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Managing Employee Motivation Through the Process of Government Furloughs

Kim Charisc Hill
Walden University

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Walden University

College of Management and Technology

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Kim Charisc Hill

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Review Committee

Dr. Karla Phlypo, Committee Chairperson, Management Faculty
Dr. Donna Brown, Committee Member, Management Faculty
Dr. Lisa Barrow, University Reviewer, Management Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2018

Abstract

Managing Employee Motivation Through
the Process of Government Furloughs

by

Kim Charisc Hill

MBA, Touro University International, 2007

BS, Touro University International, 2004

AA, City Colleges of Chicago, 1999

Dissertation Submitted in Partial Fulfilment

of the Requirements for the Degree of

Doctor of Philosophy

Management

Walden University

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Abstract

Budget constraints will cause federal furloughs to continue through 2035. Federal furloughs such as the one in 2012-2013, affected 800,000 out of 2.7 million federal employees. This dramatic workforce reduction caused remaining employees to experience stress and morale issues in the workplace. The purpose of the research was to understand how managers comprehend and experience the impact of extrinsic and intrinsic motivation on remaining employees' performance and attitudes during the furlough process. The theoretical foundation and conceptual framework were designed using both intrinsic and extrinsic motivation concepts and theories. Aspects of self-determination theory and hierarchy motivation theory were used to describe intrinsic motivational concepts. Extrinsic workplace motivation was described through expectancy theory, equity theory, and goal-setting theory. The overarching question addressed the lived experiences of 15 government managers to understand their perceptions on employee motivation during a furlough in the workplace through a hermeneutic phenomenological approach. Through the use of Flick's method of data analysis, 5 themes emerged from the interviews with the participants. The most notable results described the perceptions that managers had about their challenges in maintaining employee motivation and trust in an organization where the managers felt powerless. Recommendations may support positive social change by enabling more local control for managers and to develop and implement policies and procedures to support motivation of employees. Additionally, this study outcomes may lead to sensitizing national leaders to the detrimental effects of furloughs and the impact to employees and their families.

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Dedication

I dedicate my work to government policy makers to assist in implementing change that will give managers power that motivate employees which may increase the organization's bottom line.

I dedicate my work to my family and friends. To my late parents Charles and Barbara, I thank you for keeping me encourage through our ups and downs. To my daughters, Richelle and Riqia, I appreciate you most for the support and understanding throughout my research process. To my granddaughters Rhiley for the many hugs and kisses and Rhinah for crying with me. I love you girls from the bottom of my heart. To the love of my life, Chris, I thank you from the softest spot in my heart for being there for me through the toughest times of this journey. Thank you for making sure I was in the most comfortable place to continue my study and putting your dream on hold to accommodate mine. To my Hill brothers (Jonda, Charles, Lamont, and Tremayne) and sisters (Shineale, Karen, and Tonya), I hope that I made you proud. To my high school teacher, the late Carrie Felton, I love you for believing in me that I can do whatever my mind is set out to do. To all my friends please know I love you for the support you provided. Deborah Brooks, you are the special one, I remember you staying up with me night after night encouraging me to get finished. Most of all I thank my godfather, the late Milford Rhodes, who said you are the one who I believe will make it through it all. Thank you.

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Although Michael Sage's entire poem *Growing Ideas* permeates my mind, three-lines set at the forefront of thoughts throughout my dissertation process "Believe in yourself unwaveringly and stick with people that inspire... While gathering information which you need and must acquire... Keep on stoking never allow the flames of desire to expire" Without further due, I contribute the highest acknowledgements to my chair Dr. Karla Phlypo, methodology expert, for believing in me when I had the most doubt in myself sometime. Dr. Phlypo you knew what I was made of, thank you for all of your caring, support, kind comments, and strong encouragement. Dr. Donna Brown, committee member, I appreciate you for helping me understand my flaws and what changes were necessary and validating my improvements. Dr. John Nirenberg and Dr. Lisa Barrow, thank you for encouraging me to stay on task, with your guidance the process flowed a lot easier. I thank Dr. Sandy Kolberg, my program director, for believing in me. Dr. Linda Elum, I appreciate you for keeping motivated to stay encouraged. I can still hear in my mind the phrase "Kim you can do it, you got this". Dr. Elum thank you very much. Also, I thank Dr. Angela Charles for the hundreds of text messages to kick me into a higher gear to get my dissertation finished. I realized that being proud of her upon the completion of her dissertation was not enough, she wanted to be proud of me as well for completing my dissertation and contributing to positive social change. Thank all of you for supporting through accomplishing one of the most arduous task ever, dissertation completion.

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Chapter 1: Introduction

In 2013, the United States Congress forced nonessential federal government employees into a furlough status that resulted in an immediate shutdown of government agencies (Brass, 2013; Labonte, 2013). Unless Congress moves to alleviate these cuts, further adverse measures are scheduled to continue into 2035 (Braun & Thomas, 2015; Gruber, 2013; Painter, 2013). Bratton (2013) argued that federal employees are still experiencing negative consequences from past furloughs and that something should be done to mitigate employees' disenchantment about the future workforce. More importantly, if lapsed appropriations are not resolved, there will be future furloughs in the federal government (Painter, 2013; Young, 2014).

The social implication of the budget crisis during which Congress failed to pass timely appropriations included furloughs that forced managers to implement old policies and procedures that resulted in unexpected displays of managers' frustration (Bratton, 2013; Haggerty, 2013). The topic for this research inquiry is understanding how managers comprehend the impact of motivation, from extrinsic or intrinsic perspectives, on federal employees' performance and attitudes during furloughs (before, during, and after). This study may also eliminate a gap in the literature regarding managers' understanding of employee motivation throughout the process of furloughs (Bratton, 2013; Jarvis, 2014; Juszczak, 2014; Ketter, 2014; Pattison, 2014).

In Chapter 1, I introduce the topic, needs, and potential social implications for the study. Next, I discuss background information regarding employees who are displaced from work due to government furlough. The problem statement follows, which provides a consensus of evidence that the problem is current, relevant, and significant to the future

of the government workforce. The next section identifies the purpose of the study, followed by the central and associated research questions. Following the inquiry is a conceptual framework that justifies the need for this study.

Subsequently, with the nature of the study, I provide a rationale for the research design and briefly summarize the methodology. Next is the definitions section, in which I provide concise meanings of words to prevent multiple understandings or misinterpretations of the terms. The scope and boundary of this research study's assumptions, limitations, and delimitations support the significance of the study, which describes the potential contribution to the discipline. The goals of this chapter are to introduce an organized, comprehensive structure and a brief overview of this dissertation, which supports a qualitative research method (Kafle, 2014).

Background of the Study

For decades, furloughs have gone unnoticed by the public because the workforce was uninterrupted and government shutdowns took place over weekends (Labonte, 2013; Nagel & Murray, 2013; Pattison, 2014), but recent temporary furloughs were costlier, noticeable, and shocking to the American public and federal employees (Ketter, 2014; Mervis, 2013; Pattison, 2014). Managers described furloughs as harsh and disruptive; while government officials were holding discussions about temporary shutdowns, employees were enduring job dissatisfaction (Cowart, 2014). Managers realized that furloughs jeopardized federal employees' incomes and their families' well-being and they impaired employees' ability to focus on their organizations' missions (Bratton, 2013). Managers found it difficult to motivate federal employees to perform at levels that produced a return on investments and to display positive attitudes during furloughs

(Cownt, 2014; Jarvis, 2014; Ketter, 2014). Government shutdowns jeopardize federal employees well-being and managers find it difficult to motivate federal employees to perform at levels to support increasing increase the organization's bottom-line.

Dörnyei and Ushioda (2013) stated that motivation moves people to make certain choices, engage in action, expend efforts, and persist in action; managers' goals are to increase productivity and promote positive attitudes in the workplace (Cho & Perry, 2012). Employees can play a major role in successful furlough processes by exhibiting motivation that increases performance and positive attitudes, but managers do not understand how to motivate employees during furloughs (Cownt, 2014). Regarding managing employees' performance and attitudes, researchers have emphasized the significance of motivation (Cho & Perry, 2012). For example, Cho and Perry (2012) stated that motivation is a multidimensional construct that is both extrinsic and intrinsic; extrinsic motivation comes from expectations of external rewards, whereas intrinsic motivation arises from the task itself. Cho and Perry also stated that managerial trustworthiness might be positively associated with employee attitudes and motivation including job satisfaction. Managers may gain a better understanding of the impact of both extrinsic and intrinsic motivation on employees' performance and attitudes during a furlough.

Problem Statement

Because of budget constraints that forced 800,000 out of 2.7 million federal employees into a furlough status in 2013 and 2014, furloughs caused federal employees to experience stress and morale issues in the workplace (Jarvis, 2014; Painter, 2013). Managers relied on obsolete procedures to inform employees of the furlough: handing out

notices that named the employees furloughed as nonessential and gave dates and times for the furlough and for agency shutdowns related to the lapse in funding appropriations (Bratton, 2013; Painter, 2013). Because managers made little to no preparations for furloughs and had few if any guidelines, employees' performance was disrupted (Painter, 2013); during the furlough, employees did not achieve noteworthy levels of efficiency, effectiveness, productivity, or profitability (Cowart, 2014).

The general problem was that managers were frustrated with reduced employee productivity during furloughs (Bratton, 2013). The specific problem is that employees became disengaged, managers experience declined productivity, higher absenteeism, higher cost of doing business, and extremely low performance during a furlough at three military installations in Virginia (Cowart, 2014). Even with literature that illustrated the lapse in appropriated funding that is projected to take place until 2035, some managers remain unprepared for future furloughs. This study may also eliminate a gap in the literature that concerns managers' understanding of employee motivation throughout furloughs (Bratton, 2013; Jarvis, 2014; Juszczak, 2014; Ketter, 2014; Pattison, 2014).

Purpose of the Study

The purpose of this hermeneutic phenomenological study was to understand how do managers comprehend the impact of extrinsic and intrinsic motivation on employees' performance and attitudes during the furlough process. I collected data from 15 participants through semistructured interviews via Skype, Zoom, and phone until I reached data saturation regarding managers' experiences existed (Patton, 2015; Pietkiewicz & Smith, 2014). Potential participants were required to have experienced two or more furloughs during at least 10 years of management. I analyzed the data using self-

determination theory (Ryan & Deci, 2000), which I describe in more detail in the conceptual framework.

The focus is to understand the lived experiences of managers through interpreting their language by reviewing data and searching for themes. Federal employees are “*The Missing Voice in the Government Shutdown*” as Jarvis (2014) described them. Language understanding and interpretation are inseparably linked, and a person’s meaning making is central to the attribution of phenomena, which makes the hermeneutic approach appropriate (Moustakas, 1994). Managers may gain a better understanding of the impact of both extrinsic and intrinsic motivation on employees’ performance and attitudes during furloughs (Cowart, 2014). I used fluent English for the study, and all participants understood the language. The literature review findings are discussed further in Chapter 2.

Research Question

Furloughs have gone unnoticed for decades, jeopardized federal employee’s incomes and their families’ well-being, and impaired employees’ ability to focus on their organizations’ mission (Bratton, 2013; Labonte, 2013; Nagel & Murray, 2013; Pattison, 2014). Recently, furloughs were costlier, noticeable, and shocking to the American public and federal employees (Ketter, 2014; Mervis, 2013; Pattison, 2014). Managers found it difficult to motivate federal employees to perform at levels that produced a return on investments and to display positive attitudes during furloughs (Cowart, 2014; Jarvis, 2014; Ketter, 2014). Based on the background of this study, the overarching question that I explored was how do managers comprehend the impact of motivation, from extrinsic or

intrinsic perspectives, on employees' performance and attitudes during the furlough process?

Theoretical Framework

Social and cultural conditions can cause employees to be proactive, taking initiative and engaging in activity, or passive, becoming inactive and alienated. Ryan and Deci (2000) identified amotivation and intrinsic and extrinsic theories of motivation as degrees of autonomy from no self-determination to self-determination (Alispahić, 2013; see Figure 1). Motivation is a complex function of being human and is difficult to define because there are many perspectives and viewpoints. However, several theories, models, and frameworks (e.g., Maslow's hierarchy of needs theory, Herzberg's two-factor theory, and Vroom's expectancy theory) have focused on employees' motivated behaviors (Guillén, Ferrero, & Hoffman, 2015). Implementing managerial practices based on these theories was intended to result in policies and practices that enhanced the motivational environment of the workforce and increased employee satisfaction with management's proactive efforts to enhance and maintain positive motivation. A manager's approach to motivation can affect an employee's performance and attitudes (Cho & Perry, 2012). Ryan and Deci (2000) self-determination theory concept reveal several theories that delineate motivation to achieve positive performance and attitudes in a workplace environment.

