

Downsizing and the Organizational Performance: A Case Study from a Stakeholders' Perspectives in the Middle East

EXECUTIVE SUMMARY

This case study sheds light on the disputable organizational issue of downsizing in EDU-X; one of the leading educational centers in the Middle East. For some reasons, EDU-X management was forced to conduct a downsizing in 2011, after six years of successful experience in the educational field. The case focuses on the underlying reasons that forced the top management to take this action, and describes the impact of downsizing on the stakeholders of the organization before, during, and after the downsizing (one year and a half later). On one hand, the opinions, arguments, and reasons of the top management about the downsizing were presented. On the other hand, the opinions, arguments, and despair of the employees whether survivors, laid off, or resigned were communicated in the case description. Based on the comprehensive model of Kammeyer-Mueller (2001) and in retrospect, the downsizing decision of the management of EDU-X was inevitable and turned out to be the right decision for the organization. Its positive impact can be demonstrated on both the performance and inter-organizational relations and team dynamics within EDU-X. Definitely, the case study shows that the management could have used a higher assistance, higher participation, and more communication with their employees to lessen the undesirable effects of downsizing. In closing, it was enriching to demonstrate a local downsizing case and certainly it would be worthwhile to explore such experiences of other organizations and businesses in the Middle East market.

ORGANIZATIONAL BACKGROUND

EDU-X is a non-profit, community-service center founded in 2005. It is one of the 12th centers of UNI-X University in Middle East. EDU-X has been working on developing human resources and upgrading skills and capacities of professionals through its work with various organizations in the three sectors: private, public, and non-governmental organizations (NGOs).

EDU-X has two main units: (1) the consulting unit that provides services such as counseling technical assistance, and training to NGOs and the private sector. (2) And the education unit that works on building capacities of the university staff and school teachers as well as students on issues as modern educational interventions in order to enhance the learning system.

UNI-X University offers their staff at the university and its 12th centers and institutes two types of contracts. Either one signs as a core employee whose contract is secured and that means it will be automatically renewed every year. Or you are employed on a limited or private contract which terminates by the end of the assigned project (or phasing out of the project). In 2010, EDU-X had about 45 full-time employees with two types of contracts as mentioned above at UNI-X. Consequently and in applying the regulations of UNI-X at EDU-X, the latter was obliged to hire its administrative people on core contracts, since they were needed for every project, and the other technically skilled employees whose expertise are needed for the implementation of specific projects are hired on a limited contracts.

SETTING THE STAGE

Since 2005, EDU-X started to focus on the capacity building projects that enhance the education in the local community. Year over year, the center started to formulate a highly skilled staff with special competencies, many of them were head hunted and some were invested in. With the continuous success in its projects, EDU-X decided to classify its services into three internal divisions to better focus on each of them: (1) the education division, (2) the professional division, and (3) the NGO development division. Each of these divisions includes a project manager, a coordinator, and a pool of technical experts. Within the division, everyone reports to the project manager and the project manager reports about the whole division performance directly to the top management.

The education division works on projects related to issues such as building capacities of universities as well as school teachers in order to enhance their performance in doing their jobs. The project manager of the educational division is a hardworking and very efficient person; the division alone used to run and cleverly manage more than ten projects simultaneously. Whereas, the professional division is concerned with projects that are related to the private sector development. The division conducts trainings that empower the employees in different fields of management, entrepreneurship, and finance. The manager of this division was known to be kind and very friendly with many employees among the organization. As for the third division, the NGO development division responds to the needs of the local NGOs in issues such as capacity building of their employees in which they conducted large scale projects expended on a period of 2 years. Mr. Rustom, a member of the top management, used to be very proud of the project manager of the latter division that he used to call her “Ms. No Error”, since she was very accurate, professional, and everything goes perfect in her projects, one can hardly ever find her a flop.

Two supporting teams were existing at that time to support the functions of the three divisions; the admin team (includes the education unit top manager and two secretaries) and the Multimedia staff (includes 8 experts in different multimedia fields: Animation, Movies, Coding,

Drawing, and Technical systems Experts), those teams were considered stand alone, not referred to any division.

EDU-X management follows the “managing by outcomes” policy, they use a flexible working hour’s system that allows any employee to come or leave work at anytime he wants, as far as he delivers all his requested outcomes on time. The admin and Multimedia teams could not fully benefit from the flexible working hours system due to their supporting role. But, in general, everyone was feeling comfortable with the management policy. The management used to hold a monthly meeting for the staff, in which every project manager in the three divisions present the current tasks they are engaged in, and what are the future projects.

