify the role of the manager, we first need to have a clear definition of what a manager is and not confuse it with a leader.

According to Lunenburg (2011), a manager within an organization is someone who promotes stability and status quo. Managers have all the responsibilities, the authority and deal with how things get achieved. The management process, developed by Lunenburg, entails:

- Planning and budgeting
- Organizing and staffing
- Controlling and problem solving

However, managers are often confused with leaders even though they do not have the same functions. A leader defends change and new approaches. He understands employees and boosts their commitment. The leadership process, that advocates change and uncertainty in the organization, is composed of three steps (Lunenburg, 2011):

- Development of the vision
- Communication of the vision
- People motivation though fulfillment of basic needs

Lunenburg (2011), also developed a comparative table between leadership and management based on five different important categories that every organization has to pay attention to: thinking process, goal setting, employee relations, operations and governance [14].

In a nutshell, a manager applies the vision created by leaders and coordinates the day-to-day projects, problems, ideas etc. in the organization. Bennis, W. and Nanus, B. (2007)[15] summarize the distinction with this following phrase: *"Managers do things right, while leaders do the right things"* (as cited in Lunenburg, 2011, p.2).

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[14] See appendix 3 - Comparisons between leadership and management

[15] Bennis, W. G., & Nanus, B. (2007). *Leaders: The strategies for taking charge*. New York, NY: HarperCollins

5.2. Role of the manager

The subject of this thesis deals with the general role of the manager that undergoes a change. The use of the term "role" will be singular or plural, depending on its meaning. The general role (singular use of role) of the manager englobes the different roles (plural use of role) of the manager. In section 5.2, we will detail and compare the change in the roles of managers going from traditional management to participative management.

5.2.1. The role of the manager in traditional organizations

The traditional role of the manager is rooted in the industrial revolution. Management was part of the bureaucracy and managers were seen as inflexible, having a supervisory and over-the-shoulder type of role, controlling and monitoring the work of the employees. The recurrent term is the one of a *micromanaging bureaucrat* (Petty, 2018; Reh, 2019).

Henri Fayol described in the 20th century the five activities managers had to fulfill: anticipation, organization, command, planning and control. Later they were reduced to four interdependent activities: (1) the planning of objectives, strategy and integration plan; (2) the organization and identification of the needs and ways to activate the plan as well as the appointment of the responsible parties; (3) the management and motivation of the involved parties and the conflict resolution, (4) the control of the activities and its execution (Robbins et al., 2014).

5.2.2. Emerging change in the role of the manager

However, over the past decades, the role of the managers has evolved. Businesses are facing new challenges which forces managers to reinvent and adapt their discipline. A few of those challenges are the technological advancements that change how and where we work, the uncertainty and volatility of the environment, the demand for rapid learning and adaptation of employees and the identification of business opportunities. This also involves another challenge: the refreshment of employees' skills and the adaptation of values to meet the needs of the companies (Petty, 2018; Reh, 2019).

Therefore, managers adopt new roles, less about control and more about enabling employees to do their best work in a creative environment. Managers have to master several roles like being a talent scout who will match the resource (employee) with the right challenge and job. Managers also have to acquire leadership skills and act like personal/professional coaches as well as team coach helping the development of the team members. Lastly, managers have to be strategists, making the connection between the strategy and the vision of the company with the innovations and experimentations of the employees. In today's company, managers have a support job but still with a big decision-making authority. Indeed, a manager has to fix the objectives, sense the problems, analyze the data and take conscious decisions with all the gathered information (Petty, 2018; Reh, 2019; Robbins et al., 2014).

Henry Mintzberg (as cited in Robbins et al., 2014) decided in the late 60ties to classify the 10 roles of the managers into 3 categories.
The first category is **interpersonal** roles:

- Figurehead: symbolic representation of the company with social and legal responsibilities
- Leader: motivates and encourages employees
- Liaison: keeps relations with an external network that could be beneficial for the company

The second category is **informational** roles:

- Monitor: the manager is an active observer of the team's productivity and well-being and seeks out information related to the industry and environment
- Disseminator: broadcaster of useful information to your team and colleagues
- Spokesperson: the manager shares information with the external contacts and speaks for the organization

The third category is **decisional** roles:

- Entrepreneur: looks for opportunities of growth and change within the company
- Disturbance Handler: manager as regulator when the company faces major problems
- Resource Allocator: the manager has to see where the best resources should be applied and make the important decisions
- Negotiator: the manager represents the company when there are negotiations

The roles of the manager depend on the size of the company within he operates. In SMO, a manager has a more general role, juggling between the tasks of a CEO and those of a proximity manager. His actions are focused on the external world, dealing with meetings, clients, negotiations and acting like the spokesperson, entrepreneur and leader. On the other hand, in large companies, the manager embodies more the roles of the resource allocator, monitor and regulator (Robbins et al., 2014).

In addition, Robert L. Katz (as cited in Robbins et al., 2014) analyzed the required competences of the managers. There are 4 types of competences:

- **Conceptual** competences: the mental competencies allowing managers to analyze and grasp complex situations in order to make good decisions.
- **Interpersonal** competences: related to teal work, the understanding of others and the motivation, communication and guidance of employees.
- **Technical** competences: managers need a certain knowledge and expertise in order to be able to run the company.
- **Political** competences: in order to have a better position, more power and understand better the different resources within the group, managers need certain political knowledge.

The theory of Katz and Mintzberg are really close to each other. While Mintzberg shows the different roles of the manager, Katz emphasizes the needed competences to fulfill the different roles. In the figure below we made a link between the different competences needed for each roles.

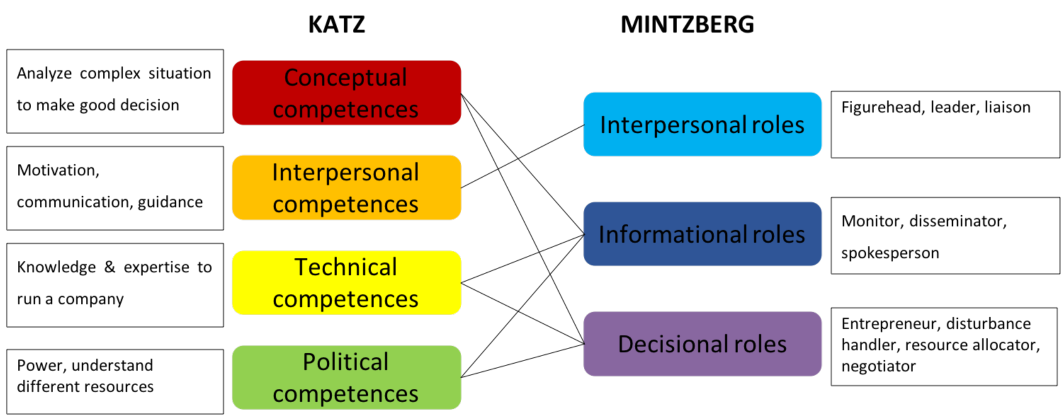


Figure 3 – Link between competences of Katz and roles of Mintzberg

5.2.3. The role of the manager in Participative management

As seen previously, managers have to endorse a large number of roles. As a result, with the change of management style to a participative management, the roles of managers will have to adapt too.

Based on the 3 categories of Mintzberg, we can see that a manager in participative management still has to endorse interpersonal and informational roles: he is the figurehead, leader, spokesperson, monitor etc. However, managers allow participation from every operating level and therefore, the decisional roles of Mintzberg are changed. There is a shift in responsibilities and employees can now make choices and give feedback about how the company is functioning. Having flexibility in terms of planning and decision-making process will help with innovation. The different layers of managers can delegate their duties to their inferior in order to focus more on other duties. For example, thanks to participative management and the flowing information, lower-level managers understand better how the company works. Therefore, mid-managers delegate some of their duties to lower-level employees and as a result the mid-level manager can assist the senior-level manager. In the same way, senior-level managers delegate to the mid-level managers in order to be able to focus on needs and wants of their employees (Holland, 1995; Linski, 2014).

Nevertheless, managers are still present in companies adopting participative management. Managers must become leaders and share the responsibilities, risks and success with everybody else in the company. An effective manager will let his employees participate in the improvement of their work, whether it is economic or social performance. Managers in participative management have to make sure the organizational goals are clear and being met. Managers help with conflict resolution and the management team still remains the overall authority (Holland, 1995; Jeannerod-Dumonchel, 2014; Linski, 2014).

5.2.4. Comparison between the roles and competences

Table 4 on the next page represents a comparative evolution between the different roles and competences of a traditional, in transition and participative manager. The table summarizes the different characteristics and tasks described in the sections 5.2.1, 5.2.2. and 5.2.3. In addition to this summary, a proposition of comparison between the roles is given with the colored bullets on top of the table.

The bullets represent the different roles and competences presented in figure 3 section 5.2.2.: red stands for the conceptual competences, orange for the interpersonal competences, yellow for the technical competences and green for the political competences described by Katz. The light blue represents the interpersonal roles, deep blue the informational roles and purple the decisional roles, described by Mintzberg.

The role of the manager is not totally defined; it is not black or white. Therefore, in the following table, if the bullet is white, it means that the roles or competences are not prominent for this type of manager. If a quarter of the bullet is colored, it means that it represents only a small part of the manager's roles and competences. If the bullet is half colored, the manager has certain characteristics of the competences/roles or is in the process of learning them. And if the bullet is completely colored, the manager fully owns the roles and competences.