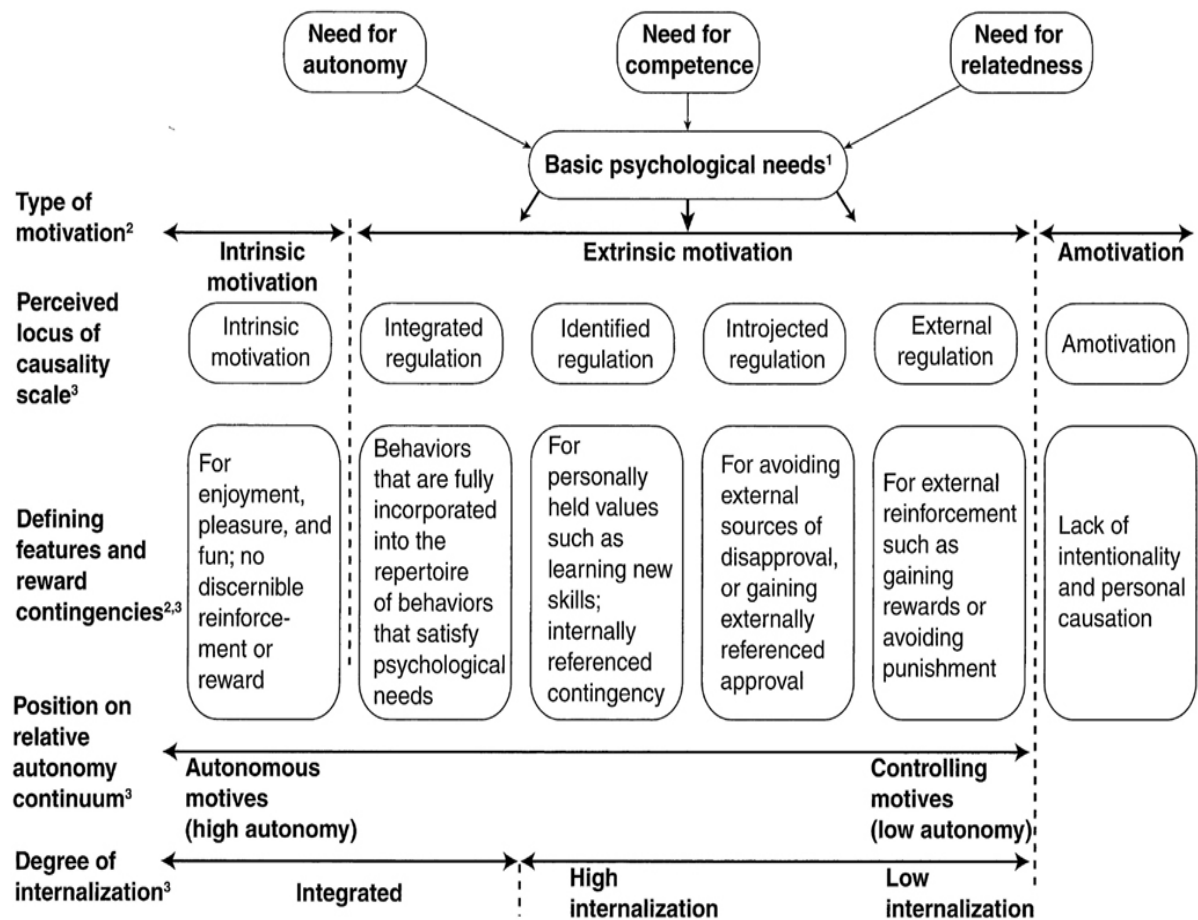


Figure 1. Ryan and Deci's (2000) human workplace motivation concept. This concept is analogous to the authors' self-determination theory (see Appendix E for copyright permission).

Both intrinsic and extrinsic motivation theories may apply to workplace environments. Bratton (2013) argued that after the most recent furlough, the old ways of motivating employees are no longer valid. The major consequence of the government furlough was that federal staffing offices placed nonessential employees on temporary, nonduty, no-pay status for the duration of the furlough (Brass, 2013). This break in service reflected unemployment, but benefits were restricted (Brass, 2013). Although employees find meaning in work early and continually reinvent meaning throughout their

work lives based on personal need, societal context, public policies, and macroeconomics (Agar & Beduk, 2013).

The concepts of self-determination theory consist of amotivation and extrinsic and intrinsic motivation factors (Ryan & Deci, 2000). Amotivation is defined as the lack of motivation due to feeling incompetent or helpless or because of personal beliefs when faced with the responsibility and duty to perform work (Hina, 2014). Managers realized that locus of control for amotivation is not external but impersonal, and the pressure of economic recessions leaves managers forced to choose from the limited alternatives regarding policies and procedures (Tong & Wang, 2012). Not all employees are motivated extrinsically or intrinsically, and some are not motivated at all, which is amotivation (Chen & Bozeman, 2013). Self-determination theory denotes three forms of motivation (amotivation, extrinsic, and intrinsic) which enable managers to identify some behaviors when forced to work with limited policies and procedures.

Authors identify extrinsic motivation as the desire to express essential self-identification (Park & Word, 2012). Theories related extrinsic motivation are considered external, interjected, integrated, and regulatory (Park & Word, 2012). External characteristics point to the fact that motivated people engage in tasks for instrumental reasons, such as to avoid punishment, increase self-worth, or achieve a meaningful goal (Bakan, Ersahan, & Büyükbese, 2011). Extrinsic behavior is driven and changeable by the influence of external rewards to do work to be paid. However, when offering extrinsic rewards for doing intrinsically motivated activities, people's performance and attitudes can either enhance or diminish their intrinsic motivation (Salge, Glackin, & Polani, 2014).

In contrast, intrinsic theories and concepts of motivation denote behaving in ways that bring pleasure and interest to the individual in the workplace (Wu & Lu, 2013). Intrinsically motivated individuals engage in activities because they experience the workplace as interesting and enjoyable. They have a sense of self-initiation and freedom of volition (Guo, Liao, Liao, & Zhang, 2014). Several scholars agreed that intrinsic motivation influences employee attitudes, satisfaction, workplace innovation, and behavior (Gunnell, Crocker, Mack, Wilson, & Zumbo, 2014). Alispahić (2013) supported Ryan and Deci's self-determination theory, which proposes regulatory guidelines for self-internalized employees in which they work to their fullest potential for some reward. Individuals who are intrinsically motivated have positive behavior and engage in work activities that are satisfying and fulfilled with pleasure and reward.

Intrinsic motivation occurs when an individual optimizes rich interactive behavior and performs tasks for the sake of work itself (Salge et al., 2014). Some motivation theorists argue that intrinsic and extrinsic motivation affect performance and satisfaction. However, research has shown that the two types of motivation tend to interact interchangeably and are invariably antagonistic at times (Graves & Sarkis, 2012). Employees are intrinsically motivated when they find the workplace interesting, fun, or pleasurable (i.e., doing a job for the sake of the job). However, employees may also be motivated extrinsically by external factors such as rewards, approval from others, and job requirements (i.e., doing a job solely for the monetary gain or elevated status in the workplace).

The human workplace motivation model, self-determination theory, represents a process for determining if an employee is amotivated, intrinsically motivated, or

extrinsically motivated during the process of furlough. Managers may influence an employee's extrinsic or intrinsic motivation differently as the economy changes to meet political, social, and cultural needs (Rizescu & Rizescu, 2014). Self-determination theory, as it relates to understanding how employees are motivated, will help managers better understand their employees' and organizations' needs. The goal of managers is to sustain personnel motivation by satisfying needs with achieved objectives and assigned tasks (Rizescu & Rizescu, 2014). Self-determination theory proposes that motivational styles and characteristics influence managers' behaviors and leadership styles (Chen & Bozeman, 2013). The theory also facilitates the analysis for exploring this research inquiry. Previous research results indicate that self-determination theory yields high reliability and validity (Hina, 2014), and Chapter 2 expands this discussion of motivation theories.

Nature of the Study

The purpose of this qualitative hermeneutic phenomenological research study is to understand how managers comprehend the impact of extrinsic and intrinsic motivation on employees' performance and attitudes during government furloughs (Bratton, 2013); managers furloughed more than one third of nonessential government employees during the shutdown of 2013 (Jarvis, 2014). Government employees are not just statistics and numbers but people who make a difference (Jarvis, 2014). Employees have commented on the importance of their jobs, for example, saving lives, collecting and creating tools capable of improving hurricane forecasts, providing equipment to build safe and efficient highways, and inspecting food for human consumption (Jarvis, 2014, p. 38).

Among several qualitative approaches, hermeneutic phenomenology provides a way to research the essence or essential meanings of an individual's lived experiences (Kafle, 2014). Hermeneutic phenomenology is an in-depth description and rigorous analysis that produces the essence of an occurrence, interpreted so that the structure of a lived experience is revealed in a fashion that enables the researcher to grasp its nature and significance (van Manen, 2014). Hermeneutic phenomenology also articulates credibility and trustworthiness (van Manen, 2014). I used the hermeneutic phenomenological approach to explore the stories managers told to understand their lived experiences.

Hermeneutic phenomenological research views experiences and behaviors as integrated and true relationships of the objective and subjective, and it focuses on searching for the essence and wholeness of experience (Clarkson, 2013). For instance, participants may describe how they experienced specific situations and the impacts of these on their attitudes, lives, living conditions, or day-to-day functioning including in the workplace. Next is that performance may be negative or positive as the result of different circumstances (Clarkson, 2013). For example, some employees might volunteer to complete tasks whether they will be paid or not, whereas others would never do work unless they are going to be paid to do so. Last, I discuss the essence and wholeness of what the participants experienced. My interpretation was grounded in the collected data (i.e., textual strength, richness, and depth), which was a clear and concise representation of the participants' experiences in their own words. The rationale for the hermeneutic phenomenological approach, as opposed to other approaches, is that it allows for understanding the lived experiences of federal employees transitioning through a temporary disruptive government shutdown related to furlough.

Definitions

Content theories: Internal motivation factors that delineate human needs and how people with different need may respond to different work situations (Udechukwu, 2009)

Epoché: The setting aside by researchers of their personal views on a phenomenon at the beginning of the research autofocus on the participants' interpretations (Moustakas, 1994)

Extrinsic motivation: Motivation and rewards that are external to an individual such as money, fame, grades, and praise (Mirabela-Constant & Maria-Madela, 2011). For instance, completing a work task for a reward, to increase self-worth, to achieve a meaningful goal, or to avoid punishment (Bakan, Ersahan, & Büyükbese, 2011)

Furlough: Placing an employee in a temporary non-duty, non-paid status because of lack of work or funds or for other nondisciplinary reasons (Byrne, 2014)

Intrinsic motivation: Motivation that is internal to an employee to return to a task without external reinforcements but of free choice (Bakan et al., 2011). Employees acknowledge activities as opportunities to explore, learn, and exercise their workability potential (Coon & Mitterer, 2010).

Process theories: Explanations of how people give meaning to rewards and make decisions on various work-related behaviors (Udechukwu, 2009).

Sequestration: Keeping a person or group apart from other individuals or groups (Murse, 2017).

Assumptions

In this section, I explicate assumptions of this study. Leedy and Ormrod (2010) postulated that a research problem by itself cannot exist without the basic concept of

assumptions (p. 62). Mohanty (2012) asserted that if formal structure is the reason for subjectivity, then assumptions are (a) “that pure reason is a perfect systematic unity in which the whole is for the sake of all parts, and every part for the sake of all the others, (b) that reason contains no self-contradiction, and (c) that reason can fully comprehend its constituting functions” (p. 252). Similarly, Bendersky and McGinn (2010) reasoned that the assumptions in phenomenological research are the fundamental qualities (of the phenomenon under investigation) that relate to the local environment. Researchers typically talk to people directly or observe their behaviors in various contexts to understand what those individuals view as significant about a particular phenomenon. I assumed for this dissertation that participants were truthful and honest about their experiences, revealed knowledge as it related to their experience concerning the phenomenon, and would respond to all interview questions concerning this phenomenological inquiry.

The results of this study may provide information to arbitrate equitable resolution for managers’ needs and organizations’ success. Within the study, I identified trends and produced a new approach that could conceivably be used to develop a working model to relieve or eliminate the pitfalls concerning employee motivation in the workplace during furloughs. Utilizing the guidelines, theories, and methodologies of qualitative research afforded me the ability to meet the requirements for this study in the management discipline.

Scope and Delimitations

The scope of this hermeneutic phenomenological study is federal managers’ experiences during the most recent federal furlough to assess its impact on motivation.

Palguta (2014) argued that workplace crises manifest when there are growing workloads and shrinking human resources, coupled with a decrease in employee satisfaction and commitment and an increase in turnover. Consequently, agencies facing budget crises may find opportunities to reassess resources that potentially rebuild and re-engage the workforce (Mattingley, 2014). Stanford, A. (2014) agreed that accepting realities regarding the federal budget allows managers to apply restrictions; combat waste, fraud, and abuse; and work to make the government as cost-efficient and productive as possible. At present, studies reveal that federal employees experience physical, mental, and emotional strain and loss of material resources (Halbesleben, Wheeler, & Paustian-Underdahl, 2013; Javed, Abrar, Haq, & Shabir, 2014; Lee & Sanders, 2013, 2013; Oren & Littman-Ovadia, 2013).

Limitations

Throughout many large organizations within the United States and global industries abroad, there have been numerous job cuts ranging from short term to permanent, and one limitation of a phenomenological study is time constraints. Having a small number of participants, which is customary in a phenomenological study, allows for in-depth discussion; although it is not uncommon to have 10 to 20 participants in hermeneutic phenomenological research, fewer participants may suffice if data saturation is reached early (Patton, 2015). Information saturation occurs when no new insights are forthcoming and seem unlikely to (Patton, 2015). Another limitation was that the sample population did not represent all furloughed employees and generalizing my results could be challenging because a larger population might have presented different results. The number of managers willing to participate was also a critical limitation.

Bias on my part was a limitation as well. However, I made every effort to limit bias by conducting member checking, bracketing, debriefing, and journaling. Efforts put forth to a minimum bias helped eliminate threats to the quality of the study generated by the research design (Roulston & Shelton, 2015, p. 335). Roulston and Shelton (2015) discussed illuminating or obscuring vision of a phenomenon from a particular angle; systematic errors that may favor results in line with prejudgments or political persuasions (i.e., during the research process, the researcher may go native; in generating data, the researcher may ask leading questions; or during the analytical process, the researcher may omit data that do not support a particular position); and negative features in the research design such as measuring or sampling bias. Other authors suggested that member checking, bracketing, and journaling, essential techniques for ensuring accuracy, will enhance the validity of studies (Conrad & Serlin, 2011). Conrad and Serlin (2011) also suggested conducting debriefs immediately after interviews to test researchers' documented interpretations of interviewees' experiences; debriefing gives participants the opportunity to correct errors and challenge what they perceived as wrong interpretations, give additional information, and confirm and assess the adequacy of data. I asked the participants to describe their true experiences to their best recollections. If participants changed their minds about what I interpreted, I captured both interpretations and analyzed them, made a note of the change, and checked for discrepancies; if there were none following my analysis, I used the original versions. I present my process for addressing inaccuracies in Chapter 3. Through this study, illuminating problems and subsequent changes in the workplace will affect positive social change in the workplace, the community, and the nation.