At one point, the project managers suggested that it would be more helpful if the Multimedia (MM) team members were divided into the three divisions, thus the exact MM member that is assigned for each division will focus on the specific projects of that division. The decision was acceptable to the top management and was put into action because it was believed it would enhance the performance of the three divisions; despite the fact that the MM members were not happy with it.

Afterwards, things turned in an unexpected way and the working teams in the different divisions started to negatively compete! This was clear not only in the presentations they show in the monthly meeting, but also in the groupings within each division, and the discomfort with the members from other divisions. These intra-organizational networks were alarming for the management after months since it became uncontrollable, and started to affect the efficiency and performance of the center.

CASE DESCRIPTION

Few topics in the organizational and behavioral management have generated such a heated argument as downsizing. Downsizing can be defined as “a deliberate reduction in the size of the organization” (Kammeyer-Mueller et al., 2001; see also Budros, 1999; Kozlowski et al., 1993). As stated in literature not all downsizing conducted in organizations are the same. However, for a comprehensive study of downsizing, Kammeyer-Mueller et al. (2001) started from the differences between downsizing methods and their impacts on the organizational performance. In practice as in theory, those who positively describe downsizing as well as those negatively describing it emphasizes the importance of careful management of the downsizing process (Cascio, 1993). At EDU-X, and after a golden year of 2010, in which many projects were funded and some employees joined the staff, the center entered a critical phase in the second half of 2011, where many projects started to phase out with no potential funds for the next year. EDU-X management was worried about the future of the current big staff because they would not be able to keep them on board if no new projects were funded. Additionally, the management policy added to their dilemma, they always gave all employees regardless of their contracts type the

feeling of secured jobs, and emphasized it on their long and strategic relationship between their employees. Mr. Rustom, one of the top managers, said once:

We need to invest in our good employees, that's why each time the contract for a good employee finishes, I make all efforts to renew it on another funded project in the same field directly

One of the EDU-X employees said that:

Life has been perfect for me, it was very easy for the management to recruit very skilled people, in a relatively short time, and no one was thinking to leave. We felt that this day will not come.

EDU-X top management met several times to discuss and assess the next phase for the center and the best solution to their dilemma with the least possible impact on the center and its performance. In their many meetings, an overall evaluation of the center was made. This assessment included the team, team dynamics, competences and skills needed for the next phase, an assessment of each of their employees, and finally a brainstorming of the possible solutions to their problems. As a result of these meetings, it became obvious for the management that they are at a turning point for EDU-X. In their evaluation of the performance of the organization they had indicated that the problem of EDU-X was not only the phasing out of some of the funded projects but also the formulation of unhealthy working environment at the center; social problems at personal level among employees, grouping within the team, and bullying which resulted in an unproductive team dynamics and hence lowering the organization overall performance. Above all, the management realized that they definitely were having a financial problem after phasing out of the funded projects and the excess of employees that can't be financially handled in this situation. It seemed that after considering all circumstances, EDU-X management found that downsizing was the only option to solve these problems. One of the management team commented that:

... Everyone knew that we had a hard financial problem and a solution must be found to the urging issue of what to do with the employees, how to pay them after the projects ended, and are there any new projects that could solve the problem. But for us in the management, we have additional concern related to the team dynamics and relations within the employees that surely added up to the organization problems.

After the decision of downsizing was finalized, the management met again this time to study carefully the process of downsizing that they will take, issues such as who should be leaving from the employees and who should stay; how many and why; should employees from the administrative staff, core employees, or limited-contract employees be laid off? Those were some of the many urging questions that were to be discussed and handled at that stage. With the alarming low performance level in mind, EDU-X management decided that the downsizing process should be undertaken to solve not only the phasing out of project and the resulted excess of employees, but it should be their solutions to solve all the bullying and social problems that were growing in their working environment. Everyone in this meeting knew that the downsizing

process should be a process of reviving the organization as a whole. Consequently this meant that the selection process for the downsizing will consider all the employees and hence their decision in the layoff process was based on the efficiency of each employee based on his achievement on the level of the organization and his/her engagement for the organization and employee degree of involvement in any team problems. After thoroughly viewing all the files of the 38 employees, the management prepared the laid off list of employees. Additionally, while preparing the list, the management took into consideration EDU-X needs and required competences and skills of their staff for the coming five-year period. According to Mr. Rustom, one of the EDU-X top managers, he commented that:

I believed that there was three main reasons for layoff, but those were not fully communicated with the employees; a. the financial Problem, phasing out of a large number of projects, with no expected extra fund. b. efficiency problem, too many employees not needed for the next period projects and c. the unhealthy and uncontrolled team dynamics (i.e. social relations which affected the organization total performance).