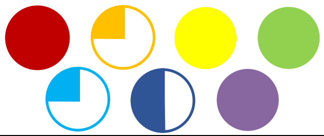
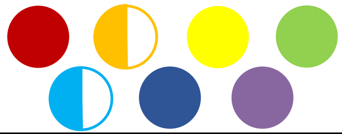
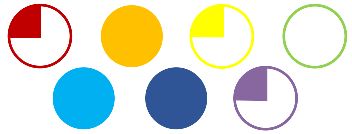
MANAGER	TRADITIONAL MANAGER	IN TRANSITION MANAGER	PARTICIPATIVE MANAGER
COMPETENCES OF KATZ **ROLES OF MINTZBERG**			
Characteristics	- Inflexible - Supervisory - Controlling & monitoring - Bureaucrat	- Less control, more creativity, Strategists - Big decision making authority - Leadership, communication, collaboration, critical thinking, finance and project management	- Figurehead, leader, spokesperson, monitor - Flexibility in terms of planning - Innovative
Tasks	- Planning of objectives, strategy and integration plan - Organization and identification of the needs and ways to activate the plan - Management and motivation of employees and conflict resolution - Control of activities and execution	- Match the resource (employee) with the right challenge and job - Acquire leadership skills, act like a coach - Help development of the team - Make connection between strategy and vision with innovation - Fix objectives - Sense the problems - Analyze the data - Take conscious decisions with gathered information	- Interpersonal and informational competencies - Let employees participate and take responsibilities - Give feedback about how company is functioning - Delegate to the mid-level managers in order to focus on needs of employees - Share responsibilities, risks and success - Set & meet clear organizational goals - Help conflict resolution

Table 4 - Comparative evolution between roles & competences

Legend		
●	*Full*	*Competences or roles fully present*
◐	*Half*	*Competences or roles partially present / in process of learning*
◔	*Quarter*	*Competences or roles a little bit present*
○	*Empty*	*Competences or roles in most cases absent*

The traditional manager owns the conceptual (red), technical (yellow) and political (green) competences and the decisional (purple) roles. Those represent the decisional power, the knowledge, the expertise, etc. He also incorporates part of the informational (deep blue) roles in his management style: he is a monitor and spokesman but not especially responsible of taking care of employees' wellbeing. Finally, the interpersonal competences and roles (orange and light blue) both represent a quarter: the traditional manager has to motivate employees and be able to communicate clearly, even though these are not really his primary tasks. He does not embody the characteristics of a real leader yet and is not particularly in charge of the communication and motivating employees.

The manager in transition embodies all the competences and roles. The challenges that businesses are facing force the managers to reinvent and adapt their competences and roles. In that way, managers learned to motivate, communicate and care about employees' well-being and act as leaders. The interpersonal competences and roles are half full because the managers are still in the process of learning those motivational and leadership skills.

With the introduction of participative management, managers have to let go of some traditional roles and competences. The aim is to share responsibilities and decisional power. As a result, those managers leave the political (green) competences and nearly all the conceptual (red) and technical (yellow) competences and nearly all the decisional (purple) roles behind. The participative manager still need the knowledge and expertise to run an organization, and, in cases of conflict and times of crises, he still needs to take back some decision power but he does not own the recipe of success anymore. Every employee has the required knowledge, skills and ability to decide how to make the organization successful.

PART II – Participative management in practice

Chapter 6: Methodology

The purpose of our research is to understand how the role of the managers changes, when going from a hierarchical to a participative management style in Small and Medium Organizations (SMO). An organization can be defined as "*a group of people who work together in an organized way for a shared purpose*" (Cambridge Dictionary, 2019, para 1). We consider Small and Medium Organizations to be the umbrella under which we can find SME's and non-profit organizations. The European commission defines Small and medium sized Enterprises (SME) as Enterprises with less than 250 employees, an annual turnover of up to EUR 50 million, or a balance sheet total of no more than EUR 43 million (European Commission, 2019). In our thesis, we use the term SMO as we wanted to include every kind of organization. In a nutshell, we define a Small and Medium Organization as a group of maximum 250 people working together in an organized way towards a shared purpose.

This is an exploratory thesis where we try to identify and to understand the change(s) in the role of managers in participative management. Since we do not have one or more hypotheses to test or a theory to verify, we tried to identify, reveal and formalize the impact(s) of participative management on the roles of managers. Therefore, the best way to operate is through a qualitative methodology and semi-directive interviews. These types of interviews help gather information about the participant's experience, perspective, opinion, beliefs, attitudes and behaviors towards a specific subject (here the manager in participative management). Moreover, semi-directive interviews allow a lot of flexibility: the researcher uses certain types of questions to build and revive a conversation but gives the freedom to the interviewee to answer, to detail and to provide more information than asked. Lastly, these interviews are known to be useful in qualitative researches because they allow more comparative and cumulative analyses of the participants (Jacquemin, 2017; Hammarberg, Kirkman & de Lacey, 2016).

In order to conduct these interviews, we created two models of interview guides[16] to help us categorize the types of questions. The first guide is to conduct interviews with organizations implementing participative management. We were able to talk to the CEOs, managers and employees of the companies to have their view on the change, how it affected their work, the challenges they faced and the benefits they perceived. The second guide is to interview the consulting firms. Those firms help and coach companies to adopt a participative management. In this case, the interviewees are coaches, consultants and CEOs of consulting firms. They offered us a broad vision on participative management, the challenges they faced when implementing it and how they manage the shift in the role of the managers.

Both guides have three columns: "*rubrique*" with the general concept to investigate, "*thème*" with a more precise theme of subject and "*relance-type*" where the questions are asked. However, as they were semi-directed interviews, it happens that not all questions were asked or at least not in the same order. Indeed, the interviewees had the freedom to answer broadly and cover multiple questions at once. Furthermore, it has to be mentioned that the interview guides are in French. This is because the participants were French speaking and therefore, the interviews were conducted in French. In this way, we hoped to better grasp their answers and give them more freedom to answer honestly in their own words.

Our initial plan was to focus on the role of managers in participative management. However, after conducting the first interviews, we immediately noticed that the organizations could not talk about the role of managers without talking about the influence it has on the whole organization. As a result, we decided to use the grid developed by G. Bonny based on the work of Hatch[17]. Bonny's grid offers seven different perspectives on any organization. It consists in identifying and explaining the seven inter-connected dimensions of the organization. We used it to understand their strategic decision of using participative management. This method puts in the light the different aspects of the organization that will

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[16] See appendix 5 - Interview guide

[17] Léonard, E. ; Taskin, L. ; Hatch, M.-J. ; Cunliffe, A. ; Letor, C. ; et. al. (2009). *Théorie des organisations (traduction de Organization Theory) : De l'intérêt de perspectives multiples.* 2ème édition, De Boeck : Bruxelles

change with participative management. It will help us with the comparative analysis of the organizations and see where similarities in terms of participative management occur.

The model depicts thus seven ways to look at any organization (as illustrated in Fig. 4), revealing different information depending on the lens used. The seven dimensions are explained as follow:

1. **WHY -** What is the strategic intent, the promise, the mission and the vision of the organization? What is the link with participative management?
2. **WHAT** - What are the processes and practices used in the organization? What is the organization doing exactly?
3. **HOW -** How does the organization work? What is the structure, the governance and the management style of the organization?
4. **WHO -** Who are the different people that are competent in this participative management? What are the talents and their skills, knowledge, aptitude etc.?
5. **MEASURES** - What infrastructure and system is given to the organization to achieve the participative management? How many buildings are there, how is the IT system, the real estate, etc.?
6. **WHERE -** Where do they operate? What is the localization of this organization like? How is the workplace designed to facilitate participative management?
7. **PRINCIPLES** - What are the culture, values and image of the company and how can it reflect the participative intensions?

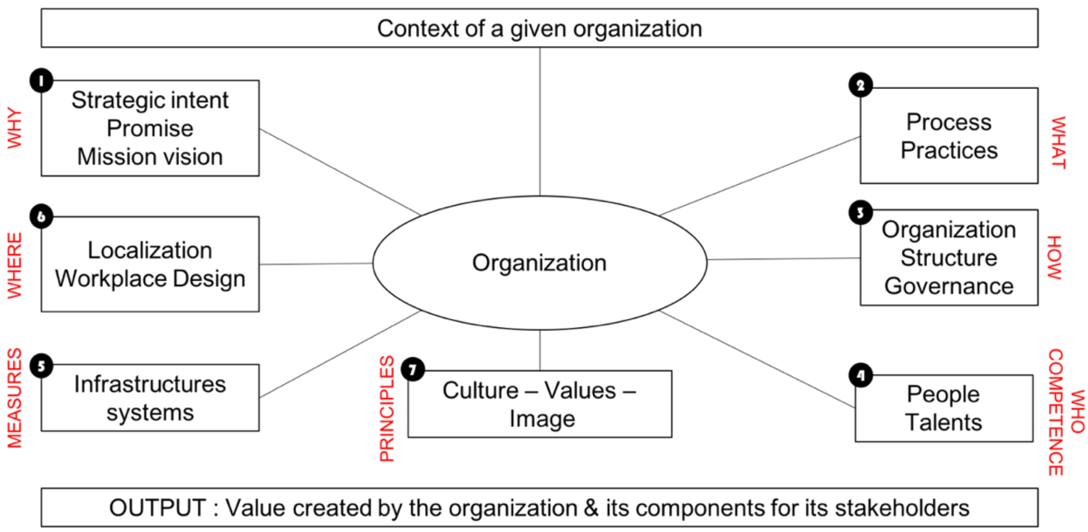

Figure 4 - Dimensions of organization - LSM Advanced HRM (Bonny, 2019)

However, as the role of managers is still our primary focus, we decided to analyze 4 dimensions of the grid that affected managers the most: WHY, WHAT, HOW and WHO. The other dimensions were less relevant for our analysis on the role of the managers.

This case study will consist of a presentation of every organization, their link to participative management and how they perceive the role of the manager. We will analyze the results, link them with the literature and develop the limits of our analysis.

Chapter 7: Four organizations adopting participative management

In order to effectively analyze the role of the managers in participative management, we interviewed four SMOs. To have a clear overview of the different organizations and being able to proceed with a structured analysis, the organizations will be presented following the grid developed by Gaëtan Bonny, an adaptation of M. J. Hatch *Organization Theory.* A short overview of the four organizations is given in the Table 5 (p.53). The sources, used for the following analysis, are the interviews transcribed in the appendices 9, 10, 12 and 13.