Significance of the Study

There is strong evidence that mismanaged government funding and lack of cohesion, communication, and collaboration caused delays in planning, uncertainties, fragmented operations, and unpredictable guidance (Badiru, 2014). Until now, there has been little opportunity to study the impact of government furloughs on employees' motivation in the workplace. The phenomenon has been short-lived and has only been experienced recently (Dudley, 2013), but the threat looms large during each budget season.

This inquiry explores managers' abilities to keep employees motivated during government furloughs. Furloughs will continue to be a part of the government's agenda throughout the next decade, but they are different because they create the expectation of a return to work when the budget crisis is over (Braun & Thomas, 2015; Gruber, 2013; Painter, 2013). Also, this research highlights my effort to stress the importance of affecting positive social changes. Jarvis (2014) argued that employees experience disconnections not only with coworkers but also in work performance.

Cowart (2014) added that employee disengagement is the most important factor in declining productivity and that it leads to poor performance for both employees and organizations. Budget cuts force managers and leaders to work beyond their normal duties. These individuals attempt to respond effectively in the face of new challenges to maximize their organizations' strengths (Ketter, 2014; Reese, 2014; A. Stanford, 2014). Related to Walden University's requirements to effect positive social change, with this study, I may provide a plethora of significant insight for organizations to (a) strategically

plan, (b) implement effective policies and procedures, and (c) develop better training plans.

Significance of Practice

The current research will focus predominantly on how managers understand employee performance during government furloughs. Government agencies follow policies and procedures disseminated by Congress regarding furloughs and nonessential employees (Jarvis, 2014). Managers may experience a fluctuation in employee performance, extrinsically or intrinsically, during budget cuts that are projected to exist through 2035 (Braun & Thomas, 2015; Gruber, 2013; Painter, 2013). Through further study, researchers may even establish frameworks for managing under the circumstances of furlough.

Significance to Theory

Intrinsic and extrinsic concepts are the bases of motivation. Chen and Bozeman (2013) suggested that motivation is intrinsic or extrinsic and viewed both as separate dimensions in relation to self-determination theory. The significance of self-determination theory moves from intrinsic motivation, different levels of extrinsic motivation, to amotivation (Ryan & Deci, 2000). Autonomy, an inner endorsement of one's actions and the sense that they emanate from oneself and are one's own, is the fundamental element of self-determination theory (Ryan & Deci, 2000). For example, intrinsic motivation rests on *free choice* measures, which suggests that intrinsically motivated people enjoy absolute autonomy. Intrinsically motivated people consider themselves as imitators of their behavior; they select desired outcomes and choose their ways to achieve them (Ryan & Deci, 2000). Whereas, extrinsically motivated activities

are suggested to be inflexible, having the presence of pressure (Ryan & Deci, 2000); for instance, some students may do their homework for fear of getting a failing grade.

Autonomy, as it relates to extrinsic motivation, may vary because different positions provide different opportunities.

Theorists of self-determination theory postulate that intrinsic theory has its foundation in internal motivation theories (i.e. expectancy theory (Vroom 1964), equity theory (Adam, 1965), and goal-setting theory (Locke, 1991)), and extrinsic motivation relates to external theories (i.e. hierarchy of needs theory (Maslow, 1954), two-factor theory (Herzberg, 1959), existence relatedness and growth theory (Alderfer, 1969), and motivational needs theory (McClelland, 1961)). Discussion of the above theories may contribute to the knowledge base needed to establish models that will guide management to reevaluate current policies and practices for enhanced performance and productivity.

Significance to Social Change

The results of this study may assist in executing positive social change by establishing a deeper understanding of the impact furloughs have on motivation and attitudes in the workplace, which can ultimately affect organizations' productivity and bottom lines. Managers who develop a better understanding of how furloughs affect employee performance will be able to optimize the overall function of their organizations, thereby increasing the functionality of the government. The resulting social changes might be how government employees provide the aid for natural disasters (floods, hurricanes, tornadoes, earthquakes), including supplies (food and water, petroleum, shelter), caring and love, a sense of belongingness, security, medical needs, transportation, communications, and more. Government employees are also able to

provide for their health and well-being and that of their families when they are paid on time and according to their mutual contracts. Another example positive social change resulting from this study are findings that encourage managers to operate outside of policies and procedures for the good of the organization without fear of reprisal. These are all cases of positive change that could result if managers use these findings to effectively represent the voices of unheard employees and keep them motivated to perform during furloughs to support government organizations for the good of public service.

The scope of this hermeneutic phenomenological study is federal managers' experiences during the most recent federal furlough to assess its impact on employees' motivation. The results of this study may lead to a better understanding of what government managers experience during furloughs and offer ideas or concepts for a new motivation model. Illuminating the problems, further study and subsequent changes in the workplace may affect positive social change by addressing the disruption in government service during a furlough and suggesting steps for restoring productivity afterward should there be a need in the future.

Summary and Transition

This dissertation has five chapters in which I explain the process of exploring the existing problem concerning employee motivation in government workplaces before, during and after a furlough. Chapter 1 presented an introduction to this study's background, problem, purpose, research questions, nature, definitions, scope, delimitations, limitations, and significance. Through this research inquiry, I sought to grasp how managers understand the impact of extrinsic and intrinsic motivation on

employee performance and attitudes during government furloughs. Some government employees are out of work for varying durations, and others are displaced, dislocated, or permanently terminated. However, policy makers know little about the effect of their decisions after suspended employees return to work; they seldom see the day-to-day impacts of furloughs on employees' lives or their motivation.

The social implications of budget crises include furloughs that forced managers to implement old policies and procedures to shut down government agencies (Bratton, 2013; Haggerty, 2013). Congress failed to pass timely budget appropriations which resulted in unexpected displays of managers' frustration. Addressing the gap in the available literature may help researchers better understand how do managers comprehend the impact of extrinsic and intrinsic motivation on employees' performance and attitudes during the furlough process (Bratton, 2013). Next, in Chapter 2, I discuss the literature search strategy, the conceptual framework, and the literature review.

Chapter 2: Literature Review

Introduction

The purpose of this hermeneutic phenomenological study is to understand how managers comprehend the impact of motivation, from extrinsic or intrinsic perspectives, on employees' performance and attitudes during government furloughs (Bratton, 2014). The general problem was that managers were frustrated with reduced employee productivity during furloughs (Bratton, 2013). The specific problem is employee disengagement during a furlough at three military installations in Virginia. The disengagement led to high absenteeism, low productivity and performance, and an increase in the cost of conducting business (Coward, 2014).

Because managers lack understanding of how to motivate during the furlough process, government employees do not fully contribute to production and service outputs (Labonte, 2013). Department of Defense managers use outdated studies to attempt to resolve current organizational issues (Bratton, 2013). The social implications of budget crises during which Congress fails to pass timely budget appropriations include furloughs that have forced managers to implement old policies and procedures to shut down government agencies, resulting in unexpected displays of manager frustration (Bratton, 2013; Haggerty, 2013). Lack of timely budget appropriations resulted in the use of outdated policies and procedures that left manager's frustrated and unable to keep employees motivated to achieve the organization goals.

The literature review supports the selection of theories I used to complete the study. The final section ends with the summary of what is known and unknown about the topic of study. How to motivate employees is a central challenge for managers and

leaders and a critical cause of instability in the workplace. Through this literature review, I discuss theories related to motivation to identify those current theories that may be insufficient or, more significantly, to advance theory or potentially develop a new theory.

Chapter 2 begins with a description of my literature search strategy using an exhaustive key word search in a computer database. Next, I outline and explain the conceptual framework. The framework outline details the original works of theorists who revealed concepts regarding workplace motivation. The literature review builds on Ryan and Deci's (2000) conceptual framework that forms the basis for this study, and it relates to intrinsic and extrinsic motivation.

Literature Search Strategy

A literature search entails locating and summarizing studies about a topic by using key words to search computer databases (Patton, 2015). My key terms for this study were *sequestration*, *temporary government shutdown*, *furlough*, *organizational commitment*, *extrinsic motivation*, *intrinsic motivation*, *amotivation*, *content theory*, *process theory*, *theories of motivation*, *belongingness*, *workplace*, and *emotional intelligence*. Moreover, I researched a variety of theories—need theory, the hierarchy of needs theory, two-factor theory, expectancy theory, achievement theory—and I use the phrases *workplace motivation* and *physiological* and *psychological health* interchangeably. In addition to using key term searches, I researched researching original publications and relevant peer-reviewed articles from academic journals.

The process I employed to search the databases was to rule out the impact the temporary shutdown had on the economy and approach the difficult challenges managers experienced with keeping their employees motivated. Motivated employees are one of the

most important key factors in organizational productivity and service (Jarvis, 2014). The databases I searched were the ABI/Inform Complete, Emerald Management Journals, Sage Premier, National Bureau of Economic Research, PsycINFO, Google Scholar, Thoreau, and PsycARTICLES. Search engines such as Google Scholar assisted me in becoming familiar with the phrases and terms such as sequestration and administrative furlough.

The computerized search yielded 222 results in which 121 mixed publications and peer review articles were relevant to this literature review. The publications I selected for the review, dating from 2010 through 2017, provided a clear understanding of the motivational theories and situations related to the government shutdown due to furlough. Literature was available regarding companies and business that experienced temporary and permanent shutdowns, but there was a dearth of literature on the impact of furloughs on managers' experiences concerning motivating employees before, during, and after the process. I selected peer-reviewed articles in academic journals for their current relevance, and each highlighted section of this literature review guides the reader through this investigation.

Theoretical Framework

Managers have had to learn how to revitalize returning employees after past furloughs that resulted in the temporary shutdown of government facilities and loss of employee motivation. Although motivation may be difficult to describe, theorists such as Ryan and Deci (2000) have established the human motivation concept, which provided a foundation for this study concerning workplace motivation. This chapter elucidates theories and models related to the concept of motivation in the workplace. The findings

may open new dialogue and provide managers with essential tools to renew and maintain motivation in their workplaces.

Keeping employees motivated to perform is a manager's essential responsibility. Understanding what and how managers perceived the impact of furloughs on employees' work motivation to improve morale and productivity were the essential goals of this study (Bratton, 2013). How to create an environment in which employees motivate themselves by choice is a recent topic among managers, educators, and researchers (Bratton, 2013). Although theorists present taxonomies on classic motives and needs, little attention is given to how and why employees choose to behave from the impact of temporary government shutdowns in the workplace environment. Motivation based on classical theorists may be incomplete (Guillén et al., 2015).

Extrinsic motivations depend on external consequences that result from performing an activity and may encourage either positive or negative behavior (Kerr, Feltz, & Irwin, 2013). Extrinsic motivation consists of factors that are conducive to behaviors that exist from external motivators. As well as benefits, employers often experience problems with extrinsic factors that motivate their employees; for example, incentives can become costly (Kerr, Feltz, & Irwin, 2013). If the awarding of incentives appears unfair, it can affect employee motivation (Kerr, Feltz, & Irwin, 2013). Theorists note that dynamics of extrinsic motivation change to reflect current work requirements (Kerr, Feltz, & Irwin, 2013). Some managers use extrinsic motivators to control employees over other motivation factors. The most controlling motivation factors are rewards and punishment, referred to as external regulation (Kerr, Feltz, & Irwin, 2013).

Several theorists expanded on knowledge related to extrinsic motivation in the workplace, described in Table 1.

Table 1

Extrinsic Motivation Theories

Theorist	Theory	Characteristics
Abraham Maslow (1954)	Hierarchy of Needs	<p>Self-actualization (top level): continue development to full desired potential</p> <p>Self-esteem: high respect for self and others, desire for achievement, attention, recognition, and appreciation</p> <p>Belonging: love, caring relationships,</p> <p>Safety: tenure, elimination of fear, and protection against fear, uncertainty, discrimination, administration policies</p> <p>Physiological (lower level): breathing, food, water, shelter, sex, and sleep</p>
Fredrick Herzberg (1959)	Two-Factor	<p>Hygiene factors: Hygiene factors are extrinsic and include salary or remuneration, company policies and administration, interpersonal relations, and working conditions.</p> <p>Motivators: intrinsic factors such as sense of achievement, recognition, work itself, responsibility, and advancement</p>
Clayton Alderfer (1969)	ERG	<p>Existence needs: basic material required for human needs</p> <p>Relatedness needs: desires to maintain healthy and significant interpersonal relationships</p> <p>Growth needs: internal desires to advance through personal growth and development</p>
David McClelland (1961)	Motivational Needs	<p>Need for Achievement:</p> <p>Need for Affiliation: demonstrate arousal influenced by fantasy</p> <p>Need for Power: enjoy status and recognition, competition and winning; entails control and influence over others and the need to win arguments.</p>

Maslow (1954) proposed the initial concepts explicit to the wellness of humans in the workplace. He explored clinical, observational, and experimental experiences that fused functionalist traditions with holism and dynamism to form holistic-dynamic theory (Maslow, 1954). Once met, human needs accelerate to the next highest level (Ozguner & Ozguner, 2014). Love involves reciprocation, and is not synonymous with sex; if love is absent, the individual will yearn for love from family and friends (Ozguner & Ozguner, 2014). Self-actualization is the ability to continue developing to reach one's full potential (Ozguner & Ozguner, 2014). Maslow's hierarchy of needs theory gives satisfaction along the pyramid such as salary at the lower levels and motivation factors such as performance achieved at the upper levels (Maslow, 1954). The hierarchy of needs theory elucidates that once a need is met the individual accelerates to the next highest level, however, if the need is not met the individual may move to a lower level on the pyramid (Maslow, 1954).