Afterwards, the management problematic issue was how to communicate the management decision to all employees especially those who are to be laid off. During the period, in which the management held their many meetings, rumors among the employees were disseminating that EDU-X was facing financial problems and that a possible downsizing action could be taken. This was highly expected as it reflected the big financial problem that the Local governments as well as the local businesses are facing in the last years. Everyone felt the heat of the problem. As a result, doubts started growing among the employees, they started questioning if the center will keep them or not; everyone thought he was worth staying due to the good experience and performance he has, but with the many reasons underlying downsizing, no one's expectations were met! The only one sure thing, no one of the employees wanted to be laid off at that time, some of them were responsible for a family, and others were taking debts from the banks to cover their house or car price. Everyone hoped that new projects would be funded at that time, but it was clear that the feeling of job insecurity was spreading among employees. Two of them founded new jobs and quitted as a result of the financial problems of the organization. One of them commented:

It was a hard period full of doubt and insecure feeling, I got another offer so I decided to leave and accept the new offer.

The management kept silence for months before ending the rumors and the insecure feelings by their employees; they were waiting for a last hope to come, while thoroughly studying the planned process and future. Two months before the phasing out of a number of projects at EDU-X, the management met and decided that now is the time to announce their plans for the employees. In doing so, the management used the "slash and burn" strategy (e.g. Kammeyer – Mueller et al. 2001; see also Cascio, 1993; Tomasko 1987) in dealing with their employees without careful management of the downsizing process with its apprehensive employees. As a

first communication step, the director of EDU-X sent an email to the all employees informing them of the critical situation of the center and after studying many scenarios, it was clear that there was a need for a lay off in the staff. In the email, the director of EDU-X stated that the organization was facing some financial problems; consequently they are trying to solve it with all means. Afterwards, the top management called the staff for an urgent meeting in which the financial situation was clearly declared. In the meeting, the management stated that the expenses of the EDU-X were higher than the limit it can be handled; the EDU-X expenses include: a. administrative staff salaries, b. consultants and special contracts employees' salaries, c. equipment & stationary expenses, d. per project expenses, and e. rent. Furthermore, the management declared that the EDU-X's liabilities had to be reduced in order to survive and to continue, they compared the balance sheets over different years, and suggested many scenarios for the survival. Finally, they announced that they had to downsize the staff, stating that it was the only solution for the problem. After that meeting, one-to-one meetings with each "laid-off" employee was scheduled to officially inform them that they had to leave by the end of their contracts (i.e. after one and a half months later); whereas the employees that survived the downsizing at EDU-X were informed each by their direct manager. As a result of the latter step, the whole organization was under shock and traumatized, people after the announcement were never the same as before. *"It is hard to describe that day and after"*, said one of the laid off employees, another one added:

I was getting married after a month, and it was very necessary to find a job, while the timing of the downsizing was not helpful for seeking a new job, and the management didn't help us financially or by finding new jobs, it was a really bad time.

Definitely, it was a hard time for everyone in the organization. However, every laid off employee was asking why did they laid me off, while I am doing my best in my position. Why did they choose others with lower capabilities to stay? Everyone was questioning. The atmosphere at work was full of tension, bad feelings, desperate, and was full of negativity. Laid off employees shared the same sorrow, and communicated about what happened almost all the time. While survivors were not in a better position because their laid off colleagues started to deal uncomfortably with them, to the extent that some laid off colleagues cut the whole relationship with them. One laid off employee described the situation:

... I couldn't understand why the management selected me and let this employee stays. I was hired before her and I am highly skilled in my work. What were their criteria?

All employees, those who survived and those who were laid off asked the same question: why me? And what were the criteria of selection to stay or leave? During that month, many of the laid off employees started looking for a new job. On the other hand, at their work place they minimized their work contributions because now this job is not worth the effort. As a result, the workplace turned to hell, laid off employees were reluctant to communicate with the survivors.

Moreover, survivors felt sad for their colleagues and were questioning the downsizing process. One of them commented:

That month was like hell for us, I was sad for losing my friends. We used to work for years together; surely, I will be missing them.