7.1. Les Amis d'Aladdin – organizational analysis

WHY. The aim of this non-profit organization (NPO) is to welcome and support families and conciliate their familial and professional life by offering affordable nursery and extra-curricular services. As a fervent supporter of permanent education, the manager Mélody Nenzi, truly believes that every person is competent and capable of a lot of things as long as she/he gets the chance to develop this capacity and competence. *Les Amis d'Aladdin* implemented sociocracy as management method with this idea of permanent education. Nenzi believes in her collaborator's capacity and wants employees to share responsibilities with her and be involved in their job.

WHAT. The first activity they developed, is offering a nursery service for parents in traineeship. Usually the priority in nursery is given to working parents and their aim was to give opportunities to parents in traineeships. Afterwards, the NPO also diversified in extracurricular support and language support for the children in need. In contrast with other similar support systems, where the parents choose for a support, here, teachers identify what kind of support is necessary for the children. Another specific aspect of the services of *Les Amis d'Aladdin* is that they develop their offer based on the needs of their community, they listen to the requests of the families.

HOW. The structure of the organization goes as follow. There are two managers and two different teams, the pedagogical and administrative team. The pedagogical team is in charge of all the activities of the organization, nursery, language workshops etc., while the administrative team is in charge of the accountability, finance, subsidies, etc.

Les Amis d'Aladdin always had some participative aspects in their DNA. They followed a lot of trainings on (non-violent) communication among others. In order to be completely coherent with their mission - that is to believe in everyone's capacity and competences - , they adopted sociocracy five years ago. As everyone is competent, they should share their pride and issues together. They started implementing this method in the pedagogical team and now want to apply it to the administrative team. The first step they went through, while implementing this change, is defining a clear framework: together they decided which subjects can and cannot be discussed in sociocracy. Sometimes, there are still some challenges where the model is not totally integrated. For some subjects, managers still want to impose a decision while the team decided together that the decision would be made in sociocracy. Changing the way of management is a long process and the organization still struggles with it.

Every week, they hold a 2-hours long meeting organized by 2 voluntary employees. This means that, before the meeting, they are responsible for asking to all the employees the topics they want to address. During the meeting, they will make sure that every employee gives his opinion and they will play a role of facilitator in case of conflict. The principal change with their previous management style is that every employee has his word to say and not only the most experienced and self-confident employees. With a roundtable discussion, everyone gives his opinion with arguments, even the ones that are not fluent French speakers. Every decision made in sociocracy is made by everyone and it is not the manager that makes the final decision after the roundtable discussion. Every employee is valued for his job and also gets more responsibilities. The manager is losing the power and control but still has a role of coordination. Even if the teams are autonomous, he has the strategic insight of everything that is going on and needs to give the direction to employees. The manager is not looking at how the employees are proceeding but more if it is done. They ensure nothing is missing.

Moreover, the managers and employees are both coming out of their comfort zone. On the one hand, paying attention to the sensitivity of each employee requires a lot of energy. In some cases, the managers just want to take a decision instead of having an intense discussion. The organization also need to keep a balance between well-being of the employees and fulfillment of the mission. Sometimes a rebalance of priorities needs to be done in order to stay fully productive. On the other hand, it requires also a lot of energy of the employee, it is easier to receive strict orders and just execute them without thinking.

Finally, this sociocracy management style, encourage a better communication, more employees' well-being and in a way improve their productivity. A way to measure the effectiveness of this new management style is the quality of their service. The manager sees a real improvement in the relationships and the welcoming of the children. A challenging aspect of sociocracy is that it is a time-consuming process. In spite of that, in some cases, they win time as their transparent communication enables to resolve issues that reoccurred often. Sociocracy gives a good framework to what is debatable.

WHO. *Les Amis d'Aladdin* is composed of 25 employees, from 14 different nationalities. One of their challenges is to have an intercultural approach. They value every culture at the same level and try to converge them as much as possible. Employees have to be conscious of this cultural mix and the impact it might have on their decision-making.

The manager is conscious of the talents of its employees. For operational questions the field employees often know the answer better and for strategic questions the manager often knows better. By having a participative management style, they learn from each other's jobs and in that way transfer competences. Every worker has a more macro vision of the organization. Even the shiest employees and those who were the most reluctant to give their opinion, are now asking for more participation, and they are willing to contribute. Eventually, the stable staff and important autonomy allow a thorough work that is more interesting for the manager.

7.2. SAM-Drive - organizational analysis

WHY. The mission of *SAM-Drive* is two-faced. First of all, they want to support family life by offering Security, Autonomy and Mobility (SAM) to the whole family: kids, teenagers, parents and seniors. Secondly, the company offers a qualitative professional reinsertion to employees who were unemployed or member of the *CPAS*[18].

The first reason for *SAM-drive* to choose for a participative management style, is the shared responsibility and to have a more equal repartition of the workload. The manager had several functions in several companies when he started *SAM-Drive*. As a result, he did not have the time to be responsible for all the decisions. Michel Renders, the founder of *SAM-Drive*, needed to trust and form his employees to be able to run the company without him being vital.

WHAT. The practices and the process of *SAM-drive* are easy. They offer a shuttle service for families and B2B's. Kids who need to get to their extracurricular activities, teenagers and adults who have to safely come back from parties and seniors who need help to go to social, cultural or medical appointments. *SAM-Drive* expanded their activities to airport shuttles and events organization. The difference with a normal taxi service is their relation with the client. *SAM-Drive* has a log book of good attitudes to have in different situations. A kid that does not want to stop playing, a drunk teenager at a party, etc. The drivers handle every situation with a certain expertise. This log book is participative and made by the drivers which means it is realistic and up-to-date.

HOW. *SAM-Drive* has a collaborative and participative management style. They adopted this type of governance since the creation of the company. The team attended a three years training in order to learn the ins and outs of running a participative company and useful tools. The structure of *SAM-Drive* is very flat. The operational team (drivers) is supported by the planning team in which you usually find former drivers; so they know the job very well. Michel Renders emphasizes that the planning team is not the boss of the drivers. Their job is not to monitor but help drivers in their tasks. Just like the account and administrative assistant helping the drivers in their administrative tasks. Finally, there is Michel Renders who deals with everything that is not related to the operational aspects. He has to make sure that every

[18] Belgian public organism « Centre Public d'Action Sociale »

task is completed; and he also runs the strategy, IT, communication, commercialization and business development.

Next to the shared responsibilities, *SAM-Drive* also care about the well-being of employees. The collaboration allows employees to feel motivated, eager to move forward and give out suggestions. Michel Renders finds it very rewarding to see his team motivated and happy to work. This will of course have a positive impact on their turnover: motivated drivers give out positive energies to the clients who will become loyal to the company and recommend their service via word-to-mouth.

Regarding the meetings*, SAM-Drive* placed a blackboard where employees can put up notes: a yellow note suggests a topic or problem and a red note signals an urgent topic. When there is a red note, the topic is treated immediately and when there are enough yellow notes, a meeting is held. If the ideas discussed during the meetings are good, a sub-group is formed to develop the idea. *SAM-Drive* creates lots of sub-teams that will work together on new ideas, projects, etc. At the next meeting the groups can present what they worked on and ask for more time, a budget etc.

The meetings are held approximately every month. As there are 40 employees in the company, it would not be productive to be all present. Therefore, only the 12 first subscribed can assist to the meeting. This selection always happens smoothly. During the meeting they use holacratic techniques to take decisions: roundtable discussion, first round of clarification, major objections and then the decision-making.

The employees followed workshops on communication and how to give positive feedback. They usually resolve arguments without the help of the manager and if the argument is strong they might ask the help of a facilitator (not necessarily the manager). The manager still embodies the image of the boss, so he is not always the best facilitator.

WHO. There are 40 employees working for *SAM-Drive*, all of them are multi-talented. Every driver at *SAM-Drive* has another role besides being a driver. They have the opportunity to use their competences and talents. Concerning the participative management, every employee has a “godfather” that will answer his questions and exchange ideas. It might be easier to talk to your godfather than with collaborators on certain subjects. Some employees feel more comfortable than others with participative management. Some will assist to a lot of meetings while others just trust the group. As long as they follow and respect the decisions there is no problem. However, in some cases, employees did not want to follow the decision. Their non-participation to the meetings and inflexibility became a problem and they eventually had to leave the organization.

The recruitment process of the team is done by the team. The interviews are done by a driver and a member of the planning team. The boss is there just to sign the contracts. Similarly, during the 3-day formation, the boss is there to introduce the mission and the values of the company but afterwards, he lets his employees run the formation. Everyone explains his own role.

7.3. Carodec - organizational analysis

WHY. The vision and mission of *Carodec* is to improve the construction sector. They identified two major problems in this sector: a health issue and an environmental issue. When looking at a building site, we can see that it is unsanitary, with lots of dust and dirt, the materials are very heavy and all this has an important impact on the health of the workers. Then, for the environmental part, the materials used for the construction have a huge impact on the environment: *Carodec* wants to use sustainable construction materials. Moreover, Mr. Kervyn’s goal is to have all his employees committed to *Carodec*. He wants to share the success and problems of the company with everyone and make them part of the company meetings and shareholder committee. Eventually, he hopes to give ownership of the company to all his workers, make them collaborators.

WHAT. The practices and the processes of *Carodec* are very simple. They offer sustainable construction materials to their clients. Founded over 10 years ago, they also have the required expertise to give advice and suggestions about which material to use based on their different characteristics, the techniques used, etc.

HOW. *Carodec* is a public limited company that decided to adopt a participative management style. The organizational structure has two level: the first level, is for the CEO of the company, Charles-Antoine Kervyn. Then, at the second level, there are the real-estate team (2 employees), the accounting team (5 employees), the salesmen and the workers, delivering and carrying around the materials. *Carodec* decided to have this flatter structure and to use participative management. Mr. Kervyn wants to be able to share the responsibilities with everybody working in the company. Whether there is a huge success or a failure, Mr. Kervyn wanted to involve everyone.