Herzberg (1959) researched the need to evaluate motivation in the workplace from two separate perspectives and postulated the two-factor theory, also known as the motivation and hygiene theory, which includes variables that identify and create job satisfaction and dissatisfaction (Ozguner & Ozguner, 2014). Herzberg extended Maslow's theory and suggested that some factors can lead to work satisfaction, but others can cause dissatisfaction (Ozguner & Ozguner, 2014). It is important to understand that the two factors are not opposites but are located on different continua. For example, if hygiene is not present, job dissatisfaction occurs, and if there are no motivational factors, then job satisfaction may not be possible. Whereas in contrast, if hygiene and motivational factors are present, job satisfaction occurs. Further, the theory also points

out that because hygiene factors improve, it does not necessarily follow that employees will be satisfied long term (Ozguner & Ozguner, 2014). The two-factor theory extended hygiene theory by further identifying motivation as satisfaction and dissatisfaction is at the opposite of the continuum and one factor may or may not cause the result of another (Herzberg, 1959).

Ozguner and Ozguner (2014) investigated the relationship between Maslow's and Herzberg's theories and concluded that it is important for managers to understand employees' motivation and to meet their needs. For example, employees may need adequate space to work in, chairs and desks that conform to health and safety needs, breaks, and equipment that works. As it relates to Herzberg's theory, if employees have these needs met, they are not necessarily motivated, but if these needs are not met, they will become demotivated. In contrast, Maslow's theory warns managers that if employees needs are deprived, then attitudes and behaviors may be negatively influenced (Ozguner & Ozguner, 2014). Maslow's needs must also be met in a hierarchical order: When lower-level needs such as physical and emotional well-being are satisfied, only then are employees concerned with higher levels of personal development (Ozguner & Ozguner, 2014). Understanding what motivates employees enables managers to build.

Different from the two-factor theory concept and an alternative to the hierarchy of needs theory, Alderfer (1969) pinpointed three intrinsic human needs that influence employees' behaviors: existence, relatedness, and growth (ERG). ERG theory is not so rigid that meeting a lower need is a prerequisite for advancing to a higher need at any point (Alderfer, 1969). The theory uses the frustration-regression principle, which states that when employee needs are not met at higher levels, they reactivate at lower levels

(Yang, Hwang, & Chen, 2011). ERG theory helps to comprehend what personal perspectives make humans behave the way that they do.

Trivellas (2011) considered ERG theory critical for investigating organizational commitment in the relationship between motivation and job performance. He surveyed 220 frontline bank employees to confirm the mediating roles of organizational commitment (Trivellas, 2011). The results revealed that the bank employees were motivated to perform because of enforced human resources management practices (Trivellas, 2011). The findings gave managers clarity for evaluating why employees performed the way they did (Trivellas, 2011). Existence, relatedness, and growth theory used to investigate motivation and job performance revealed that employees performed due to enforced policies which helped managers to better understand and evaluate employee's performance (Trivellas, 2011).

In some situations, employees felt that managers abused them by failing to keep promises of job security, promotions, and benefits that had been used to bind them to their jobs (Daud & Tumin, 2013). McClelland's (1965) motivational model suggests that regardless of demographics, managers can observe how the needs for achievement, power, and affiliation affect the actions of their employees. He argued that humans' actions are determined by the promise of rewards for achievements over time (Daud & Tumin, 2013). McClelland assumed that economic increase would occur due to the impact of isolated psychological factors in a particular place at a given time and that the connection applied to all strata of the workforce (Daud & Tumin, 2013). The results were that to attract and strengthen the relationship with employees, organizations must double promotion strategies. The rationale of promotion strategies is to allow employees to gain

confidence and support in the organization, to cascade ideas and view and show talent among employees, and to build trust with managers such as keeping promises and avoiding dishonesty and bias (Daud & Tumin, 2013). Managers should admit to their mistakes and be consistent about sharing information and helping employees.

In contrast, intrinsic motivations are internal and accomplished for the sake of the task itself rather than for outside consequences (Salge et al., 2014). The remunerations of extrinsic motivation are quantifiable for effectively completing employer objectives. Extrinsic factors are the focus of renewed energy, determination, and ability to produce and successful results from employing extrinsic factors are the hallmark of many organizations. Whereas extrinsic motivation has been declining in the workplace, the significance of psychic or intrinsic motivation has been increasing, and the dynamics of intrinsic motivation change worker expectations (French & Emerson, 2014). Expectancy, equity, and goal-setting theories are the foundations of intrinsic motivation, as shown in Table 2.

Table 2

Intrinsic Motivation Theories

Theorist	Theory	Characteristics
Victor H. Vroom (1964)	Expectancy	Valence: acceptance of positive outcomes, non-acceptance of negative outcomes, zero acceptance of neither negative nor positive outcomes Instrumentality: trust, control, policies Expectancy: recognition and reward Motivational force equals expectancy, times instrumentality, times valence

(table continued)

John S. Adams (1963)	Equity	Input variables: effort, loyalty, commitment, personal sacrifice, diligence Outcome variables: pay, benefits, bonus, recognition, rewards, achievement
Edwin Locke	Goal-setting	technology, economic advancement and maturity, business practices and organizational change, diversity

Vroom (1964) cited over 500 investigations in his book that used correlational studies, laboratory experiences, and field experiments concerning expectancy theory. He argued that people will work under depressed economic conditions even though wages are substandard as long as they have gainful employment (Honkaniemi, Lehtonen, & Hasu, 2015). Psychologically, people make choices based on their expectation of reaping the rewards for performing assigned tasks (Honkaniemi et al., 2015). Management's recognition, or lack of appreciation, directly influences employee behavior in the workplace.

Similar to expectancy theory, equity theory refers to motivated efforts that receive rewarding outcomes. When people work, they expect to receive money for their efforts, and equity or fairness simply means that people expect an equal reward for the same or similar task performed by coworkers. Adams (1963) and others have proposed that relational satisfaction relies on the ratio of input to outcome variables. Most employees compare their ratio of efforts and recognitions to their coworkers' measure fairness. In equity distribution, if there is no balance, then motivation levels may be adversely affected (Skiba & Rosenberg, 2011). Employees assign personal value and self-esteem to moral statuses, and equity is relevant to any social situation in which exchange occurs (Skiba & Rosenberg, 2011). Without equity, feelings of inequity manifest if there is the

perception of inequity (Skiba & Rosenberg, 2011). The result is that management loses the ability to motivate employees unless they—managers—maintain a healthy balance between overall inputs to outputs (Skiba & Rosenberg, 2011).

Skiba and Rosenberg (2011) evaluated equity theory by using an economic construct of business, government, and society. They discovered an imbalance in activity that was consistent with rampant greed, executive compensation layoffs, the demise of the social contract, and shifts to temporary workforce union erosion (Skiba & Rosenberg, 2011). The government had escalated partisanship, ineffective regulation, mishandling of corporate fraud, lack of job creation, structural change, and health care legislation. The after effects left public and private organizations with high underemployment, erosion in fairness, loss of benefits, cost shifting of health care, pension dumping, and apathy, all associated with results of equity theory (Skiba & Rosenberg, 2011). Restoring balance to these inconsistencies requires that government leaders reinvigorate start-up growth for business and corporate leaders and reexamine or redefine the balance between employee and employer (Skiba & Rosenberg, 2011).

From 1968 through 2011, Locke continued to fine-tune his theory along with the help of other psychologists, educators, scholars, and researchers. Later, Locke and Latham (2002) set forth the strengths, weaknesses, and validity of 35 years of empirical research on goal-setting theory. Some study participants had consisted of unionized truck drivers who were more committed and performed better when their task was clear, challenging, and produced positive feedback. Alispahić (2013) found that a large number of convincing studies supported Locke's theory, but problems continued to exist. Goal theory was not considered to be conflicting even when ignoring the quality of goals. The

influence of goal difficulty and specificity were being investigated mainly for their effects on the intensity of behavior. Only a few studies explained how goal-setting theory works, but with limited goal-setting criteria (Alispahić, 2013).

Ryan and Deci's (2000) self-determination theory was differentiated from goal-directed behavior based on objectives or outcomes and the regulatory processes pursued. The theory, grounded in motivation, postulates that a critical issue in the effects of goal pursuit and attainment is the degree to which people can satisfy their basic psychological needs as they pursue and attain valued outcomes (Rouse, Ntoumanis, Duda, Jolly, & Williams, 2011). When individuals satisfy their basic physiological needs, they are more motivated to act on choice, free will, or volition rather than control established through extrinsic tactics (i.e., amotivation or pressure by authority). The concept of needs, once widely employed in empirical psychology, organized the study for motivation (Alispahić, 2013).

External factors can facilitate or undermine intrinsic motivation of individual or organizational outcomes (Chou & Pearson, 2012). In this literature review, I discuss the motivation of human behavior that endorses people's actions at the highest levels of reflection. The aim is to revisit the classic distinction between intrinsic and extrinsic motivations and detail the conditions that foster value and choice (Cerasoli, Nicklin, & Ford, 2014; French & Emerson, 2014; Park & Word, 2012). Park and Word (2012) discuss that Ryan and Deci's human motivation model provided a well-established framework for understanding an individual's motivation in public and nonprofit organizational settings, and in this literature review, I discuss the continuum of human

motivation to better understand government employees' motivation during the most recent furlough.

Literature Review

I used the concepts of amotivation, intrinsic, and extrinsic motivation to build the conceptual framework. In a hermeneutic phenomenological study, the literature determines possible questions based on what frames the research that sets the stage for the inquiry (Rudestam & Newton, 2014). Scholars state that reviewed literature houses knowledge that is beyond a researcher's comprehension level (Rudestam & Newton, 2014). The theory of intrinsic motivation is that a task performed for the sake of the work itself is work well-done, whereas the theory of extrinsic motivation is that an employee performs a task only when there is reward or recognition involved or the threat of punishment for failure to perform. Other than intrinsic and extrinsic factors, employees may be identified as amotivated, that is, not valuing an activity that is believed to yield the desired outcome (Salge et al., 2014). Employees who identify with amotivation may feel helpless and find it useless to engage in workplace activities. Amotivated behaviors can result from pressure associated with temporary shutdowns, recessions, and lack of knowledge during turbulent times in the workplace (Salge et al., 2014). For example, employees who work for a paycheck, reward, or recognition may feel dissatisfied when managers offer intrinsically motivated employees rewards for doing the same activity. The rewards can either enhance or diminish the intrinsic motivation of workforces (Salge et al., 2014). Intrinsic, extrinsic, and amotivation effect employee's performance that may impact an organization bottom-line (Salge et al., 2014).

Motivation Theory

Several motivation theories exist that can potentially further the understanding of how choices are made during the rating process, although approaches vary in relevance. Agar and Beduk (2013) described motivation as falling along a continuum ranging from automatic reflexes through consciously initiated patterns and habitual patterns of behavior. Ozguner and Ozguner (2014) conducted an investigation aimed at describing the differences and similarities business managers face when implementing plans that assign different motivation theories to levels. What they developed was similar to Maslow's hierarchy of needs pyramid in ranging from motivational mechanisms farthest removed from behavior to explanations of behavioral effort and self-regulation at the top of the spectrum.

Regarding theories such as self-regulation and goal setting, Bellairs, Halbesleben, and Leon (2014) explained choice close to the onset of the behavior. At this point on the continuum, cognitive processes activate that result in conscious decisions to engage in particular courses of action. Byrne (2014) described the first motivation sequence as originating from some need (see Figure 2). Values are assigned to particular outcomes resulting from alternative courses of action that will potentially satisfy the need. Afterward, a choice is made whether to pursue the goal and if it is worth the amount of effort necessary to achieve the objective. Depending on the course of action taken, when receiving rewards, an individual achieves a level of satisfaction. Expedient assignment of values in the model describes motivation as a sequence of events rather than one distinct phenomenon. The model also indicates how existing motivation theories are potentially helpful in addressing different points in a given sequence of events (Byrne, 2014).

For example, Locke illustrated how Maslow's hierarchy of needs might explain the initial onset of a need to be satisfied. Expectancy theory might explain aspects of the values/motives point in the sequence. Adams's equity theory could address the reward allocation factors, and Herzberg's two-factor theory could address satisfaction. Furthermore, one theory may be relevant to more than one point in the sequence. For example, Locke's diagram shows expectancy theory as relevant to explaining the establishment of values in the core as well as the perceived probability of task outcomes in the hub.

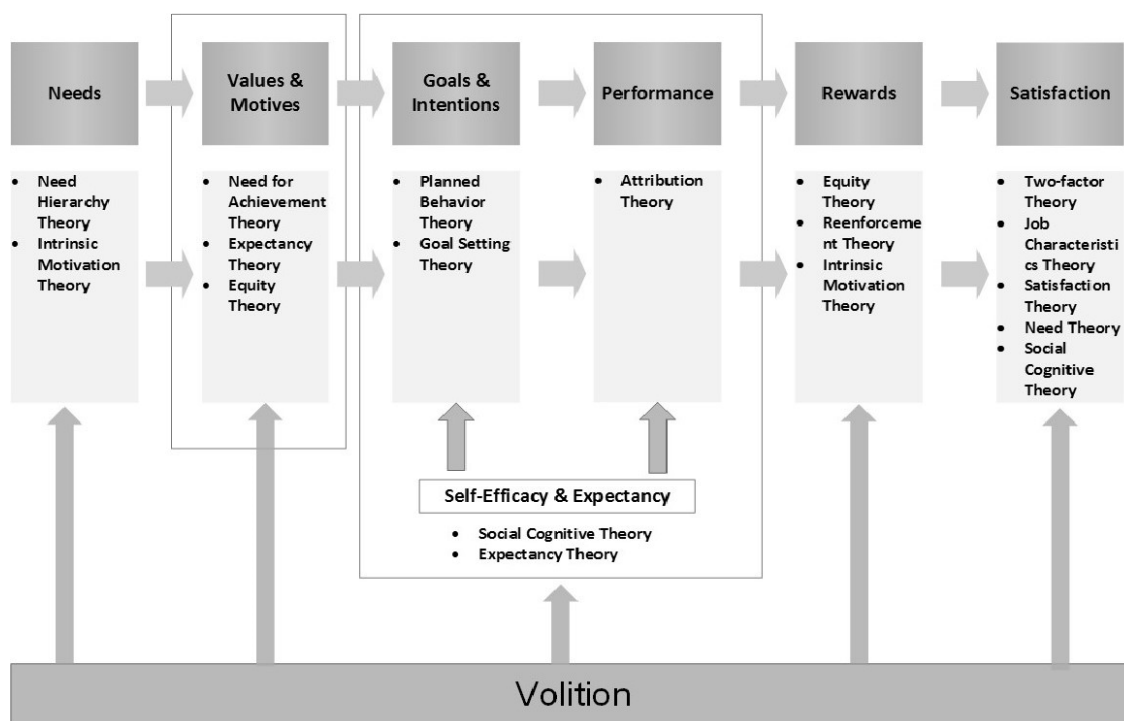


Figure 2. The motivation arrangement. The schematic drawing illustrates a sequence of motivation based on individual volition (free will) to behave according to values. These ideas were extrapolated from Locke's (1991) motivation sequence, motivation hub, and motivation core (see Appendix H).