According to the model of downsizing and organization performance - DOP (see Kammeyer-Mueller et al. 2001), three set of variables are expected to affect the stakeholders in the evaluation process of the downsizing; reduction strategies, logistics, and goals (see Figure 1).

<u>Reduction Strategies</u>	<u>Logistics</u>	<u>Goals</u>
Low participation Low assistance Moderate communication	Moderate proximity high amount Low frequency	High retrenchment Low reorientation Low rent-seeking

Figure 1: Organizational actions including the main variables of evaluation for downsizing for EDU-X based on the Kammeyer-Mueller et al. 2001.

In its downsizing process EDU-X management had followed a low participation; their employees didn't participate in the process, low assistance for their employees, e.g., to find another job, and moderate communication strategy where they communicated the news about one month before the termination but they did not state the complete selection criteria in the layoff process. Mr. Rustom commented that:

...It was hard to communicate those reasons with all employees because it will hurt them knowing that they were laid off because of their poor performance or the problems they made on the social level, we preferred to pretend that the financial problem was the only reason for downsizing.

The second category of characteristics in the model is the logistics of downsizing including the proximity of the process which showed that the laid off employees were moderately close to the stakeholders in the educational center. As for the amount of workforce leaving in this process it was more than the half of the center. However, it was the first time that this happened in EDU-X that makes a low frequency of the downsizing.

The evaluation of the organizational actions in the downsizing process considerably depends on immediate goals set for the downsizing. In the EDU-X case, the downsizing was a mean of cutting the cost of the organization and focuses their main tasks seeking retrenchment (see, e.g., Cameron, 1993; Robbins & Pearce, 1992). There was no intention of any alteration of the domain of work of the organization (low reorientation), and the management was determined to

increase the performance of EDU-X that suffered in the last year (low rent-seeking) (for more details refer to Kammeyer-Mueller et al., 2001).

The EDU-X management team chose not to be transparent about their criteria of selection in their decision about who was to leave and who was to stay. On the professional level they wanted to keep the employees with special competencies who can manage multidisciplinary tasks across the different functions of the organization. On the other hand, they didn't want to keep those employees who negatively influence the working environment for the team. That's why when the meeting was held to announce that downsizing will take place, only the financial issues were discussed. It was the first time for the EDU-X to be involved in a downsizing case, Mr. Rustom commented:

even before several years when we had a financial problem, we managed to keep around 4 employees on our emergency budget for six months because the team dynamics were perfect and the competencies were highly needed, but this time, we had to downsize because our future projects doesn't need the current competencies and we already have a social groupings problem that affects the overall performance.

The management of EDU-X found the downsizing process hard but inevitable. Since then till months later, EDU-X seemed like a dead place. Out of 38 employees, only 14 were left, a high amount logistics of the reduction strategies (see, e.g., Gutchess, 1985; Kammeyer et al., 2001), low morale, high absenteeism and low motivation to work or communicate with others. The former employees during the downsizing had lost their motivation to do any task, one of them explained:

I did the minimum amount of work I must do, and I used to postpone everything to another day

Another former employee added:

I was absent most of that period, I wanted to search for a new job, and anything regarding the center was not in my priorities anymore

On the other hand, survivors discussed the fairness of the termination plan, the criteria for selection and the unpredictable future of those laid off colleagues. Increased stress, job insecurity, distrust of top management and additionally their dissatisfactory feelings that were dominating the environment for many months later.

One of the survivors of downsizing described the workplace immediately after the process:

It was a dead place. We were in shock; we never thought that such a day will come. It was hard for all of us. We were totally down with lots of sorrow feelings. We couldn't believe that it happened.

On the other hand and despite that many of the former employees (laid off) found other jobs nevertheless many of them decided to stop their relationship with the survivors. Maybe it was their way to show their inner anger of the downsizing; the bitter feeling of injustice and unfairness of the process spread over the former employees. One of them, “Mary” was asked after a year and a half about the downsizing and she commented:

It hurts a lot even after a year and a half to think about or talk about it. I just cannot understand why. Why me? Why we? Why not the other employees? What were the criteria of selection? I worked for 7 years there; I was one of the core employees and not on a limited contract. I worked everything and I was doing it good. It was injustice to let me leave and keep a newer employee that has a limited contract. I was told that the layoff was not going to include me, but then I heard it from the others that I was on the list. I went to my direct manager and asked him, then he confirmed.