This vision can be translated into a few participative working methods implemented at *Carodec*. First of all, there are personal trainings and “green introduction days”. The goal with these trainings is to give the necessary tools to every employee to become an active collaborator. He will then be able to attend meetings and give his opinion and new ideas. During the green introduction days (once a year), the members of *Carodec* receive trainings about non-violent communication or conflict resolution processes and also work on their values.

Secondly, Regarding the meetings, *Carodec* implemented a weekly meeting on Tuesday. It is there that employees will share their progress, ask some important questions that will help them continue in their work and make effective decisions. Before starting each meeting, they insist on the framework they will use: *how will the decisions been made (consensus, unanimity, majority?), is a discussion needed after the meeting?, is there a facilitator?...* After that, they have a first inclusion round where every participant can explain how he feels in order to understand their mood and their motivation to participate during the meeting. Then, the meeting can start: roundtable discussions, clarification rounds, decision-making…

Finally, there is a lot of flexibility regarding the place and hours of work. As long as the work is done, as long as the objectives are fulfilled, employees can decide when and where they work.

WHO. *Carodec* is composed of 30 employees coming from varied educational backgrounds. Firstly, there is the administrative team, the accounting team and the real-estate team. They have a university background and are more prepared to work on the strategy. Besides that, there is the operational team with the workers who sometimes did not even finish high school. This is a huge challenge for *Carodec*: they want to include those workers in the decisional process of the company, give them shares and a voice during meetings. However, some of them do not even speak French or Dutch and have only poor notions of English. They also cannot read a financial balance sheet and therefore, they will not be able to give their well-though input in meetings. To deal with this problem, *Carodec* offers individual trainings to workers.

7.4. Organe collectif des kots-à-projet - organizational analysis

WHY. *Organe collectif des kots-à-projet*[19] is a non-profit organization that tries to complete four missions in every activity they undertake: representation, support, opening and cohesion. The *Organe* is like a federation. Their mission is to take care of all the *kots-à-projet* (KAPs) of Louvain-la-Neuve. As the decisions that they take are very important, the promise they want to reach with sociocracy is to make sure that the decisions they make are really thought through and that there is a consensus between all the members of the *Organe*. Most decisions are too important to be taken by a simple vote.

WHAT. The practices of the *Organe* are in line with their 4 missions. Firstly, they represent the 78 other KAPs in Louvain-la-Neuve. They represent the other KAP's towards the UCL[20] and the city of Ottignies and Louvain-la-Neuve. Secondly, they support the other KAP's financially, by renting equipment or giving advice. The third mission is the opening towards the rest of Louvain-la-Neuve. They try to promote the events organized by the KAP's as good as possible to make sure inhabitants and other students get to know all the activities and initiatives taken by the KAP's. The last mission is the cohesion between the KAP's. If there is a conflict or problem between two *kots-à-projet*, then the *Organe* will try to help solving the problem.

[19] We will call it the *Organe*
[20] Université Catholique de Louvain

They also organize events where the KAP's come together and get to know each other better to create a good group atmosphere.

HOW. The *Organe* adopted a managing style based on sociocracy. Their way of decision-making is with roundtable discussions until they have reached a consensus. The *Organe* will never proceed with a vote. In this way, by the end of a meeting, there will be no frustrations: every member is satisfied by the decision. Even though it takes time, it also avoids a lot of conflicts and issues internally and externally. As representative of the other KAP's, they often have to make tough and sensitive decisions. If the decision is thought trough, it is easier to be confident about it and defend the decision.

In order to avoid the problem of a manager (in this case called president) that would like to take the lead in a directive or controlling way, the *Organe* wrote in their article of association that decisions are made in sociocracy, so there is no risk of power desire.

As a matter of fact, compared to other KAP's, in the *Organe* it is not the president that takes all the responsibilities. The responsibilities are shared. The first evidence that shows the lack of pyramidal structure is that there is not one president, it's a co-presidency. They like to say that there are as many presidents as there are members: they all have very specific and various responsibilities. The role of the president is still to prepare the meetings and to make sure that everyone gets his word out during the meetings. Compared to the other KAP's, where the president talks all the time and the members just vote. Here, he is just bringing up subjects and the members discuss them and anyone can propose a solution and a decision.

As explained previously, they organize a weekly meeting where they have roundtable discussions. They start the meeting with a round about everyone's weekend, to feel the temperature of the group and to see how everyone is feeling. In some urgent cases, where a member cannot wait for the weekly meeting to make a decision, he will post his proposition on their Facebook group and wait for everyone's comment and then make a fast decision. This way, they can still use some sort of sociocracy where everyone's opinion is taken into account. They will re-discuss the point at the next meeting to make sure that no frustration has been created.

In some cases, the meetings can last until 4 a.m. before reaching a consensus. However, the *Organe* does not consider it counterproductive. It will avoid a lot of issues and questions during the week and every action and event will occur smoothly. In order to speed up those long meetings, the *Organe* came up with a few techniques to avoid the repetition of the same arguments. They set up some physical signs to show that they agree with the proposition during the roundtable discussion or that what a person is saying is great. This technique is also a very powerful confidence boost: the one that is speaking will notice the signs and will be encouraged to develop his opinion even more. To be more efficient, the *Organe* can also pair up sub teams that will work separately on a project during the week and present the results at a meeting.

There are still some failures in the system: in some very specific cases, the roles are not defined, and the members have to decide who will be responsible. Usually, someone randomly offers to do it, but in some cases the president has to take the role when no one wants to do it. However, compared to other KAP's this happens very rarely.

WHO. The *Organe* is composed of 9 students living in the same house. Every member has been part of a KAP before coming to the *Organe*. They are all students who share a lot of common values, have the same responsibilities and same vision. That's why it is easy and logical to take decision in sociocracy. The people who want to join usually know that they will have lots of responsibilities, so there is already a sort of natural selection. It's a tough project that needs a lot of investment of all the members.

The *Organe* has no actual theory on how to behave in sociocracy but the former members usually teach the new incomers how to proceed. They organize a weekend with the former team in order to learn the principles and governance of the *Organe*. Indeed, the turnover of the *Organe* is very high: the team changes every year and members usually stay one, two or three years maximum. So the transfer of knowledge between old and new members is crucial.

7.5. Overview of the four SMOs

	LES AMIS D'ALADDIN	SAM-DRIVE	CARODEC	L'ORGANE
WHY	Vision: welcome and support families through permanent education	Simplify family life by offering Security, Autonomy and Mobility (SAM) while offering a qualitative professional reinsertion to unemployed people by sharing all responsibilities	Improve the construction sector: to improve the health and the environment through sustainable material. Share responsibilities and shareholding with all employees	Four missions: representation, support, opening and cohesion. They make decisions in sociocracy to make sure those are thought trough.
WHAT	Nursery service, extracurricular and language support for children in need to help parents in traineeship	Shuttle service for families and B2B's	They offer sustainable construction materials and give advice about the best material to use on construction	Representative of 78 other KAPs, they offer financial & material support, advice, promotion of events and they organize events to ensure cohesion between KAP's.
HOW	NPO led by two managers divided in a pedagogical and administrative team. Governed in sociocracy: employees prepare meetings, roundtable discussions, manager is the coordinator, shared responsibility	Team composed of operational team, planning team, the account and administrative assistant & CEO. Governed with flat structure, participative management: monthly meetings with roundtable discussions, a facilitator, holacratic decision-making, etc.	Two-leveled structure with (1) CEO and (2) real-estate team, accounting team, salesmen & workers. Participative management: weekly meeting, roundtable discussions, participative decision-making, shared responsibilities, training and education, flexibility in hours & place of work, etc.	NPO, 2 presidents to break hierarchical structure. They share responsibilities through 9 members. Decision-making in sociocracy through consensus during weekly meeting with roundtable discussions
WHO	25 employees from 14 different nationalities, sharing knowledge, power and learning	40 employees who are multi-talented, coached by a godfather helping with participative management. Recruitment process is made by employees	30 employees with very different educational background	9 students, all former members of other KAP, the selection of the members is natural, the ones joining are ready to take responsibilities

Table 5 - Overview of the four SMOs

Chapter 8: Coaches and consultants in participative management

In order to confirm the outcomes of the literature review and the four interviewed SMOs, we asked the opinion of some coaches and consultants in participative management. They will give us another view on the main lines of this management system, how it could be successfully implemented and what happens with the role of managers and employees. The interviews are transcribed in the appendices 6, 7, 8, 11 and 14.

They gave a clear overview of tools and advices that can be used to change the mentalities. They also helped us understanding the change in the role of the manager and the employees impacted by this shift in management system. The different backgrounds and experiences of the coaches make the results of this interviews very interesting and relevant. However, it cannot be lost of sight that those coaches are selling a service and therefore, they will probably never be totally objective about the subject. Even though they admitted some failures and challenges of participative management, they usually only meet companies that are very interested in this change and rarely get in touch with very hierarchical companies that do not share the same vision and values.

8.1. Presentation of the coaches and consulting firms

8.1.1. Finergie – Bernard Miche

Founded in 2006, "Finergie" is a SME helping companies implementing an innovative strategy through "serious gaming", collaborative projects and crowd learning. Their team is composed of financial experts, specialized in collaborative management and business ethics. The goals of Finergie are multiple: (1) to improve the brand image of the company and the trust of their clients; (2) to develop the well-being, relations and communication between managers and employees; (3) to find a balance between finance and company values; (4) to better the entrepreneurial, innovative, autonomous and responsible spirit of the company; (5) and to focus on financial resources in order to ensure its development (Finergie, 2019).

Alumni of UCL in Business and social ethics, Bernard Miche has been a management control teacher at the Louvain School of Management for four years. His career path brought him through very different management styles; ranging from the military school to the foundation of Finergie (B. Miche, personal interview, April 9, 2019).