The focus of this model is on choice behavior. The author defined motivation as the cognitive phenomena that an individual chooses to engage in as passive or active

responses to stimuli (Locke, 1991), and I contemplated this construct for several reasons. First, it does not necessitate aggressive behavior on the part of the motivated individual; it only requires making a choice. Managers and leaders can presume that individuals will either engage in or refrain from a given course of action. Second, the definition excludes involuntary responses such as those that occur in the autonomic nervous system. Lastly, the definition supports the expectancy theory components that may later formulate hypotheses for a future study; it focuses on specific elements of motivation and aids in operationalizing the construct. Choice behavior help managers define passive or active responses to stimuli when employees choose to engage in a course of action (Locke, 1991).

Expectancy Theory

Past research studies illustrate how value outcomes have become recent indicators of behavior (Plante, O’Keefe, & Théorêt, 2013). The model of rater motivation reflects values assigned to factors surrounding the rated task, and these factors next lead to the inception of rating behavior. That behavior may result in one choosing to achieve a genuine and accurate appraisal of a subordinate’s performance. Alternatively, it may lead to distorted ratings, depending on which course of action leads to desired outcomes for the rater. An individual might test these propositions using expectancy theory, which predicts the association of valued outcomes and behavior. Goal-setting theory appears to contradict Vroom’s valence–instrumentality–expectancy theory. Vroom stated, “the force to act is a multiplicative combination of valence (anticipated satisfaction), instrumentality (the belief that performance will lead to rewards), and expectancy (the belief that effort

will lead to the performance needed to attain the rewards)” (Locke & Latham, 2013).

Expectancy relates, linearly and positively, to performance.

Employee motivation, within the context of the employment relationship, usually focuses on the effectiveness of certain practices and their effects on the outcomes for the organization. Motivational theories promote and praise effort, effectiveness, and productivity; most have one thing in common, the assumption that “work” refers to employer–employee relationships and no others. Many motivational practices lead individuals to put too much emphasis on money, career, and professional advancement and can lead people to completely disregard socio-psychological aspects such as camaraderie among coworkers, feelings of self-worth, and the reward and satisfaction of recognition for work well-done.

Workplace Motivation

Employee motivation and employee work values continue to be a central focus for organizations and managers (Hauff & Kirchner, 2014); academic literature classifies the terms motivation and values as linked and interchangeable. Hauff and Kirchner analyzed workplace situations and values and the changes that occur because of job quality, job satisfaction, and job performance in relation to organizational change. The findings revealed that work values and workplace situations could develop differently and cause a significant impact on work-related outcomes such as job performance, commitment, and employee turnover (Hauff & Kirchner, 2014). Individual’s decisions and actions resulting from workplace activities and outcomes are useful indicators of values that may positively influence motivation. Managers can be proactive and moderate employees’

expectations and desires attained through work by influencing employee attitudes, behaviors, and, most importantly, motivation (Hauff & Kirchner, 2014).

Motivation may harm or enhance workplace behaviors and/or the environment. Self-determination theory substantiates that employees' experience motivation at different levels and types according to an organization's structure, characteristics, and capacity to integrate change (Sisley, 2010). Workplace motivation varies as a function of multiple factors such as autonomy, rewards, performance feedback, and the nature of the work itself (Hauff & Kirchner, 2014). Employees are not all motivated by the same factors. Leaders have observed that some individuals had a deeply passionate and driven interest in their work, whereas external pressures or rewards seemed to motivate others. Researchers often categorize these differences in workplace motivation into two dimensions: intrinsic and extrinsic (Buble, Juras, & Matić, 2014; Chen & Bozeman, 2013).

External motivating factors are extrinsic and acknowledged as performing an activity to obtain an outcome that is separate from the work itself. Individuals have desires to achieve tangible rewards such as a high salary, praise, acknowledgment from others, and/or high-status positions (Bakan et al., 2011). In contrast to engaging in a task for instrumental reasons, intrinsic motivation refers to the desire to engage in an activity primarily for its own sake (Sisley, 2010). In general, intrinsically motivated individuals will engage in work because the work itself is interesting and satisfying, although even so, intrinsically motivated employees may appreciate external rewards. They can be motivated by rewards such as pay and recognition or deeper core interests such as on-the-job learning opportunities or the chance to be creative in their work (Sisley, 2010).

Addressing differences in human behavior is important to managers and leaders given that motivation influences employee preferences in the workplace. Bellairs et al. (2014) found that extrinsically motivated individuals were more attracted to working environments that offered higher than average salaries, whereas intrinsically motivated individuals were more likely to reject pay plans with high starting salaries and were more attracted to plans with high levels of involvement, such as pay-for-performance plans. Substantial scholarly research has shown that work values can influence preferences for the level and type of work or workplace environment when deciding on a job (Rothwell, Zaballero, & Park, 2014). For instance, individuals motivated by intrinsic factors are more likely to select work environments that allow them to be creative, learn something new, or develop a new skill, whereas extrinsically motivated individuals may be more prone to choose environments in which external motivating factors such as rewards and recognition are salient.

Being able to design work environments that appeal to employees' motivational drivers is a critical factor in maximizing employee performance. Research shows that employees' work values have implications for executive actions such as the emphasis on organizational goals and job design (Rizescu & Rizescu, 2014). Also, managers may need to adopt different approaches toward managing extrinsically and intrinsically motivated employees (Rizescu & Rizescu, 2014). It is important for managers to understand the implications of appealing to differences in motivation across their employees to attract, motivate, and retain high-quality employees.

Managers also need to know how to appeal to different motivations to avoid the negative consequences of having unmotivated employees. These employees are

connected to decreased work quality and high levels of turnover (Rizescu & Rizescu, 2014). Employees feel the pain of disruptive temporary shutdowns. For this reason, employee motivation is one current topic addressed in this research (Bratton, 2013). If managers and leaders continue to rely on previous methods of motivation based on prior obsolete results, they will remain discombobulated. Employees need a sense of inclusion to stay motivated in the workplace. Managers and leaders can provide a variety of motivators that influence or advance organizations' objectives.

Kramer, Meisenbach, and Hansen (2013) examined uncertainty management of a community choir that had only volunteer members, and they found higher certainty when choir members and supervisors communicated preparation times and coordinated tasks promptly. Also, high satisfaction and certainty were evident with external factors such as family support and participation (Kramer et al., 2013). Although Kramer et al. did not test existence, relatedness, and growth theory, their work did coincide with Alderfer's relatedness and growth components. The choir members desired to maintain healthy and significant interpersonal relationships and to develop personal growth. Supervisor and peer communications increased volunteers' certainty and participation within the organization.

Buble et al. (2014) conducted research that used the two-factor theory; specifically, the authors identified leadership styles and relationships among 40 conservative Croatian managers including the extent to which extrinsic and intrinsic factors contributed to their performance. The researchers articulated that hygiene factors remained associated with leadership styles and contributed to managers' driving force (Buble et al., 2014). In addition, managers' relationships were stronger with intrinsic rather than extrinsic

motivation (Buble et al., 2014). However, if intrinsic motivation factors are low, managers may not perform as well (Buble et al., 2014). Third, the study revealed that more significantly, managers' jobs originated from extrinsic motivations (Buble et al., 2014). Lastly, extrinsic motivation influenced lower-level managers, whereas intrinsic motivation influenced higher-level managers (Buble et al., 2014). Managers developed custom leadership styles from internal rather than from external forces such as policies, empowerment, reward, recognition, or achievement.

Davis (2013) built on Herzberg's two-factor theory by interviewing 20 customer service agencies regarding factors that contributed to employee retention and found that 10 acknowledged themes decreased employee turnover: employee compensation, supportive working environment, recognition, the opportunity for advancement, tools for performing the job, friendly supportive coworkers, rewarding work, caring employers, employee perceptions of management, and leadership traits. Employee compensation such as salary, benefits, and incentives was most favorable to retention and job satisfaction (Davis, 2013). Employees mentioned that unfair treatment, as in management's unequal application of rules, favoritism in promotions, and levels of responsibility, directly influenced turnover (Davis, 2013). Conversely, employee morale increased when it was fostered by a supportive working environment (Davis, 2013). Retention strategies and enhanced morale led to positive organizational social change and economic development, and factors that contributed to satisfaction (or its lack) mirrored Herzberg's two-factor theory.

Shore and Strauss (2012) focused on the inequity of pay and productivity and concluded that internal inequity affected attitude to a greater degree than inequity from outside the workplace:

- Outcome inequity of pay (e.g., promotions and pay raises) had a greater impact on employee attitudes than did input inequity of productivity (e.g., work effort, quality, organizational citizenship behavior; p. 678).
- Internal pay comparisons had a greater effect on work attitude than did exterior comparisons.
- Findings for productivity comparisons provided minimal support for the expectancy.

The authors found that work attitudes with outcome-based (pay) inequity had a greater impact than did input-based (productivity) inequity. The authors found minimal relationships between attitude and productivity and internal and external inequity; employees placed greater significance on work outcomes rather than on the inputs. Employees have more control over outputs than inputs and were less likely to become disgruntled when comparing coworkers' output contributions in the workplace. Input and outcome-based inequity may result in negative attitudes, but outcome-based inequity is more influential and stressful to employees.

Scheuer (2013) investigated the social norm of fairness for workplace employees. He found that rewarding disruptive behavior was calamitous for performance but that high-powered incentives could be manipulated and could, therefore, rule out intrinsic motivation. Significantly, employers are more inclined to look for equity in contributions from employees (Scheuer, 2013). Strong polarization exists when approaching the topic

of incentives and employment relationships (Scheuer, 2013). Adams theorized that work environment acceptance is a fair trade-off if the money is acceptable and vice versa. Better-explained employees will endure poor work conditions if the pay is right, and conversely, employees will endure lower pay if the work environment is sufficiently attractive. There are no solid theories entirely against or for economic incentives when motivation is a factor of a wage structure, and Scheuer (2013) concluded that this led to a constant negotiation of pay with no final solution to either party.

Facer et al. (2014) questioned what instrument is sufficiently reliable and valid to measure managers' beliefs about what motivates employees. They created and validated a list of 20 items from a combination of theories: reinforcement theory; expectancy theory; needs theory; and self-determination theory (Facer et al., 2014), and they calculated the reliability of the complete list to be as follows: Cronbach's alpha coefficients of .77 for reinforcement theory; .71 for expectancy theory; .82 for needs theory; and .77 for self-determination theory (Facer et al., 2014). The author believed that their research gave employers, practitioners, and scholars an instrument for measuring the behaviors that motivate employees in the workplace. Facer et al. delineated the theories and sub-constructs in the item pools for the motivation beliefs inventory as

- Reinforcement. Use of or withholding of rewards or incentives
- Expectancy valence. Expectations for the probability of success or the valence of outcomes, means to valued ends, and commitment to those means
- Achievement motivation. Socialized needs for achievement, affiliation, and power
- Self-determination. The combination of six motivation types from the basic psychological needs for autonomy-relatedness and competence: motivation,

external, introjected, identified, integrated, and intrinsic. Self-determination also affects pressure on motivation; contributes to the welfare of the whole; and integrates motivation and pro-social ends.

Facer et al. (2014) found a conflict in the responses from managers versus employees as regards to the accuracy of the beliefs of each component group in the workplace. Managers are intrinsically motivated primarily by meaningful work, whereas employees seek extrinsically motivated pay incentives. Conversely, employees seem to believe just the opposite. Managers and employees have different beliefs regarding behaviors that motivate groups in the workplace (Facer et al., 2014).

Renko, Kroeck, and Bullough (2012) conducted research aimed at understanding the components and consequences of motivation. The results of this research revealed factors related to achieving start-up outcomes in newly established firms by applying expectancy theory, specifically, the valence-expectancy-instrumentality model. The research contributed to understanding the motives that contribute to developing entrepreneurial economic and noneconomic behaviors. There are four components that can influence entrepreneurs' motivation: (a) intention, (b) intended effort, (c) task performance, and (d) time spent on the task (Renko et al., 2012). Academic researchers, policy makers, educators, and stakeholders who encourage new business start-ups will benefit from these motivation-driven processes.

Gardner and Pierce (2013) examined employees' relationships between organizational-based self-esteem (OBSE) and job satisfaction, retention, and commitment. Similar to Maslow's esteem components, these researchers found that when satisfied employees focused on job performance with high OBSE, positive work attitudes

became more distinctive and typical. Employees who felt worthless and who focused less on job OBSE exhibited poor job attitudes and weak performance (Cottrill, Lopez, & Hoffman, 2014). Cottrill et al. argued that when employees feel included and cared about, they are more likely to assist the organization with work-related problems. High job focus intensifies OBSE, whereas psychological withdrawal weakens OBSE. According to Maslow, self-esteem is hierarchical in nature, and if it is not met, then an employee will remain at a lower level.