Mary and few other employees with core contracts at EDU-X were transferred to another location in the University, due to the fact that they can't be laid-off. They were reallocated in other positions and other locations within the same University. Along with her feelings of injustice, Mary was worried about losing her friends at EDU-X which hurts her most. She added:

My first two months at the new workplace were a disaster for me. I was totally devastated from what happened. I did not know how I used to come to the new job and work. It was hard, and everything was new and different. I did not know what to do. It was also not quietly clear in which position and in which department I will work. So it took me about two months to understand and define the job, and about six months to overcome the sadness I felt because of the layoff. I was happy with my friends.

Furthermore, few of the former employees were later asked to work for the center on small tasks in a limited time period. This helped both, the management and the employees to overcome their bad feelings about the lay-off. Although a high retrenchment goal of downsizing was undertaken as a part of a broader strategic repositioning for EDU-X, by trying to concentrate on core operational competencies and reducing unnecessary management layers, but those involved in this process including the former employees, survivors were not able to perceive the justice of the downsizing. Even now, after more than a year and a half for the downsizing, current employees still look back with pain upon that period although the good spirit is alive again.

After a year and a half on the downsizing, EDU-X management evaluated, in retrospect, EDU-X performance from an efficiency perspective at three different periods before, during, and after the downsizing on a scale from 1 to 10, where 1 means very low and 10 means very high. Accordingly, their evaluation showed that the performance of the center before the downsizing was suffering and was assigned a value of six. Surprisingly, the evaluation of the performance of EDU-X for the period during and immediately after the downsizing was described to be good with a score of 8 on the scale. Furthermore, the management evaluation for the present period

indicates a very good performance with a scale of 9. The results are shown in Figure 2, as indicated by the top management of EDU-X:

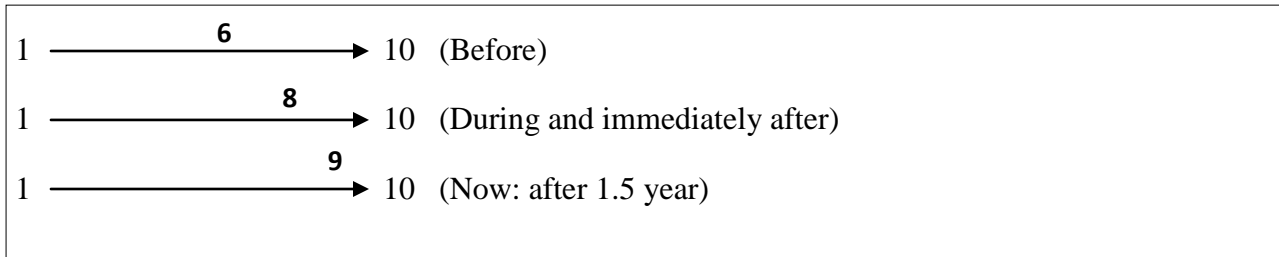


Figure 2: The performance evaluation of the top management of EDU-X at three different periods of the downsizing.

Fortunately, from the evaluation of performance by the top management, the result indicates that the performance quickly and positively changed and continued to get better after the downsizing. Consequently, this shows a successful downsizing with the desired positive results in the downsizing-performance relationship of the center (Wayhan & Werner, 2000; Tomasko, 1989; Peters & Austin 1985).

The positive evaluation of the management for the performance of EDU-X during and directly after the downsizing was a surprise to many of stakeholders. Especially that the morale was low and high stress affected everyone, as commented by a survivor:

I didn't want to come to work during that time, and another said: I felt I have lost my friends, and people laid off started to hate me.

However, when the survivors further explained how work was done during and after the downsizing, one can understand how it turned to have a positive outcome. One of the survivors explained:

I felt that I am responsible to keep the center working, and my efforts were doubled in this period, I was chosen for this reason, and I wanted to prove myself. I guess this is the only thing that kept me going.

Moreover, the current employees agreed that the management has done much for them after the downsizing to make the situation better, that's why they trust the management and they love their place at EDU-X. Most of the survivors indicated that their performance was increased after downsizing, but they feel that they were overloaded with tasks since the staff was reduced. This problem was also mentioned by the management as a result for the downsizing; Mr. Rustom said:

The only bad effect that downsizing causes to us is the overload for the current employees, and we are now thinking seriously to recruit new employees with competencies that were not available before

However, the survivors supposed that the management did only what they were required to in assisting the former employees, no special actions were taken to help the laid off employees take over, Mr. Rustom indicated that they tried to help some of the employees to find a job as a personal interventions, not as a center.