8.1.2. Go-Opale – Eric Theunis

Go-Opale is a SME (5-10 employees) founded in 2018 by 4 members of *CAP-Network,* who worked there as organizational coaches. Go-Opale promotes the use of collaborative management in organizations. Their mission is to contribute to the well-being and the durability of organizations by focusing on people and collaboration. In order to do so, Go-Opale helps companies become more participative and develop their talents and collective intelligence through a 5-month journey (Go-Opale, 2019a; Go-Opale, 2019b).

Eric Theunis is one of the founders of Go-Opale. He was introduced to and inspired by these new ways of working thanks to Frederic Laloux and his book *Reinventing Organizations* (E. Theunis, personal interview, April 19, 2019).

8.1.3. Oxygen for Leaders – Stéphane de Baenst

Oxygen for Leaders is a group of consultants and coaches that helps leaders accomplish themselves and discover the potential human talents they have in their companies. Founded in 2016 by Stéphane de Baenst, Oxygen for Leaders is convinced that most of the resources of a company are in the human capital. They know that in order to implement a participative management, it is primarily leaders that need to change their behavior. They need to be aware of the need for change and to stop focusing on power and control (S. de Baenst, personal interview, May 7, 2019).

Stéphane de Baenst is a consultant specialized in collective intelligence. Since 2002, he became a coach and follows a lot of leaders of SME in their programs of strategic, marketing and operational innovation (Oxygen for leaders innovation & collective intelligence, 2019).

8.1.4. HappyFormance – Séverine Bedoret

HappyFormance, created five years ago, is a combination of Happiness and Performance. Séverine Bedoret has been a coach and changemaker at Happyformance for three years. Their coaching is based on the principle that "freedom + responsibility = happiness + performance". In order to make the employees or collaborators happy and thus more performant, the manager has to give him more autonomy and responsibilities. The goal of Happyformance is to try and bring back more sense in a company (S. Bedoret, personal interview, May 10, 2019).

8.1.5. Convidencia - Anne-Françoise Debont

Active since 2008, Convidencia is a consulting firm with around 15 employees. Specialized in the evolution and the change of management, Convidencia gives advice/coaching to businesses who want to change and evolve. They offer various tools and practices to their clients, they support companies trapped with a certain problem and help them evolve towards a more participative way of working (A.-F. Debont, personal interview, May 17, 2019).

8.2. Why is it important to change?

Every consulting firm is convinced that it is now time to drive the change towards a more participative management style. There are multiple reasons why it is the appropriate moment.

Throughout the past, companies have experienced the need to constantly adapt to a rapidly changing environment in order to keep up. It has never been as important as in the VUCA environment we are living in. Organizations must adapt their structure, processes and governance to match with this changing environment. In a VUCA world, companies have to focus on co-creative and collaborative learnings, with other companies, colleagues, etc. (B. Miche, personal interview, April 9, 2019).

Furthermore, with the new generation entering the labor market, Miche explains that most of them do not want to work under very directive managers. This generation has different ambitions, they usually know what they want and are not afraid to quit their job. Consequently, the turnover might turn out to be very high if the manager does not adapt the management to the younger generation. It is thus of primary importance to make the switch towards new ways of working now. It's a duty of the companies to integrate the newest generations as good as possible to ensure the durability of the company (A.-F. Debont, personal interview, May 17, 2019; B. Miche, personal interview, April 9, 2019).

Another reason to drive the change now is the generally low commitment of the employees. Bernard Miche and Stéphane de Baenst state that in Belgium approximately 12% of the employee feel actively engaged to the company whereas 25% are actively disengaged. Being disengaged, means hating the job, doing mistakes, criticize the company and the leader and discourage the rest of the team but still keeping the job and the monthly paycheck. Being committed means loving the job, doing a good job and making less mistakes. More or less disengaged, the remaining 63% are are not enjoying their work and have no motivation (S. de Baenst, personal interview, May 7, 2019; B. Miche, personal interview, April 9, 2019). To attest this, a 2016 international Steelcase report[21] on engagement and workspace satisfaction gave some alarming numbers. Based on the report, Belgium is the second to last country with strongly engaged and satisfied workers (See Fig. 6). Indeed, from the 420 participants, only 6% is strongly engaged and satisfied compared to 13% in average for the rest of the world, which is also very low. 14% of the participants are strongly disengaged and unsatisfied (see Fig. 5) (Steelcase, 2016).

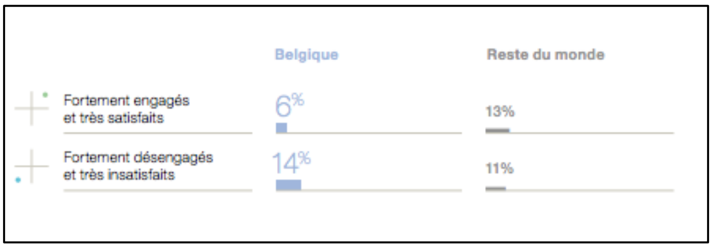

Figure 5 - Percentage of (dis)engagement in Belgium (Steelcase, 2016, p.50)

[21] In association with Ipsos, an international research center. They surveyed 12 480 participants from 17 countries

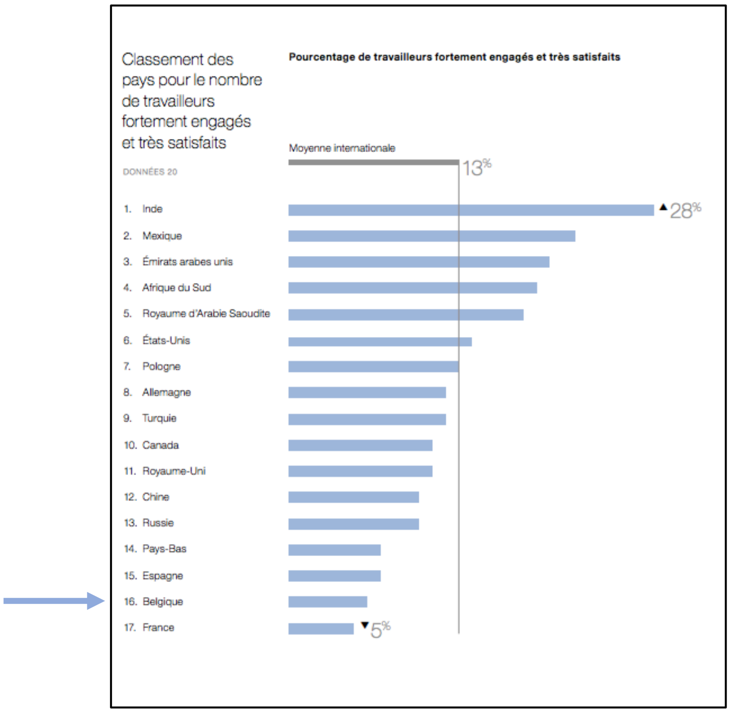

Figure 6 - Percentage of engaged employee ranked by country (Steelcase, 2016, p.47)

The level of motivation has never been so low as today. Burnouts, absenteeism and turnover are on the rise. Managers, wanting to drive the change need to collaborate with the actively committed employees, the pilots of the change. The more or less disengaged employees will rapidly join them as they will experience the dynamic and comfortable situation in the new management style. The totally disengaged employees will either join or leave the process. The disengaged who joined see that with participative management, they finally get their word to say. The ones that still do not adhere to the management style will probably quit. It is very hard to keep on working for a company if you are disengaged and all your colleagues are engaged, motivated and taking a lot of initiatives and responsibilities. They will not be able to stand this environment without engaging (S. de Baenst, personal interview, May 7, 2019; B. Miche, personal interview, April 9, 2019). Séverine Bedoret confirms that half of the managers that are asking for her coaching, want to fight against absenteeism (S. Bedoret, personal interview, May 10, 2019).

The problem of most companies is that they focus too much on the financial aspect and forget the humane dimension. Companies need to find the right balance because otherwise they risk crashing down. Companies that forget to take into account the humane dimension risk to hurt the engagement and motivation of their employees, the reputation of the organization and eventually lose clients. In the same way, companies focusing only on the humane aspect might lose sight of the financial dimension and forget to be profitable. In most of the cases, customers can feel the wellbeing of the employees. If employees are treated well and are satisfied with their job, they will automatically treat customers in a better way. As a result, the client's satisfaction and loyalty will increase and so will the profitability of the company. This principle, explained by Stéphane de Baenst, is called the symmetry of attentions (S. de Baenst, personal interview, May 7, 2019; B. Miche, personal interview, April 9, 2019). Ditandy, C. and Meyronin, B. (2014), authors of *« Du Management au marketing des services* », explain how to implement service marketing[22] based on the founding principle of the symmetry of attentions. They describe this principle as follow: in order to satisfy your clients, you have to ensure that your collaborators and managers are satisfied. In fact, in 1980, researchers[23] found a correlation between the well-being of the team and the satisfaction of the clients. This was summarized in an article written by Schneider and Bowen in 1993[24]: every research suggested the existence of a positive relation between what the teams bring from their experiences as collaborator and what the clients explain from their experience as a consumer of the service. In short, the teams have to feel like their needs are being met before being able to focus on the needs of the clients.

To conclude, the first aim that participative management is trying to achieve is more productivity. Eric Theunis explains that more and more CEOs of SMOs want to change the way they lead because they want their employees to be more involved. They want to escape from the traditional, hierarchical model. The link between participative management and productivity of the company is very clear. Participation leads to trust, shared responsibilities and better working atmospheres. Those factors undoubtedly increase the productivity of the company. Having the input from employees and workers that are specialized in the operations, will give them more insights and make them more effective. Consequently, having

[22] Ditandy and Meyronin (2014) explain that service marketing is to take care of the team and employees so that they take care of the clients.
[23] B. Schneider, J.J. Parkington et V.M. Buxton «Employee and Customer Perceptions of Services in Banks», Administrative Science Quarterly, vol. 25, June 1980.
[24] B. Schneider et D.E. Bowen, « The Service Organization: Human Resources Management Is Crucial », Organizational Dynamics, vol. 21, n° 4, 1993.

the feeling of being valued, heard and respected in the company brings the employee to work better (E. Theunis, personal interview, April 19, 2019). Stéphane de Baenst (personal interview, May 7, 2019) adds that the profitability of a company is now determined by the capacity to innovate, differentiate itself and by the initiatives and autonomy taken by the employees while in older structures it was determined by the capacity of the employees to obey. Collective intelligence promotes the wellbeing, but the underlying aim of collective intelligence is of course to be more performant and so increase profitability.