Intrinsic Motivation Factors

Achievement. Achievements are the outcomes of individuals' approaches, engagement, reactions to situations, and task completion (Baranik, Lau, Stanley, Barron, & Lance, 2013). Baranik et al. investigated the link between theoretical motivational goals related to achievement and scores on a scale that compared college-aged workers with older employees and concluded that achievement goals might be the result of employees' emotional well-being, production, cognitive engagement, and seeking for help as needed (Baranik et al., 2013). In particular, individuals and groups with connected achievement behaviors, such as working hard to complete a given task, have a purposeful set of goals in mind.

Achievement-connected behaviors respond to situations in the workplace related to performance-approach, performance-avoidance, mastery-approach, and mastery-avoidance goals (Baranik et al., 2013). Performance-approach goals happen when one employee tries to become the best coworker regarding of having a good work relationship with coworkers (Baranik et al., 2013). Performance-avoidance goals happen when an employee avoids asking a coworker for help for fear of appearing incompetent and allow

coworkers to focus on not having the worst working relationship among other coworkers (Baranik et al., 2013). Mastery-approach goals provide the employee with knowledge resources to learn and perfect a task as much as possible (Baranik et al., 2013).

Performance approach and avoidance goals focus on learning as much as possible about a task, whereas mastery-avoidance goals focus on not losing the skills, knowledge, and abilities to perform a given task (Baranik et al., 2013). Although the instrument the authors used was insufficient to support workplace performance in the older population, the study revealed that managers who are most aware of their employees' performance could encourage learning and avoid punishing performance-avoidant employees for mistakes in situations in which they would likely ask for help. Understanding achievement-related goals may help managers effectively motivate employees to grow and improve the skills and abilities necessary to perform tasks.

Growth. Research describes growth as the ability for an employee to improve skills, knowledge, and abilities (Hofer & Busch, 2011). The hierarchy theory regards growth as self-actualization, which is affixed at the top of the pyramid as the highest accomplishment. Two hundred thirty-nine Cameroonian and German participants were examined to link jobs, relationships, and the satisfaction of growth, competence, and relatedness suggested by self-determination theory (Hofer & Busch, 2011). Irrespective of the participants' morals, standards, or ethics, the findings showed that implicit motives affected experiences associated with higher levels of competence linked to satisfaction in related life domains (Hofer & Busch, 2011). For example, one area showed that (a) job and relationship satisfaction were associated with high levels of competence and relatedness, (b) relatedness was positively related to job satisfaction, and (c) growth in

competency was significantly associated with relationship satisfaction (Hofer & Busch, 2011). In contrast, the results showed that the participant's age was negatively correlated to perceived relationship satisfaction (Hofer & Busch, 2011). Scholars presented a quest to master and perfect SKAs as a major contributing factor to growth in the workplace and as essential for competency in progression (Hofer & Busch, 2011).

Similarly, Chiniara and Bentein (2015) stated that employees with autonomy, knowledge, and feedback have a strong need for growth and that they find satisfaction in the workplace and with managers. The authors collected data that measured autonomy, relatedness, and competence from 247 supervisors from a Canadian technology company, and using self-determination theory, they found that when managers allowed employees to exercise autonomy such as making decisions to move forward and accomplish tasks without leadership input, the outcomes were more rewarding and the levels of growth increased. Growth takes place when managers allow employees to use a range of learned knowledge regarding the workplace and position and offer feedback concerning successful accomplishments as well as failures (Chiniara & Bentein, 2015). Managers' misunderstanding of growth needs may lead to depression, isolation, and distrust among employees and lack of advancement status or position in the company.

Advancement. Changes in an employee's position and status are cited as advancement. Kaifi and Noori (2011) conducted a survey on the advancements of 100 managers in the same company using a 5-point Likert scale that ranged from never to always and found that females had higher communication skills than their male counterparts. The same authors conducted another study with 200 different managers from the same company and found that males contributed less to team outcomes than did

females; for example, females were viewed as being more compassionate, responsible, organized, and ingenious (Kaifi & Noori, 2011). The authors concluded that females appeared to have the innate ability to understand how to communicate with others, which enabled them to advance more rapidly, although they failed to analyze other motivation factors, extrinsic or intrinsic, such as pay, the work itself, and responsibility.

Advancement in relation to competence was assessed in a similar study conducted with 100 public British managers compared with 120 private-sector Singaporean managers (Chong, 2013). Chong looked at 31 competences in the Singaporean sample and 33 in the British sample and postulated that advancements increase with competence and the ability to communicate the organizational culture more in female than male terms. The author identified five distinct competence clusters, three British and two Singaporean, and showed that achievement orientation and tenacity from a business sense were closely associated with the environment from the private sector and that integrity and communication were associated more with the public environment (Chong, 2013). Overall, the research revealed that competence associated with cultural environments such as organizing, planning, and motivating were similar among managers in comparable work environments and fluctuated in different environments in which the manager was focused on career advancements (Chong, 2013).

The work itself. According to Moreau (2014), work itself is the actual performance of work-related duties as the foundation of employee satisfaction and dissatisfaction. For more than 100 years, researchers explored why people do what they do at work. Drawing upon the job characteristics model, Barrick, Mount, and Li (2013) stated that motivational forces in concert with job characteristics (e.g., task variety,

autonomy, feedback, significance, and identity) establish purposeful motivational strivings, giving individuals a significant sense of worth. Further, these characteristics support the theory of job enrichment as Herzberg connoted to promote individual motivation, job satisfaction, and performance. Employees who prefer learning and high growth benefit from the effects of jobs with these features (Halbesleben et al., 2013).

Wu and Lu (2013) conducted an investigation on hedonism in a leisure work environment, including a system used for evaluating behaviors. Hedonic systems allow employees to experience self-fulfilling morals and employ relaxation and pleasure, and intrinsic rather than extrinsic motivation played a significant role in pleasure-oriented duties. Examples of intrinsic motivator factors include a) enjoyment (using equipment is fun in a way separate from performance and consequences), b) flow (information systems are used to the point where nothing else is important) c) playfulness (employees are spontaneous and playful), d) pleasure (as in doing work that makes an employee feel happy and pleased), and e) arousal (the degree to which an employee feels stimulated and excited to perform; Wu & Lu, 2013). A utilitarian environment is employed in workplaces in which the value to employees is created and exploited to improve productivity. In contrast, hedonism takes place in a home or leisure setting to provide pleasure and relaxation. The results of that study suggest that hedonic systems offer pleasure-oriented work environments in which employees are able to enjoy accomplishing work for the sake of the work itself.

Responsibility. Responsibility is experiencing satisfaction while following procedures, policies, and administrative guidelines at the point of conflict between the power of authority and the authority necessary to carry out responsibilities (Jenster,

2009). Jenster conducted an online survey involving 221 virtual teams' members from 4 businesses that measured perceived leadership performance and conduct, analyzed data using bivariate correlational analysis, and found inconsistencies between authority and job responsibility to be indicators of poor management (Jenster, 2009). For example, managers believe that highly motivated employees are extremely productive and effective while present for work, and little delegation is needed for workers who hold responsibility in high regard. Employees who have autonomy and authority over workplace activities can sustain motivation characteristics such as responsibility for longer periods. Unlike extrinsic motivation, responsibility comes from within and offers managers a sense of authority and power.

Extrinsic Motivation Factors Recognition

Salary. Pay for work compensation is significant to salary. Organizations must fulfill realistic pay expectations to effectively manage employees (Rothwell et al., 2014). Managers have the opportunity to assist companies in making decisions not only for returns on investment but also to compensate employees with the right pay for the job (Agar & Beduk, 2013). Compensation can be an important component in positively accomplishing an organization's strategy, but it is only effective as a motivator if it is not detrimental to the organization's bottom line.

Authors have used Herzberg's hygiene factors to examine sales personnel in women's mall clothing stores (Teck-Hong & Waheed, 2011). Specifically, Teck-Hong and Waheed analyzed working conditions, recognition, company policy, and salaries as the major hygiene factors in their study and found that money facilitated the correlation between job satisfaction and compensation (Teck-Hong & Waheed, 2011). The

implications of that study are that sales personnel valued money for compensation as a means of job satisfaction.

Another study concerned compensation for executives (Agarwal, 2010), and the author studied components of compensation in the areas of (a) basic pay, that is, fixed pay that does not vary with performance, (b) short-term incentives such as annual awards at fixed intervals, and (c) long-term incentives that extend beyond a year such as stock options and grants (Agarwal, 2010). The study revealed that high basic pay was warranted to retain executives and keep them motivated in the workplace.

Interpersonal relations. Under this general heading, relationships and interactions between the respondent and recipient should be enjoyable, cohesive, and comprehensive, such as companies' business and operation plans and procedures verbalized from managers in an organized, nonconfrontational, and easily understood manner (Coupe, 2011). The basis of work relationships is respect for all (Coupe, 2011).

Technical supervision. A manager's ability to motivate through constructive criticism rather than threats of disciplinary action is technical supervision (Coupe, 2011). Another description includes observations and comments about employees' capabilities or inabilities or their perceptions of justice or injustice in the workplace (Coupe, 2011). Some studies revealed that regulatory guidelines could lead to undisclosed acquiescence through a variety of mechanisms (Coupe, 2011). Cognitive dissonance theory may be the best philosophy to address technical supervision.

Cognitive dissonance theory suggests that contradiction between civic actions and personal beliefs generates animosity or tension, for instance motivating employees in a way that decreased their discomfort by shifting their particular beliefs to be consistent

with their public behavior. Belief change occurred when there was force to comply with company policies and procedures, but when excess force was applied to achieve compliance, the theory suggested less cognitive dissonance. For example, when less force was applied to change employees, undisclosed beliefs became consistent with their public behavior. Coupe's (2011) research contributed to the development of knowledge and examination of the science of supervision. However, he concluded that there is room for improvement to provide managers with tools and knowledge to revise and fine-tune management processes. Managers do not understand why employees positively respond to policies and procedures at some times but that at other times, the same policies and procedures are ineffective.

Company policy and administration. Coupe (2011) stated that descriptions of company policies and procedures for management and the organization were adequate or inadequate. For example, remarks about personnel and characteristics of a company's policy or the workplace environment were noted as harmful or beneficial. It is fair to say that policies and procedures should provide guidelines for reintegrating, retraining, and reassimilating furloughed employees into the workforce. Human resources creates plans for workforces that retain employees through job design and work organization such as training and improving policies (Datta, Basuil, & Radeva, 2012).

Working conditions. Physical conditions of a work environment in comparison with the amount of work accomplished, available facilities and space, ventilation and air circulation, work tools and equipment, space, and other environmental aspects (Coupe, 2011). Working conditions assist in knowledge transfer from instruction and training to the actual work supported by managers to managers, managers to subordinates, and

subordinates to subordinates (Coupe, 2011). Employees' skills become a major part of a company's bottom line when the training is transferred to work they perform (Boyatzis, 2011).

Factors in personal life. There is a thought that the less employees enjoy their lives outside of their workplaces, the better and more useful they will be inside the workplace environment (Jenster, 2009). Jenster received responses from 31 operational teams to an online survey that measured control and affection, perceived team motivation, and perceived team cohesiveness. Virtual teams exist when interdependent groups of employees work across organizational boundaries such as time and space by using information technology as a communication link (Jenster, 2009). Organizations enabled employees to exercise benefits related to personal life included setting up work environments so that family life can still be lived as well, such as being able to help children with homework, being involved in community activities, spending more time in the home, participating in family activities, and attending to family and personal health needs (Jenster, 2009).

In a different study, the author collected similar data from 189 of 200 respondents surveyed, who worked in both the private and public sectors, to measure three hypotheses regarding work and family conflicts, job satisfaction, and the quality of work and life (Owolabi, 2015). Owolabi showed that men and women experience more family and work obligations as more mothers with young children enter the workforce. Although all of the hypotheses studied were important, I directed my attention toward the impact of work-life balance on employees. Employees must adapt to their roles that are impacted by conflict when situations dictate a shift in family and work responsibilities (Owolabi,

2015), for example, when an employee must attend to a sick child and host an important meeting at work. Work-family conflicts can result in dysfunctional outcomes such as significantly reduced family and job-related well-being. Owolabi used the Leiden Quality of Work Life Scale to measure 12 qualities of work life (decision authority, job insecurity, lack of meaningfulness, social support from coworkers, skill discretion, work and time pressure, role ambiguity, hazardous exposure, task control, physical exertion, social support from supervisor, and job satisfaction (Owolabi, 2015, p. 55) and study concluded that even though increasing numbers of women are entering the workforce, gender in work-family conflicts, job satisfaction, and quality of work life is not significant to the workforce (Owolabi, 2015).

Status. Any actual mention of signs or appurtenances such as assigned executive positions, company incentives such as a car or phone, a distinguished eating facility, and perhaps a corner office (Brown, 2012). Status rewards are achieved for having attained a certain level of performance and tenure. Brown used status characteristics theory to validate the role of worker status associated with the process of creating a hierarchy ranking of individuals based on social prestige and observed that individuals who possessed a positive reputation were more legitimate, competent, and trustworthy and typically enjoyed the benefits of higher status. The author found that individuals who were seen as reputable were also influential, trustworthy, competent, and considered legitimate (Brown, 2012). Employees who had high reputations retained the connection between political behavior and job performance and received higher supervisor ratings.

Job security. The presence or absence of tenure and company stability (Sora, De Cuyper, Caballer, Peiró, & De Witte, 2013). Sora et al. explored the relationship between

strong and weak work environments when comparing job security among 48 employees from 20 companies, and the authors found that individual job security can vary as the economy fluctuates and that certain jobs correlate more with job security than others (Sora et al., 2013). Some roles concerning workers' independence affect the employee experience as well. In recent years, a significant body of research has focused on studying the correlation between job insecurity and workers' attitudes.