Additionally, the top management of EDU-X evaluated their degree of satisfaction to team dynamics and inter-organizational relations at three different periods before, during, and after the downsizing on a scale from 1 to 10, where 1 means very low and 10 means very high after a year and a half of downsizing. Accordingly, the management indicated a very unsatisfactory level of team dynamics and inter-organizational relations before the downsizing decision with the lowest score 1. Then during and after the downsizing, they were more satisfied than before the downsizing took place with a score of 5. Now and after a year and a half on the process, the management seems to be totally satisfied of the team dynamics and the inter-organizational relations and see it as healthy with almost the highest score of 9.5, see Figure 3.

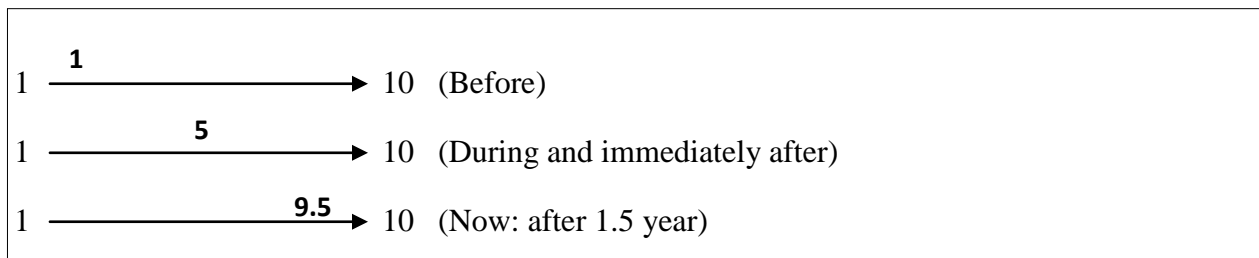


Figure 3: The evaluation of the team dynamics and inter-organizational relations of the top management of EDU-X at three different periods of the downsizing.

For the management, it seems unquestionable that downsizing was a right decision for EDU-X as it is indicated in their assessment on the two main issues the performance of the organization and the inter-organizational relations and team dynamics. Most of the stakeholders agreed that there would be no better way for the downsizing process except being transparent about its probability from the beginning, and providing clear selection criteria about who to leave or stay. The hidden selection criteria caused perceived injustice for the former employees and job insecurity for the survivors. Most of the laid off employees have the feelings that the survivors stayed because of their good personal relationships with the management rather their competences.

CURRENT CHALLENGES FACING THE ORGANIZATION

Immediately after the downsizing, the environment at EDU-X suffered from negative feelings (sadness for the laid off employees, feeling of injustice, tension about the destiny of the survivors

and the future of the center), employees were doing their best at their jobs because no one was willing to talk about anything, so the performance was increasing.

The management contributed a lot to try to strengthen the relationships between the survivors; they supported many social activities and kept encouraging the employees for the work. They communicated the selection criteria with the survivors in un-official ways, in order to help them feel better about what happened.

After one year and a half, performance increased, the social relationships are getting better, and now when downsizing is considered, management and employees feel it was necessary, but they still wish it didn't happen. However, one thing to consider is the increased work load on the remaining employees; projects and funds are increasing with a limited staff which is causing fatigue and work stress for the teams.

Additionally, EDU-X big challenge now at the time they are looking to recruit new employees is to learn the lesson of how to overcome the problem of downsizing, which the center can't repeat again and definitely not in the coming couple of years. EDU-X management has to work on covering their running cost themselves get more financially independent so that they don't face such a problem in the coming near future. As a result, the center has to reconsider its relation and partnership with the UNI-X and somehow work on having more control (more financial independence) from the university. EDU-X top management realizes the hardship of the issue especially that the university works on a centralized system due to the low budget they have during the last years.

Lately, in the environment of the center, many new educational and learning centers are being established in the different fields including the fields of the EDU-X. That means more competitors in the local market for EDU-X which adds more pressure on the management to solve all the internal issues and concentrate of its main competences of training to lead the way.