8.3. How to drive the change?

Bernard Miche uses a 10-steps model (see Fig. 7) for every company that he coaches towards a more participative management.

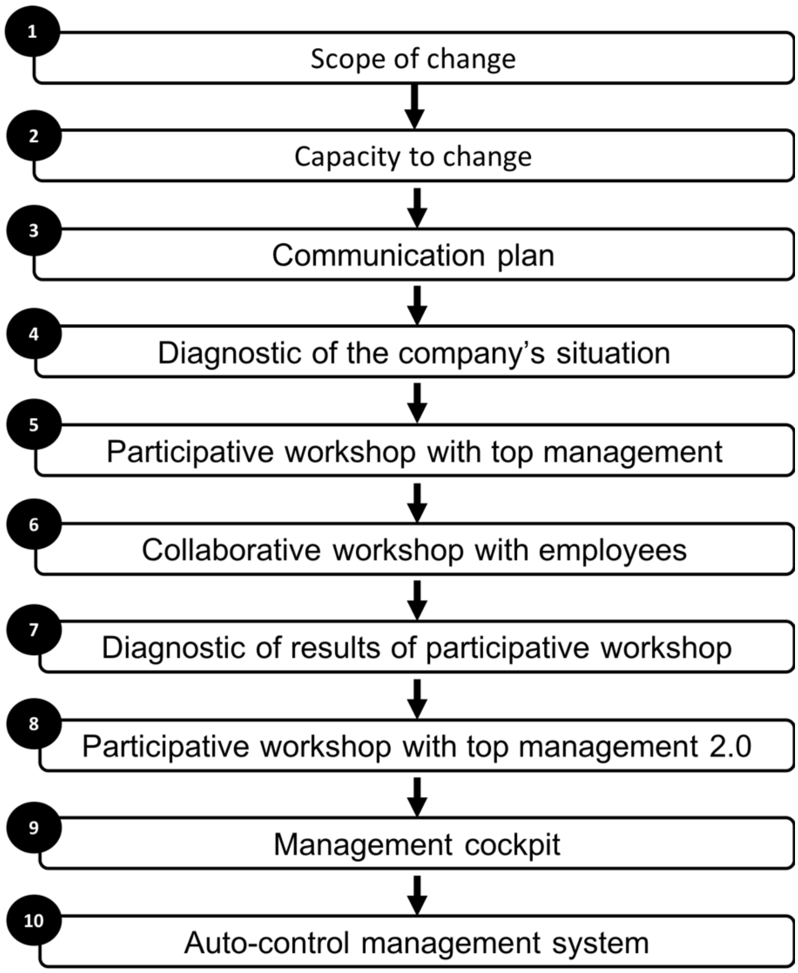

Figure 7 - Bernard Miche 10-step model to change

Step one is to define the scope of change. To what extend is the management going to change? Which tools and techniques is the company going to implement? The company sets the global objectives of the change (B. Miche, personal interview, April 9, 2019).

Step two is to analyze the capacity to change. Identify the people of the company who have a high capacity to change their behavior. They will be the pilots of the change. The involvement of the leader is also a very important aspect of the transformation and collaboration. He has to be convinced of the program, he needs to have this willingness to change and the conviction that it will be effective. Their only motivation to be participative cannot be limited to fun or trendy aspects. If they do not have this urge to change, it will not work. Bedoret adds that if a team or some pilots of the change are well formed, they become ambassadors and can be autonomous for the implementation in the rest of the company. We have to keep in mind that it is a long and hard process to implement (S. Bedoret, personal interview, May 10, 2019; B. Miche, personal interview, April 9, 2019 ; E. Theunis, personal interview, April 19, 2019).

Step three is to elaborate a communication plan for the managers and the employees. To make sure that every member of the organization understands what is going to change and to form, usually on a voluntary basis, the team that will drive the change (B. Miche, personal interview, April 9, 2019).

Step four is to start a diagnostic of the situation of the company. With this diagnostic, it is possible to identify the workshops that the company needs to be able to change. The diagnostic is done based of questions about what is working and malfunctioning and what could be improved in the company (B. Miche, personal interview, April 9, 2019).

Step five is a participative workshop with the top management. Together with coaches, they talk about the Business Model Canvas[25] of today and create the one of tomorrow. A Business Model Canvas is a "*representation of how an organization creates, delivers and captures value from a product or service*" (Toro-Jarrín, Ponce-Jaramillo & Güemes-Castorena, 2016, p.214).

[25] See Appendix 4 for a visual representation

They try to set a destination and to make sure it's in line with the mission and values of the company. There are different types of workshops offered to the companies: it can be about collective intelligence, communication, autonomy, interdependence, etc. There are also private sessions where the managers and coaches can focus on the different challenges of the company and install the notion of collaboration. Those coaching sessions are really important because even though CEOs are intellectually ready to change and give more power to others, in reality, doing so is very difficult. They will receive personal coaching sessions to break those barriers. Managers will also practice co-development where managers help each other out when struggling to give up on their power (B. Miche, personal interview, April 9, 2019; E. Theunis, personal interview, April 19, 2019).

Step six is to have collaborative workshops with the employees. The aim of those workshops is to let some questions or problems, that employees do not dare to say in front of their managers, emerge. This is usually only possible with an external coaching of the change to a participative management (B. Miche, personal interview, April 9, 2019).

Step seven is the creation of a complete diagnostic where the results of the participative workshops are presented to the top management. This helps them realize there are some good ideas, questions or problems coming from the employees that they would not have imagined on their own (B. Miche, personal interview, April 9, 2019).

Step eight is to organize a second round of workshops with the top management. In order to have a broader vision of their environment, they need to understand and analyze their ideas and the reality (B. Miche, personal interview, April 9, 2019).

Step nine is to establish a management cockpit and know what and how to measure the results. Employees are questioned about the tools that have been implemented to see if they agree and are happy with those tools. If the employees approve, then the top management can confirm the direction and vision of the company. With indicators, it is possible to identify what is working well and what is failing. Then, the top management can structure a project and start with a participative management. Once the objectives and measurement tools are identified, the employees can easily start being autonomous. People know what to do and how to measure the impact and how to solve problems without the help of the manager (B. Miche, personal interview, April 9, 2019).

The tenth and last step is to auto-control the management system and correct it if some principles are not working correctly (B. Miche, personal interview, April 9, 2019).

In a nutshell, Bernard Miche created an effective framework to use when implementing participative management. However, Eric Theunis points out that the outcomes depend on the company. Some decided to implement a lot of participative practices and are still adding new ones after the 5-month training. Others put in less practices because they argued it was enough at the moment. Anne-Françoise Debont confirms it is a personal journey that progresses bit by bit. They first start by creating a safe environment where everyone gets a speaking time to express their opinion. Progressively, the team will gain in confidence and maturity and they will be able to make decisions together and practice participation. Go-Opale, for example, does not promise that after 5 months, everything will be changed and operational. Some practices work in one company and do not work in the other. To change completely, you have to follow the path, experiment, adjust and after 4-5 years minimum a company could completely have changed from a traditional to a participative management (A.-F. Debont, personal interview, May 17, 2019; E. Theunis, personal interview, April 19, 2019).

8.4. Which tools?

Every consulting firm has developed a series of tools to use in participative management. The main concept mentioned by the firms, when describing meetings, is collective intelligence. The collective intelligence to work together, participate, innovate and have greater ideas.

Indeed, during meetings, a lot of tools are used to promote participative management. There is a specific process to follow with different **speaking rounds**. Consulting firms are there to teach companies to use those tools and make sure everybody has the opportunity to speak up during those meetings. The general rule is that we are free to talk or not, but we have to follow speaking rounds where everyone has the same amount of time to speak. Participative management uses roundtable discussions: everybody speaks one at the time and one after the other. You cannot interrupt the person speaking or repeat what he said, it is useless. We have to build together, so we built on the idea of the other and not against it (E. Theunis, personal interview, April 19, 2019).

This brings us to the first speaking round, **the weather update**. Before starting a meeting, everybody will have to explain how she/he feels. This is to understand better the others around the table. If they are having a bad day, maybe they will not want to talk during the meeting. The second round is where employees give their proposition on the subject. This round is followed by the clarification round to make sure everybody is on the same page. Then, there is also a reaction round. After those rounds, the participants need to reach decisional consent. To make decisions during strategic or organizational meetings, it will often be done with the **objection method**: if, during the meeting, nobody expressed a fundamental objection to the proposition, the decision is approved. A fundamental objection implies it could be a risk for the company or the work of a member. Another tool to help the collective decision-making between 5 subjects is to give 3 points to everyone in the room and let them allocate the points to the options they find most important. In the end, they will choose the subject with the most points (S. Bedoret, personal interview, May 10, 2019; E. Theunis, personal interview, April 19, 2019).

The goal with these techniques is to make the meetings very structured, clear and fast. In order to ensure everything runs smoothly, there is a **facilitator**. He is the guardian of the time and the process. The facilitator is a member of the company who can be different at every meeting. Regarding the time, he makes sure that the participants effectively move on from one speaker to the other. It is a very difficult role: he can even interrupt somebody, like the manager, if he talks to much. Regarding the process, during operational meetings, the facilitator makes sure they work on one problem at the time. He will focus on that problem and ask what is needed to solve the problem. When it is solved, they can move on to another problem. To improve the speed of a meeting, they also use the **small steps method** (inspired by sociocracy). They work in the present and look for concrete applicable solutions. *What would the small step be to help you solve your problem now?* This means that at the next meeting, if the decision did not work out, they can easily change and offer a new one (E. Theunis, personal interview, April 19, 2019).