Job insecurity affects employees' perceptions of their workplaces when there is a threat of job loss. Two components, cognitive (i.e., the perceived probability of job loss) and demonstrative (i.e., worry about job) combine to globally define job insecurity as a perceived long-term threat to the continued existence of a job; the job loss evidence to date convincingly shows that job insecurity is associated with unfavorable attitudes (Sora et al., 2013). The perceptions of job insecurities are associated with threats to employees and less positive attitudes.

Lange (2013) agreed that job insecurity, that is, previous unemployment and the threat of future unemployment, has a detrimental influence on employees' psychological well-being and workplace behavior. After capturing data from observations of 25 European countries, Lange advanced the proposition that every effort made toward initiating and maintaining programs will build confidence and provide counseling, open support from coworkers and supervisors, and offer alternative employment opportunities within organizations. Extrinsic and intrinsic motivation factors allow managers to use available motivators to improve and maintain productive workforces in positive work environments (Lange, 2013).

Herzberg's Intrinsic and Extrinsic Motivators

Herzberg (1959) researched, studied, and examined the area of job design based on causes that lead to job satisfaction; specifically, he conducted a comprehensive study concerning job satisfaction in the workplace based on factors that lead to job satisfaction and dissatisfaction. Based on the results of his comprehensive review, Herzberg further carried out a study of accountants and engineers for which he developed the structure of the theory of motivation. Motivating factors that influence job satisfaction are achievement, recognition, the work itself, responsibility, advancement, and growth (Herzberg, 1959).

In comparison, Herzberg (1959) identified dissatisfying experiences as hygiene factors such as company policies, salary, status, job security, relationships with other employees, and supervision. His rationale was that motivation does increase through necessary changes in job environments through job enrichment and that work environments are more productive if they allow for increased challenge and responsibility, advancement, personal growth, and recognition of employees. Herzberg's study highlighted factors leading to job satisfaction that did not connect to the factors that create dissatisfaction, and because of this, supervisors attempting to eliminate the factors that lead to job dissatisfaction will only propitiate their employees instead of motivating them. He demonstrated that when superiors gave their employees more responsibilities than previously performed by their managers, the employees became vertically loading. Herzberg (1959) described vertical loading using seven motivator principles (Table 3).

Table 3

Vertical Loading

Motivator	Principle
1. Responsibility and personal achievement	Increase the accountability of employees while at work
2. Involve responsibility and personal achievement	Retain accountability and responsibility while at the same time removing control
3. Involve responsibility, achievement, and recognition	Present employees with complete work modules such as division, area, and space.
4. Involve internal recognition	Make reports and appraisals available for not only managers, supervisors, and leaders but also subordinates. Introduce new, more difficult tasks to job duties
5. Involve group learning	Assign employees specific and detailed tasks that allow them to become experts
6. Involve responsibility, growth, and advancement	Retain accountability while at the same time removing some controls
7. Involve responsibility and achievement	Give employees complete and comprehensive expected work units, modules, areas, divisions, etc.

Source: Borkowski & Borkowski, 2015, p. 129

Arons (2010) conducted a survey of 95 participants (24 managers and 71 employees) on how managers communicated practices that influenced employees' motivation and satisfaction while at work and concluded that a manager's role is more than just providing rewards, compensation, safe working environments and conditions,

fairness, and other similar benefits: Motivation was equally important. In addition to responsibility, stimulation, achievement, recognition, and advancement, employees are truthfully motivated when the job is comprehensive and well developed (Ozguner & Ozguner, 2014). Following a literature review conducted between the hierarchy of needs theory and the two-factor theory, Ozguner and Ozguner concluded that both theories when applied together were more effective. Regarded as the father of job enrichment, Herzberg (1959) was one of the first psychologists who researched the factors that motivate employees at work, and from his research, he developed the motivation-hygiene or two-factor theory.

The two-factor theory suggests that dissatisfaction and satisfaction are independent and each have their own factors. The theory explores the factors that contribute to job satisfaction and dissatisfaction (Ozguner & Ozguner, 2014). In comparison, Davis (2013) explored the factors that influenced individuals to quit their jobs, and in general, the same factors contributed to both job satisfaction and dissatisfaction: compensation, appreciation and recognition by employers, advancement, attitudes and support among coworkers, and enjoying the work itself. Salary was the most common determinant of job satisfaction (Davis, 2013).

Models of Rater Motivation

Today more than ever, organizations are trying to meet motivational challenges and at the same time navigate high levels of turbulence in the workplace (Mohrman & Lawler, 2012). The idea that motivation plays a significant role in the behavior of raters is not new. In the past, researchers have discussed the rationale for motivational factors that affect the performance evaluation process, although little has surfaced empirically

until recently. Datta et al. (2012) addressed several motivational determinants of performance appraisal and noted how important organizations' outcomes linked to the test determinants. They first noted the distinction between private and public appraising behavior and determined that each cognitive process and perceived outcome links directly to the rater. Private appraisals are internal and primarily used to provide normative information that helps individuals gauge their worth among their peers performing the same or similar tasks.

Public appraisals involve interaction between two or more people and are necessary to assess adherence to or violation of standards of behavior. According to Mohrman and Lawler (2012), social and contextual factors significantly influence private and public appraisals. These authors purport that formal appraisal systems in organizations control the influence of contextual factors on the equitable distribution of individual outcomes. However, they argue that this is frequently not the case. Even if the organization uses an intricately designed performance appraisal system and trained raters thoroughly to use the system properly, it is not a guarantee that the rater will administer a fair and equitable appraisal.

Correspondingly, in an organizational context, Datta et al. (2012) illustrated how structural factors could influence the perceptions and practical management of a performance appraisal system. Managers may improperly insert the roles and responsibilities of positions, or the overall culture of an organization, into an appraisal system. An example would be implementing a system designed to evaluate individual performance in an organization that depends primarily on team performance. Such incongruity can lead to dissatisfaction with the appraisal process or apathy regarding the

appraisal system's usefulness. Datta et al. also discussed how the perceived role of the appraisal system, by either the appraiser or appraisee, could impede its efficacy. For example, the supervisor may perceive the system as a tool for providing developmental feedback to aid the employee, whereas an employee may see an appraisal as potentially threatening, a judgment of his or her worth to the organization. Utilizing an expectancy perspective, Datta et al. also discussed perceived purpose that influenced how individuals anticipated outcomes associated with the appraisal system. The ability to favor or not favor these anticipated outcomes can ultimately influence subsequent behavior on the part of the appraiser and appraisee.

The results of appraisals include the trust and reaction of the appraisee, questioning of the appraiser's credibility, and questioning of the effectiveness and validity of the appraisal process (Datta et al., 2012). However, by no means does this limit the possibilities of consequent appraiser behaviors and may include a rating distortion, avoidance, prejudice, or failure to provide honest feedback (Datta et al., 2012). Perceived outcomes by the appraisee may include increased or decreased self-esteem and trust or distrust of the management; tangible outcomes may include but are not limited to pay increases or promotions and added responsibility; and subsequent appraisee behaviors include acceptance of feedback, defensive behavior, and absenteeism (Datta et al., 2012). As a result, Datta et al. adopted a systematic approach to describing the impact of the appraisal system on motivation. The system began with the organization's objectives and how the appraisal system fits into its goals; then, the system's congruence led to the value perceived by those who used it or were affected by it. Organizational values determine

perceived individual outcomes that result from performance appraisal behavior that ultimately affects organizational outcomes.

Halbesleben et al. (2013) debated the idea that rating inflation occurs as a function of cognitive biases unknown to the rater, instead asserting that it might be a form of conscious adaptive behavior within an organizational context. However, the underlying assumptions are quite different from these positions. The premise that raters always put forth their best effort in judging the performance of their subordinates describes the basis for cognitive bias (Park, 2014). If the rater's efforts result in inaccuracy, it is because either the rating scale is faulty or the rater lacks the ability to conduct performance evaluations impartially. This inability to adequately rate subordinates means that officials must correct the rating scales or train the raters in the proper techniques for judging performance or both. However, the motivational position of rating behavior assumes that the rater makes conscious choices about how to judge performance, and the basis for these decisions may not be solely the ratee's performance. Rather, the perception is that rating behaviors associated with significant variance may be positive or negative. Consequently, if rater accuracy is dependent on outcomes, positive or negative, performance ratings will most likely depart from accuracy and fall within a range that best maximizes positive outcomes while minimizing negative ones.

Parks (2014) proposed a model that describes the impact of motivation on rating behavior; in this model, he argued the availability of rewards and the probability of receiving the rewards. Rater accuracy leads to the motivation to rate accurately and therefore increases the likelihood that raters will maintain fair and impartial rating practices. Implicit in the model is that perceived positive or negative consequences can

lead to rating distortion; for example, the anticipation of improved relations or fear of subordinate backlash could increase the likelihood of rating leniency. Available rewards or negative consequences for rating behavior would be instrumental in determining valence for rater accuracy or distortion. Datta et al. (2012) observed that in most organizations, there are no intrinsic rewards for conscientious rating behavior, only extrinsic rewards.

Krats and Brown (2013) found higher satisfaction with an appraisal system when a) employees perceived it as being fair, b) it was used primarily for developmental purposes, and c) it allowed them to participate in goal setting. Of additional importance, the perception of an open-minded focus in the appraisal partially mediated the relationships between appraisal satisfaction, job satisfaction, appraisal fairness, and goal setting. Conversely, Gupta and Kuma (2012) found little evidence to link performance appraisal systems to rewards or punishments in organizations. The absence of structured organizational contingencies could lead to increases in social psychological phenomena that influence rating behavior or the trivialization of the appraisal process among a manager's priorities. An inclusive illustration that links motivation to all levels of performance evaluation is shown in Figure 3, including rate observations, information storage, retrieval and integration, and subsequent rating and feedback to the ratee. Primarily, both situational and personal variables influence reward allocation, negative consequences, and impression management, and situational variables may include perceived accountability, organizational strategy, task outcome contingencies, trust among those involved in the appraisal process, and the integrity of the rating form.

Personal variables may include (a) amount of information available to the rater, (b) self-efficacy, and (c) mood, whereas situational variables represent (a) accountability, (b) human resources management strategies, c) task outcomes, (d) trust, and e) forms. This model includes all of the components of Datta et al.'s model; it explains the total performance appraisal process from a motivational perspective rather than just the rating stage. Although the model provides latitude for focusing on a variety of relationships among specific motivational factors and performance appraisal outcomes, trust appears to be the most in question (Weibel et al., 2015). For example, one might consider the values placed on specific tasks and task outcomes that influence subsequent rating behavior while at the same time developing concerns about the trustworthiness of management's responsibility to act fairly.

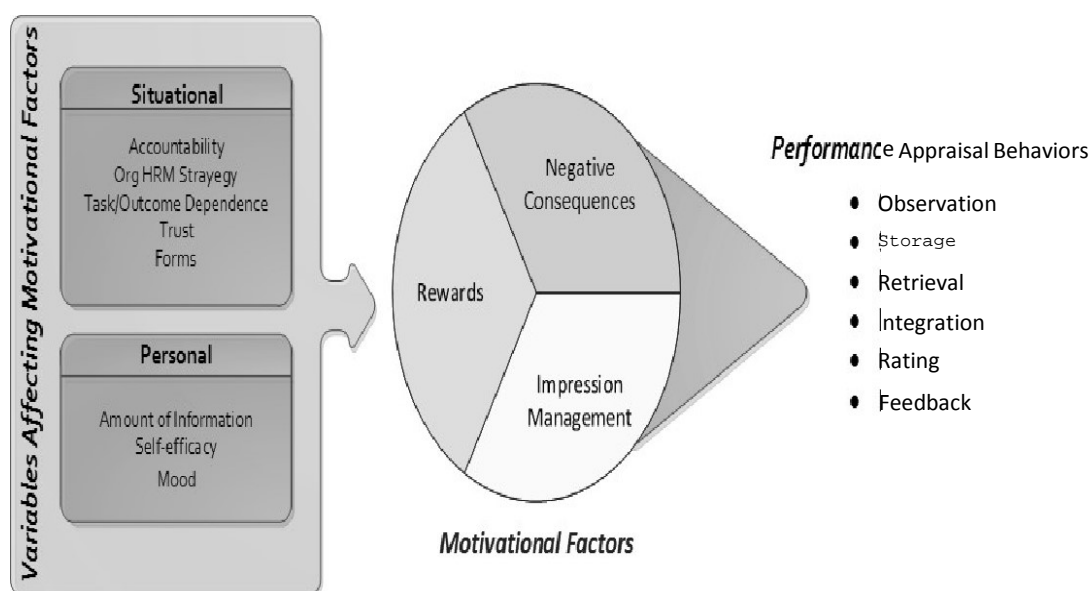


Figure 3. Raters' motivation. This illustration is similar to Datta et al.'s drawing of a systematic approach that described the total impact of the appraisal system on motivation (2012, pp. 199–227; see Appendix G).

Trust in Management

Employees' overall trust in their organizations has eroded in recent decades as a result of negative events (Kramer & Lewicki, 2010). Reductions in labor forces have raised questions across industries about organizational trustworthiness, and inquiries have surfaced about demands that increased stringent regulations in companies' governance, compliance, and operations (Weibel et al., 2015). The concern is that organizational standards a) violated employees' trust, b) prejudiced internal administrative control systems, c) increased reinforcement, d) tightened evaluation and audit practices, and e) revised reward and sanctioning systems. How such regulatory controls affect employees' trust in their organizations remain unclear (Weibel et al., 2015)?