SOLUTIONS AND RECOMMENDATIONS

After and year and a half, EDU-X top management think that the right decision was taken in their case. In their evaluation, they considered two main indicators the positive shift in the overall performance of the center and the inter-organizational relationships among their current employees. Moreover, they think that they tried their best to avoid the downsizing however, the decision was inevitable to the conditions the center faced at that time. However, one thing could have been handled in a more adequate way namely the communication of the issue with the employees and the time of the announcement. Finally, the top management main concern is that the downsizing was successfully implemented and for the future, they have to learn how to avoid having downsizing as an option. EDU-X management was lucky in the positive after-effects they have at the center which contradicts with some researchers who studied these relations and found

that in many cases (not all) downsizing affects negatively the performance of the company (see, e.g., Wali and Naeem, 2012).

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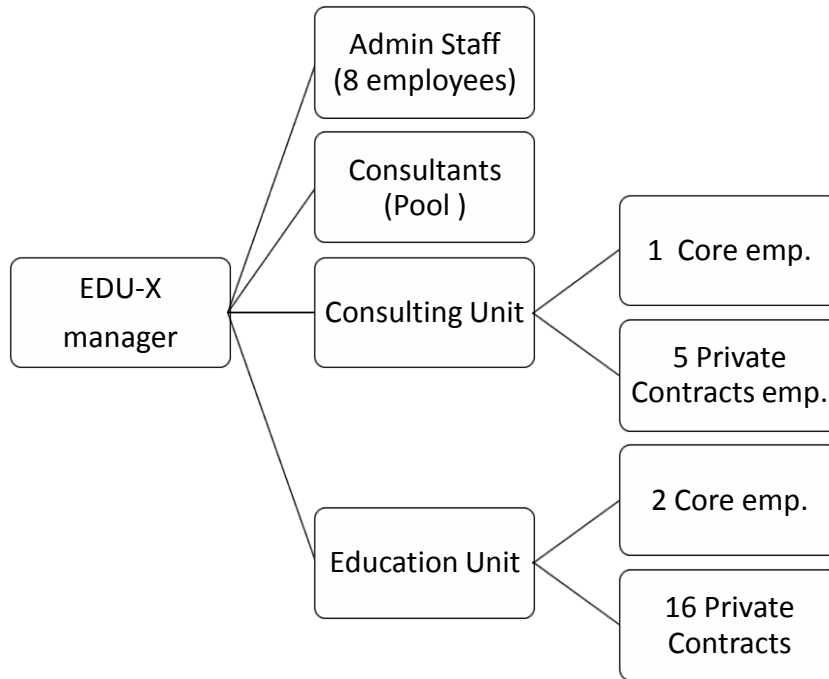
NOTES

- Names of the organization, its departments, and the identities of its employees have been disguised for confidentiality concerns and replaced with pseudonyms.

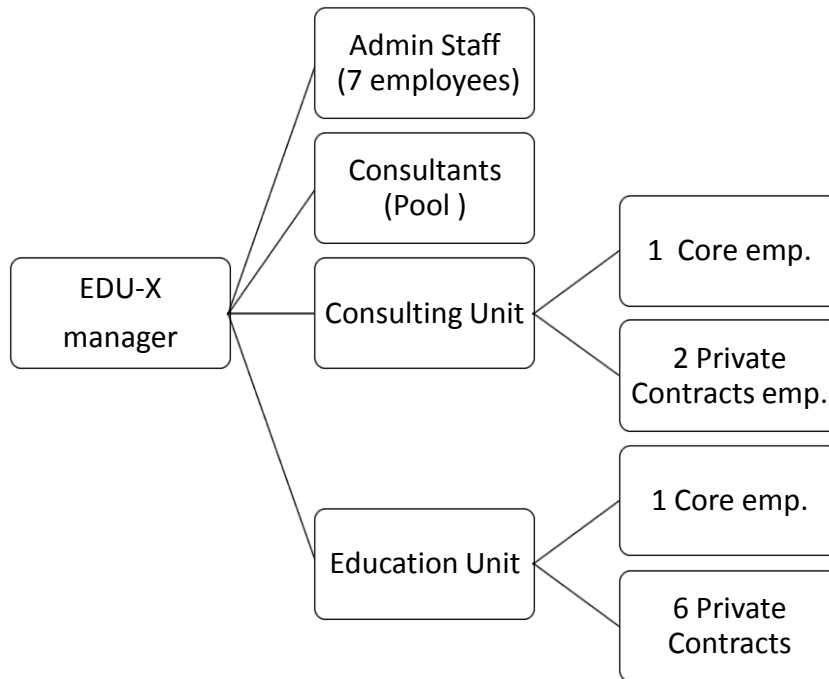
- For the sake of authenticity, the quotations have been edited