Regarding the meetings, Stéphane de Baenst (personal interview, May 7, 2019), explains that some companies hold **evolution or developing meetings**. This means they keep a part of their working time to organize and improve their processes. Once a year they will discuss how to evolve, what are the needs of every employee, etc. They also regularly hold meetings to review their workload and distribute the work fairly.

Séverine Bedoret exposes another very useful tool to save time, the **stand-up of 15min.** In order to be close to their teams and aware of everyone's work, managers ask every employee to stand up and explain in maximum one minute what she/he is working on and what their next task will be. The employee can also evoke a problem as long as it concerns at least half of the team and (se)he can also plan meetings with other member of the teams. After 15 min, the discussion has to come to an end. This technique creates short and brief meetings and it is a way for the manager to let go of the control while still being aware of what his employees are working on (S. Bedoret, personal interview, May 10, 2019).

In addition to the participative management tools used during the meetings, there are other tools and methods used in general by participative organizations. For one, there is **the advice**

process. You can do what you want but if it impacts somebody, you should ask for their advice. Afterwards, you do not have to follow the advice. However, transparency of the information is very important in participative management. Everybody knows everything, and everything is communicated. Transparency is also an auto-regulating process: everybody will know if your project failed and next time you might follow the advice you were given.

This leads to another important aspect of participative management: **the acceptance of failure**. For Go-Opale, it is good to make mistakes because it means you tried, you took a risk and learned something. If you do not take risks, the company will never change and move forward (E. Theunis, personal interview, April 19, 2019).

Another technique is **co-development**. The idea is that leaders of different companies come together and one of them exposes an encountered problem. Together, all the leaders will be their own consultants and find solutions through brainstorming and collective intelligence. At their next meeting, the leader that exposed his problem, will explain which solutions he has tried out and which ones were effective. As a result, the leaders will learn through their shared experiences. It is a real opportunity to share good practices and know-how (S. Bedoret, personal interview, May 10, 2019).

Participative management also promotes **the election without a candidate**, a process used to select a project leader. Within the group, someone is elected without campaigning for the position. It is a participative method that helps highlight somebody who maybe would not have presented himself. This helps prevent that the project leaders are always the same candidates (E. Theunis, personal interview, April 19, 2019).

Finally, regarding **conflict resolution**, participative management encourages not to go immediately to the manager. First, employees should talk face to face and try to explain the situation and solve it by themselves. Participative management also organizes seminars on **non-violent communication**. Employees and leaders learn not to accuse somebody immediately but try to explain how they feel during a conflict resolution. If needed, during the resolution there can be a mediator, but both parties have to be comfortable with him (E. Theunis, personal interview, April 19, 2019).

The next table gives an overview of the different participative practices and shows which ones are mentioned by the consulting firms.

Practice	**Go-Opale**	**Oxygen for Leaders**	**Happyformance**
Roundtable discussion: - Weather update - Proposition - Clarification - Reaction round	X	X	X
Decisional consent (no-objection)	X		X
Point system decision	X		
Facilitator/mediator	X	X	X
Small step method	X		
Evolution meetings		X	
Advice process	X		
Election without candidate	X		
Stand-up of 15 min			X
Co-development	X		X
Conflict Resolution without manager	X		
Formations and seminars	X	X	X

Table 6 – Summary of practices in participative management mentioned by consulting firms

8.5. Role of the managers

Stéphane de Baenst (personal interview, May 7, 2019) identified four stages the manager is going through, while changing towards participative management. It is a cycle of learning. The first step is *unconsciousness and incompetence*. The manager is not conscious that there is a need for change and is not competent to drive the change; it is the case of most managers of our society. The second step is to be conscious that the current management system is not working properly and that there is a need to learn new tools, new ways of working and to adopt a new attitude. The manager is *conscious of his incompetence*. The third step is to be *conscious and competent*. The manager is learning new tools and implementing them. The last step is to be *competent and unconscious*. The tool and management style is so well integrated that the manager forgets about the change. Today, in the case of participative management, managers are mostly at the first stage of unconsciousness and incompetence. Managers forget to look at the figures of employee's satisfaction, motivation, etc. and they probably have strict shareholding that is pushing to profitable results which is usually linked with a high pressure and stress. This all prevent them from questioning and rethinking their management style.

So, the first step in the transformation of the manager is **to become conscious** of the problem and to change his behavior. He needs to realize that he has to be the driver of the change in the VUCA environment. He needs to understand that every employee is important for the change, he needs to be the inspiring leader for everyone (B. Miche, personal interview, April 9, 2019). Adopting a participative management style requires the manager to undergo an identity work. It's not simply about learning some tools, it is a change in attitude. Instead of being arrogant, dominant, with a desire to control and to have power; the manager needs to listen, be aware of his employees needs and let go off the control. The goal is to reach step 4 and be unconscious about your organizations' competences (S. de Baenst, personal interview, May 7, 2019).

According to Eric Theunis, the main change for the manager is that he is not the only one that takes all the decisions and initiatives anymore. He is not alone in the problem-solving process anymore. Step by step, managers let go of their power because in participative management, they have the same collective decisional power as the other employees. If something is not right, the manager needs to speak up and organize a meeting to collectively find a solution. However, Eric Theunis and Bernard Miche both agree that in a situation of urgency, managers have to adopt back a directive leadership style and make decisions without the participation of others (B. Miche, personal interview, April 9, 2019; E. Theunis, personal interview, April 19, 2019).

Moreover, like never before, the manager in participative management is the **spokesperson** and figurehead of the organization. He represents the company and needs to give a clear vision and a destination to the organization. He is there to guarantee that the mission, goals and values of the organization are respected. He needs to be inspiring and make sure that the culture of participative management works (B. Miche, personal interview, April 9, 2019; E. Theunis, personal interview, April 19, 2019).

Furthermore, managers have to reinvent and adapt their role. His role of control, order giver and information transfer between the CEO and employees disappears and becomes the one of a **leader**. Go-Opale tries to give those managers the role of internal coach and helper to the teams. He gives advice and experience when asked and tries to find solutions to the problem together with his team. The leader is answering the question "why are we doing this?" and not "how are we doing it?". It's now a duty of the employee to figure out how they are going to work. The leader leaves it up to the employees to achieve the goals. He acts with agility and flexibility and even comes up with new roles and duties for himself like looking at what the competition does or the well-being of the employees (B. Miche, personal interview, April 9, 2019; E. Theunis, personal interview, April 19, 2019).

When managers changed behavior and started integrating and implementing all the tools explained in the previous section, they **become competent and conscious** and after a while they will act unconsciously as it will be natural and an evidence to behave this way. This requires a lot of transparency and humility from the manager. In case of failure, the manager needs to be transparent, accept the defeat and be ready to change the strategy.

The change of role of the managers in participative management is very difficult to deal with. On top of having to deal with the others' actions, managers now need to learn how to act and be attentive, humane and optimal coaches. They will need a longer follow-up but eventually, most managers are happy with the transition. They enjoy having the others to rely on and share the responsibilities with. Not having to control everything is a relief for some managers. However, some managers are not ready to let go of their power and title. They still have the goal to climb up the corporate ladder, have a successful career and, as a result, they often leave the company (S. Bedoret, personal interview, May 10, 2019; A.-F. Debont, personal interview, May 17, 2019; E. Theunis, personal interview, April 19, 2019).

8.6. Role of the employees

Besides the role of managers, the role of employees is also changing when working in participative management. In previous management systems, employees learned to execute what was told, they acted like a child and their manager as a parent. This is based on transactional analysis theory elaborated by Eric Bern, a Canadian psychiatrist that conceptualized the child-parent-adult triangle to explain human behavior. He developed the theory based on our personalities. Each personality is made up of 3 parts, 3 ego states: the parent, the adult and the child. The parent ego state acts with his thoughts, feelings; he's a caretaker. The adult ego state acts based on facts, data and can come up with solutions. The child ego state does what he wants and needs to be managed because he behaves based on his memories and feelings. In his transactional theory, Eric Bern believes that based on our behavior, our interactions will change (Solomon, 2003). In a participative management style, employees are less dependent on managers and therefore, their ego state needs to change. Manager and employee both have to **act as adults**. It's a difficult change to make because they have always worked in a child-parent position (S. de Baenst, personal interview, May 7, 2019).

However, the majority of the employees that Eric Theunis followed through the change were happy to shift to a participative management. They gained confidence because they were given a place in the participative managed company: they can take initiatives; they have more responsibilities and autonomy. They are trusted and can decide what and how they do things.

Collective decisions are made about the important parts of the organization like the structure, the strategy and the definition of the different roles. After that, every employee is free to achieve his goal the way he wants. They create their own objectives and have the means they want to reach them. They have a lot of freedom and autonomy, but employees can still go to the managers and ask for advice. This does not mean they have to follow it but having their opinion is a plus (S. de Baenst, personal interview, May 7, 2019; S. Bedoret, personal interview, May 10, 2019; E. Theunis, personal interview, April 19, 2019).

Employees also have a speak and power decision during meetings. For some employees, this might be fearful. To express yourself, speak up during meetings and come out of your comfort zone while being used to obey, can be difficult. But usually, they end up realizing the benefit of it: people really listen to them, they feel respected and included. This will generate greater satisfaction and better work performances. For other employees, the problem is not to express themselves more but letting go of the individual power. Employees and leaders have to change their vision and behavior (ego-state). It is not their project anymore, it’s not their idea. It’s collective: if one fails, everybody fails. And same for the success, it is collective. On the contrary, there are employees who do not like having all this new power and responsibilities. In the case of a large organizations, this can go unnoticed and employees can continue to work like they are used to. But if this problem occurs in a SMO, most of the time, those employees have difficulties adjusting to the participative model and leave the company (S. de Baenst, personal interview, May 7, 2019; S. Bedoret, personal interview, May 10, 2019); E. Theunis, personal interview, April 19, 2019).

Chapter 9: Analysis

While conducting the interviews, one essential element of our research became clearer. It is impossible to analyze the shift in the role of the manager without analyzing the change in its work environment. The impact of participative management is a systemic process that will affect the whole organization and not only one aspect of it. Therefore, our analysis will not only concern the role of the manager but also the role of the employees as well as the tools used to make this change possible and efficient.

In our interviews with consulting firms and organizations implementing participative management, there are similarities with the theoretical part.

First and foremost, as explained by Linksi (2014) and Kim (2002), the promise of participative management is to give more responsibilities to all members of the organization in order to become more productive. Despite their different structures, sectors and activities, the interviewed organizations all shared this goal: to involve employees, give them more responsibilities and have a more humane management. They all want to share the success and the fails with the whole organization to eventually create a more productive organization.

Sharing this responsibility happens by defining the framework of participative management: clarifying the different roles and to what extend participation is allowed. Certain aspects cannot be discussed during meetings or decided collectively. Juechter (1982) emphasized the importance of having a clearly written policy of guidelines for participative management to avoid conflicts. The interviewees explain that not every employee can attend every meeting and be part of every decision. Only specific topics that will affect their work should be the ones employees can decide about. Therefore, the context for using participative management, has to be determined beforehand in order to avoid misunderstandings or abuse of power. Different ways of clarifying this framework has been observed during the interviews. Whereas the *Organe, Les Amis d'Aladdin* and *SAM-Drive* define one clear framework that is valuable for all the meetings, *Carodec* has another way of proceeding. They define at the beginning of each meeting the tools they will use and how decisions will be made.

Secondly, as it is outlined in the model of Kotter (2019), the second step to drive an effective change is to form a coalition of true leaders that are emotionally committed to the change. Indeed, the interviewed organizations promote that, in order to have an effective implementation of participative management in SMOs, there has to be a real willingness to change. The manager needs to be convinced that it will be the best management style for his organization. He has to root for it and inspire his employees.

Thirdly, the biggest roles a participative manager has to develop, is being a leader and a coach. As outlined in the theory of Mintzberg and Katz, the manager has interpersonal roles and competences. He needs to be the figurehead of the company and motivate the employees. The interviewed organizations confirmed that the manager has to inspire employees to change through participation. The role is no longer to give orders to employees but to share the vision, mission and objectives to reach, giving advice and motivation. The manager leads the way but gives the freedom to employees to reach their objectives the way they want to. However, in a situation of urgency, managers have to adopt back a directive leadership style (B. Miche, personal interview, April 9, 2019; E. Theunis, personal interview, April 19, 2019).

Fourthly, as outlined in the limits of the participative manager by Juechter (1982), some managers are resistant to change and still experience a hard time letting go of their power. As the interviewed organizations explain, some managers still have the mindset of getting up the corporate ladder and cannot accept that employees have a saying in any decision-making. In the same way, some employees do not like all this new power. They do not like to speak up and make decisions. They also do not want to change their habits and get out of their comfort zone. Michel Renders confirmed that they had to let go of a few employees who did not approve the new management method. Their colleagues did not want to work with disengaged employees and eventually they left the company.

Participative management proposes several practices for the managers as well as for the employees. First of all, there are some tools that simplify the conduction of meetings. As illustrated in the section 8.3., the ones that came up the most were: the weather report at the beginning to understand everyone's mood, the principle of roundtable discussions where everyone gets the same amount of speaking time, the clarification rounds and the decision round. The meetings are also supervised by a facilitator that makes sure everyone respects the ground rules. Another often used tool is the decisional consent: instead of voting for one or another decision, all the members need to agree and have no objection. To have better meetings and easier decision-making, employees and managers also receive trainings on non-violent communication and how to give feedback.

A second practice used by the organizations are the trainings for the managers to teach them how to make a transition to participative management. Consulting firms like Go-Opale, Finergie, Oxygene for Leaders and Happyformance, offer personal formations and trainings. Managers have personal or collective sessions to understand how they will have to adapt their role. Besides formations for managers, employees will also have formations and information sessions. Participative management acknowledges permanent education: every person is competent and capable of a lot of things as long as the opportunity is given to develop their capacity. By getting those trainings and working in a participative environment, employees will bit by bit realize the positive impacts, namely to be heard and respected, the feeling that their opinion matter and that they have a decision power.

Finally, consulting firms as well as the interviewed managers agree that participative management has lots of advantages like shared responsibilities, shared workload, autonomy, distributed decisional power, improved productivity, well-being and job-satisfaction. This all leads to an overall improved work performance, as long as the organization has a well-defined framework, regular trainings and continuous reviews

Nevertheless, this analysis needs to be put into perspective and some limitations have to be mentioned. First of all, the size of our sample of interviewed organizations is small and general conclusions have to be mitigated. Secondly, the testimony of the CEOs of participative organizations can be biased. Indeed, their willingness of the success of participative management lead to the praise of it is advantages and very little negative comments. It would have been interesting to analyze a company that tried participative management but decided to go back to the former management style.

We decided to focus on participative management in SMOs, this can be another limit and make our recommendations or conclusions not applicable for all organizations. However, when asked about the size of the organizations that would best fit with participative management, there were divided opinions. On the one hand, Bernard Miche (personal interview, April 9, 2019) thinks the switch is easier and only effective with SME's and family businesses who already value the importance of collaboration and participation. Larger companies usually have a stricter shareholder structure that wants profitability no matter the human aspect of the organization. On the other hand, Séverine Bedoret (personal interview, May 10, 2019) argues that it is not impossible to implement participative management in bigger corporations. She suggests to first implement participative management in a pilot department. This department will be the test to see if the company responds positively to the change. Holland (1995), who developed the POQ model, has the same statement about participative management, encouraging a pilot implementation for larger organizations. After one to six months, the company will see if they want to spread the model throughout the whole company.

Conclusion

Based on our theoretical and practical analysis, we can come up with some recommendations on how the role of the manager should change in participative management in Small and Medium Organizations. It is important to emphasize that our thesis is limited to Small and Medium Organizations. In our literature review, there is no distinction between SMOs and larger organizations, but our research on the field was only based on SMOs to provide a more in depth analysis. Therefore, our conclusions will be about participative management in SMOs and the role of its managers.

First of all, in order to have a successful implementation of participative management, the manager has to be the driver of the change. As explained in the analysis, the willingness of the manager to change is really important. The manager needs to be convinced by the importance and effectiveness of the change. A good communication to the employees about the implementation is crucial to make sure they understand the importance of the new tools, the framework in which participative management is used and feel motivated to participate.

Secondly, the share of responsibilities is a very important change in the manager's role. Mintzberg describes three different roles of the managers, namely the decisional, the informational and the interpersonal roles. In participative management, the manager has to let go of the decisional power as the employees share these decisional roles with him. The manager also needs to lose the controlling power which is part of the informational roles. The manager will now focus on the interpersonal roles and act as a leader and figurehead of the company, focusing on the employees' motivation and the communication. Letting go of this control goes hand in hand with more flexibility in terms of planning. The managers have to make sure the objectives are reached without the need to control the personal planning of every employee.

The third role of the manager is to be a coach towards and after the change. She/he needs to realize that implementing participative management is a long process and that the change needs to be done gradually. Step by step and through training sessions, the organization can become participative. As a coach, they need to accept and be ready for setbacks and failures during the implementation. Their role as participative manager will urge them to be understanding and acceptant and act as a mentor and guide through problem-solving techniques.

Lastly, the change in role is not only changing during the implementation. The manager needs to keep up with those roles after the change. She/he needs to care about the well-being of the employees and solve the eventual conflicts that can arise. When a conflict happens, the manager usually gets the role of facilitator.

As most of the Millennials, we believe that participative management is an effective management method. Soon, we will be on the job market and we will be attracted by new ways of working. Having a manager sharing his vision of the future and giving us the freedom on the way to achieve goals, is very important. We want to be coached, motivated and encouraged to work. We want to have responsibilities, to be treated with respect and to be valuable to the company. The practices used in participative management are promoting these aspirations.

When it will be our turn to manage a team in a company, we will try to adopt this new role of the participative manager. We believe that participation really improves the job satisfaction of the employees and thus their productivity. We also believe that most managers feel overwhelmed by too many responsibilities. As a result, sharing them and letting go of some control is certainly very effective. However, in order to avoid to have too many meetings with too many people that would make decision-making very difficult, we stress the importance of the framework definition: members of the organization have to determine how and which decisions are made in a participative way, who is included in the process, etc.

To conclude we would like to put our thesis into perspective. First of all, the term "participative management" is very broad. Most of the organizations use a management style that we described as participative, but they call it sociocracy, holacracy, etc. The unclarity and misuse of those terms makes it difficult to compare organizations promoting a participative management and understand to what extend they really are participative.

Secondly, as explained in the analysis, the role of the managers changes in a way that they have to act like leaders and coaches. They have to let go of control and power and give advice to the employees that will share responsibilities and be more autonomous. In order to do so, managers need to change their behavior. It would have been interesting to get more insights on the behavioral change of the manager with a more psychological analysis of the subject.

Lastly, we are conscious that nowadays only a few companies are really successful in their implementation of participative management. Some companies just try it out to follow the trend but do not go far enough in their process. As explained by Laurent Taskin in the section 3.5., one of the limits of the participative management is that some companies just implement hot-desking or teleworking in order to cut costs on infrastructure which does not fulfill the promise behind participative management. For this reason, it would be interesting to develop a tool to measure the effective level of participation in organizations and the benefits obtained (or not).

To conclude our thesis, we can say that the tone of participative management and new ways of working is set. Nevertheless, there needs to be (1) a real awareness of the urgency to change the world of working, (2) a continuous improvement of the implementation of participative management and (3) a consciousness of managers to adapt their role in order to reach the flourishing days of participative management.

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