APPENDIX A

1. Organizational Chart before Downsizing at EDU-X

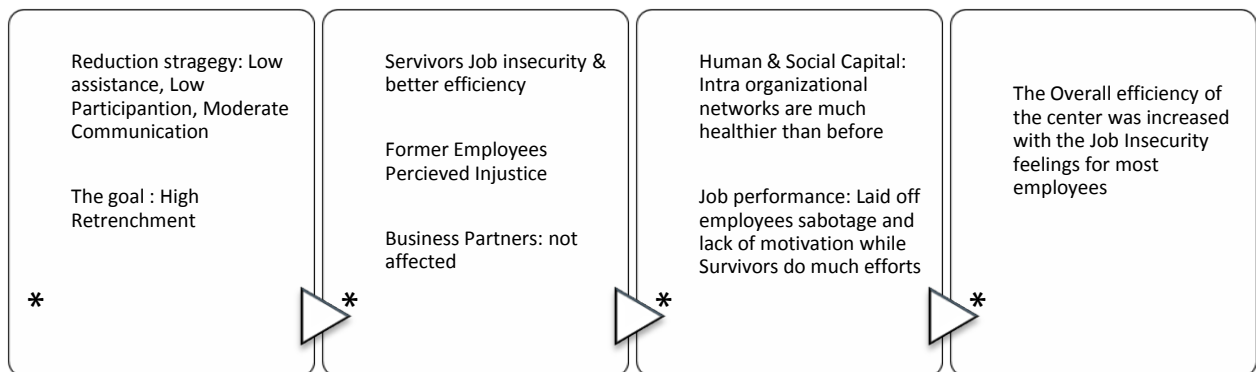


2. Organizational Chart after Downsizing at EDU-X



Appendix B

The model of Downsizing and organizational performance for EDU-X



Appendix C

Suggested Questions for EDU-X Stakeholders

(Management, Current employees (survivors), former employees (laid off), employees who resigned)

1. Management:

- What was the main goal behind the downsizing at CCE?
- Which strategy/Method/Process did you follow to downsize?
- How do you evaluate the process from the following aspects?

- a. Participation.
 - b. Assistance.
 - c. Communication.
- Do you believe the selection criteria were clear and fair for all stakeholders?
- Do you think the downsizing has affected the following :
 - a. The Center overall performance
 - b. Employee's relationships/ (Intra-organizational networks).
 - c. Survivors Commitment.
 - d. Financial Level/ Donor's Trust
- If you will do the downsizing today, would you follow the same process? What changes would be necessary?

2. Current Employees / Survivors:

- In general, do you believe that the CCE had to downsize or not?
- With regard to the downsizing process, evaluate it from the following aspects?
 - a. Participation.
 - b. Assistance.
 - c. Communication.
- How do you evaluate your current status with regard to:
 - a. Management distrust.
 - b. Job security.
 - c. Popularity with former employees.
- Do you think the selection criteria and downsizing process were fair and clear for all?
What was missing?
- Did the downsizing affected your;
 - a. Motivation to work.
 - b. Relationship with current or former employees? (bullying)
 - c. Morale?
- If you were the Top manager for CCE, how would you conduct the downsizing? (Best Process)

3. Former Employees:

- In general, do you believe that the CCE had to downsize or not?
- With regard to the downsizing process, evaluate it from the following aspects?
 - a. Participation.
 - b. Assistance.
 - c. Communication.
- Do you think the selection criteria and downsizing process were fair and clear for all?
What was missing?

- If you were the Top manager for CCE, how would you conduct the downsizing? What would you do for the laid off employees? (Best Process)
- Did the downsizing affected you on any of the following ;
 - a. Personal Level: health / psychology / stress / family / economic situation.
 - b. Social Level: Relationship with CCE Former and Current employees?
 - c. Professional Level: affected your changes to get a new job, or affected your image for your employer?

4. Employees who Resigned:

- In general, do you believe that the CCE had to downsize or not?
- With regard to the downsizing process, evaluate it from the following aspects?
 - d. Participation.
 - e. Assistance.
 - f. Communication.
- Do you think the selection criteria and downsizing process were fair and clear for all? What was missing?
- If you were the Top manager for CCE, how would you conduct the downsizing? What would you do for the laid off employees? (Best Process)
- Did your resignation have any relation with the financial situation of the CCE; was it related to the downsizing rumors? Please Explain.
- If the CCE offered you a good Job (Senior Level, Good Pay, and Good Conditions) for 2 years, would you accept it? (Distrust)