Public trust is not the only issue at hand when trusting the government, but employees have deep-seated mistrust, which receives less attention, leading to another concern regarding managers' having faith in their employees and employees' trusting managers. Marshall and Elghossain (2014) identified a report by the Partnership for Public Service and Deloitte that analyzed data from a 2013 Federal Employee Viewpoint Survey. The survey findings revealed trends that related to relationships between government managers and staff and the complications that existed with trust. These results were in their way disturbing; for example, only a small number of the employees believed that merit determined advancements, whereas one half of the managers thought so. According to Marshall and Elghossain, the report also revealed that whereas 46.7% of managers ascribed to the belief that creativity and innovation deserved a reward, only 31.7% of employees agreed. The report detailed further that 44.9% of the employees believed that arbitrary actions such as favoritism and the threat of adverse disciplinary

actions for the political party's purposes were not tolerated, compared with 63.1% of managers who held a similar belief. Scholars agree that in practice and on a micro level, trust may be built or damaged by interaction processes and behaviors (van Oortmerssen, van Woerkum, & Aarts, 2014).

Trust Theories

Strong commitment without trust is nearly impossible, and Tobias (2015) noted that "employee engagement is critical to increase agency efficiency, effectiveness, and productivity" Marshall and Elghossain (2013) highlighted that many outside factors influence trust such as furloughs, pay freezes, agency scandals, shutdowns, and anti-government oratory from Congress. The political realm undoubtedly contributed to and permitted an environment of deviations and demoralization (Marshall & Elghossain, 2013). These circumstances lead managers to work harder at keeping their employees motivated to stay engaged and produce quality workmanship (Marshall & Elghossain, 2013).

Lewicki, McAllister, and Bies (1998) initially defined trust as "confident, positive expectations regarding another's conduct, and distrust terms of confident negative expectations regarding another's conduct" (p. 439). In another study, Lewicki and Wiethoff described trust as "an individual's belief in, and willingness to act by, the words, actions, and decisions of another" (2000, p. 87). Later, Lewicki and Tomlinson defined trust in the workplace as "a psychological state comprised of the intention to accept vulnerability based on positive expectations of the intentions or behaviors of others" (2003). The authors concluded that trust originates from interpersonal concerns on three distinct levels:

1. Individual's differences in the propensity to trust:
 - a. One person may trust another more than the other.
 - b. Trust is built and sustained over time.
 - c. Trust is honored based on history, interactions, expectancies, perceptions, and sharing of information at the highest levels.
2. Understanding dimensions of trust involves:
 - a. The ability to access another's skills, knowledge, and competencies.
 - b. A degree of integrity in which the employee adheres to the rules and regulations accepted by the manager.
 - c. Open communication, a delegation of authority, and sharing control within the organization.
3. Developing trust suggests that:
 - a. Trust builds along a range of hierarchical and sequential stages.
 - b. As trust grows to a higher level, it becomes stronger.
 - c. As trust grows the stronger category, its characteristics evolve.

Lewicki and Tomlinson (2003) further concluded that trust has two equal and opposite sides, trust and distrust. Trust is presumed violated when the employee's positive expectations of the manager do not materialize. These violations are likely to occur when (a) cognitive appraisal of a situation takes place or (b) a distressing emotional circumstance is experienced. More recently, Elangovan, Auer-Rizzi, and Szabo (2015) conducted a similar study and concluded that victims' trust decreases and the organization's mutual support, information sharing, job performance, turnover, and profits suffocate. Overall, employees' emotional reactions are compromised, causing

anger, disappointment, and frustration because they feel that their managers exploited their trust. Theorists view trust from four lenses, as shown in Table 4.

Table 4

Trust Theories

Theorist	Theory	Characteristics
Lewicki & Tomlinson (2003)	Calculus-Based Trust	CBT is based on nonpersonal collaborations in which a person exhibits high positive expectations regarding others.
	Calculus-Based Distrust	CBD is also based on nonpersonal collaborations but exhibits high negative expectations regarding others.
	Identification-Based Trust	IBT is based on perceived total collaboration (i.e., compatibility, common goals, and positive attachment) with another and is characterized by a high degree of assurance in positive expectations regarding others.
	Identification-Based Distrust	IBD is based on perceived incompatibility, contradictory goals, and negative emotional attachment to others and is characterized by a high confidence in negative expectations of others.

Note: The conceptual framework suggests that trust characteristics are risk and worthiness (Lewicki et al., 1998, pp. 438–458).

The trust framework suggested that trust takes on many forms, ranging from calculative (cognitive) trust, which relies on the dependability, consistency, and predictability of other workers, to identification (affect)-based trust that manifests in emotional attachment and concern for employee welfare (Elangovan et al., 2015). At the beginning of a relationship, trust can advance from levels of credibility, integrity, and benevolence to an ongoing calculus-based trust that is market-oriented, economic calculation where value depend on outcomes that result from a sustained relationship

with cost (Choi & Nazareth, 2014). Trust violation may occur when a relationship disconfirms the positive expectations built on prior knowledge such as cognitive appraisal or emotional reactions to situations (Choi & Nazareth, 2014). Identification-based trust violation leads to distrust, anger, negativity, and less knowledge sharing. It is possible that restoring trust is achievable through forgiveness, and by victims' deliberate decision to relinquish anger and resentment and release the perpetrator from the punishment (Elangovan et al., 2015).

Although trust-building processes are dyadic, the concept can be extended by any number of levels and perspectives. Covey (2013), an author and expert on leadership, noted for his knowledge and trust-building techniques, stated that managers might use techniques to influence their employees to stay engaged and motivated. When managers lack understanding, they are unable to harness employees' motivation (Covey, 2013). For instance, sometimes managers are unable to recognize the real potential in employees, which leads the employees to feel insulted, alienated, untrusting, and rebellious and contentious (Covey, 2013). Mistrust between managers and employees can be minimized by cultivating Covey's habits: (a) productive conversations, (b) demonstrating respect, (c) creating transparency, (d) documenting unfavorable actions, and (e) exhibiting trustworthiness.

An example of this technique is when government managers met to diagnose the challenges and identify solutions in a facilitated all-organization meeting that revealed how to foster transparency (Marshall & Elghossain, 2014). Because the meeting fostered transparency, the managers identified solutions such as establishing normal work hours, allowing managers and key leaders to participate in discussions and problem solving and

allowing more telework, creating a trust-building environment. Staff collaboration across an organization builds rapport and loyalty, which can lead to identifying the most positive workplaces in the federal government when job satisfaction and commitment are low.

Employee engagement is critical for managers, and they must understand what motivates employees to excel as well as how to reduce frustration and increase overall performance. Seifert, Brockner, Bianchi, and Moon (2016) conducted a field study of 153 management trainees in a shipping company that operated about 100 container ships around the world, and these same authors conducted a second study with 362 full-time employees of an online research panel in the United States (Seifert et al., 2016). The laboratory experiment recruited 247 adults to evaluate the reliability of the research findings in a controlled environment (Seifert et al., 2016). When procedures are as expected, fair or otherwise, workers respond consistently with the prior expectations. For example, in low-trust environments, managers who establish fair procedures accompanied by fair outcomes find a substantial increase in employee commitment; in high-trust environments, commitment to the organization diminishes more when leaders fail to manage both procedures and outcomes fairly (Seifert et al., 2016). The results were consistent; the researchers found that when workers met with unexpected adverse treatment, they reacted strongly.

Seifert et al. (2016) proposed similar considerations to assist managers in producing guidelines to mitigate employees' lack of engagement and motivation:

- Managers should establish clear rules and be transparent in implementing them. They should understand that even managing only procedural or outcome fairness can make a difference. For example, executives may have

more control over the outcomes of decisions than they do over the process used to make those decisions.

- Managers should know their employees' expectations. For instance, objectives vary from manager to manager and employee to employee. Managers must not assume; they must know the employee's personal circumstances, work-life needs, demographics, job responsibilities, and ambitions.
- Managers should commit to an open information stream between management and workers. When managers effectively manage expectations and experience gaps, managers can build an understanding why there was a mismatch, and develop cures to manage the mismatch.

Seifert et al. (2016) summarized their findings and stated that executives must be proactive to manage organization fairness, which increases employee engagement and sustains success. Research reveals that when employees trust their managers, they are more committed and stay with organizations longer, they are more diligent and cooperative, and knowledge sharing and problem-solving are more successful (Fulmer & Gelfand, 2012; Weibel et al., 2015).

Trusted managers enhance the effectiveness of high-performance HR work practices by moderating the effects of these practices on justice perceptions and feelings of commitment (Alfes, Shantz, & Truss, 2012), whereas managers who are not trusted may reduce the value and effectiveness of their employees' work (Fraher, 2013) and are more likely to influence their employees to engage in counterproductive behavior, such as obstruction or revenge or leaving and not returning after a shutdown (Fraher, 2013).

Weibel et al. (2015) identified significant differences between interpersonal trust and trust in the organization that imply different roles for control. While employees may clearly understand the dependencies and risks entailed in working with others, these risks become broader and more ambiguous when the “other” is an organization. For trust in organizations, it is less clear what needs to be addressed, who is responsible for actions, and how these actions may create vulnerability for employees. Managers who foster trust tend to be good listeners. They often try to obtain suggestions from employees before making decisions that affect those employees, and they seriously consider the employees’ input. If they decide to disregard the advice, they explain to the employees why.

Trusted managers are not afraid to tell employees that they do not know the answer to a question, for example, “Are furloughs likely?” (Marshall & Elghossain, 2014, p. 60). Managers also attempt to obtain information and share it as soon as possible; they exercise open and honest communication, and employees are encouraged to share any news good or bad. Marshall and Elghossain (2014, p. 60) suggested actively soliciting questions from trusted managers such as, “Why wasn’t I selected as essential personnel to work during the furlough?” Effective managers hold employees accountable and take the time to effectually address low-performing employees by helping them improve or by taking prescribed action when they do not perform at acceptable levels. Some research concluded that managers can be trusted when they tell employees about plans organizations intend to follow during turbulent times (Marshall & Elghossain, 2014). Tschannen-Moran (2014) further stated that trust and legitimacy matter during societal and economic changes.

Amotivation

Self-determination theory predicts that controlled motivation is less successful than autonomous motivation (Welters, Mitchell, & Muysken, 2014). Findings suggested that regulatory guidelines used to deregulate the labor market's flexibility contributed significantly to workers' insecurities regarding unemployment without real career development. Employees who are neither intrinsically nor extrinsically motivated may feel stressed and unable to control their situations.

The psychological impact of displacement. The literature on psychological displacement due to job loss is scarce. The impact of displacement on psychological well-being occurs mostly in industrialized countries, and in many cases, individuals are not protected by their governments (Mels, Derluyn, Broekaert, & Rosseel, 2010). Gili, Roca, Basu, McKee, and Stuckler (2013) stated that health professionals are concerned about the consequences of unemployment associated with the recession: "The fear of insecurity generated by the anticipation of unemployment is also associated with poor physical and mental health, in some cases, even more than with actual job loss" (p. 103). The psychological ramifications of job loss can be devastating and may lead to suicide (Classen & Dunn, 2012). Data revealed that the durations of unemployment spells and the numbers of job losses following layoffs were consistent with suicide and that following mass layoffs, suicide rates increased shortly afterward (Classen & Dunn, 2012).

Although many individuals possess coping skills that allow them to manage stressful events, psychologically adjusting to unemployment can result in dysfunctional beliefs, attitudes, and behaviors. If employment rates diminish, then hospital admissions

for the mentally disabled patients increase. Global downsizing has been more prevalent early in the 21st century. Brenner et al. (2014) examined the severity of downsizing on employees who had been recently displaced and who had never experienced downsizing. The results provided strong evidence that unemployment rates have a strong and systemic link to mental illness and that, for displaced employees, the specter of long-term unemployment further drains emotional reserves. Why is displacement such a devastating experience? Crisis theory argues that occupation status validates individuals as contributing forces in society and also that with the trauma of unemployment comes a loss of status accompanied by decreased self-respect. To overcome economic chaos, researchers and managers need to develop collaborative efforts and share empirically grounded knowledge about the lived experiences of employees' hardships that require more efficient management approaches.

Feather (2012) compares the reaction to displacement with the bereavement or grief that occurs following significant losses. People undergo changes related to fear, uncertainty, and disconnection as they transition through the process of grief including identity crises (Astin, Horrocks, & Closs, 2014). The strength of the grief reaction during job loss is related to the emotional attachment that the former employee and family members have invested in either the job itself or the benefits associated with employment (Feather, 2012). The stages of the grief reaction can take place in displaced persons on one level and family members on another level.

Physiological reaction to displacement. From a physiological perspective, the shock of displacement exerts a powerful influence on physical health. Coupe (2011) examined a hypothetical connection between illness and community economic change

and found that economic phenomena affect health through psychosocial stressors.

Canadian men and women who had been laid off and then reemployed at lower pay exhibited increased psychosomatic symptoms. Research suggests that it is difficult to ascertain whether unemployment affects physical health. However, several results have suggested relationships between unemployment, anxiety, and somatic symptoms.

Rothwell et al. (2014) determined that chronic stress often leads to high blood pressure, duodenal ulcers, and lowered efficiency of the immune system, and Boyatzi (2011) acknowledged an association between health problems and unemployment; he discussed research findings from the 1960s that indicated that sudden job loss occurred with meaningful physiological changes. Displaced individuals experience biochemical reactions when faced with job insecurities. Jenster (2009) found an association between sudden job loss and higher blood pressure, increased pulse, increased cholesterol, and decreased attention spans. Jenster also noted a direct connection between the employment rate and cardiovascular disease, mortality, and cirrhosis of the liver. Job loss create several health problems and increased unemployment (Rothwell et al., 2014).

Social isolation. Employees' and their families' lack of meaningful social contact and ability to maintain relationships with others may result in social isolation, and decreased social contact happens after job loss among people all over the world. Maslow (1943) stated in his hierarchy of needs theory that fundamental interaction between humans is necessary (García, 2013). Social isolation not only affects organizations' cultures but may also affect individuals' quality of work and professional lives (Harrington & Santiago, 2015). People tend to withdraw from many social activities they

had found rewarding, including family contacts, community service activities, and associated meetings.

Managers handle adjustments in employees' physical arrangements while at work. Harrington and Santiago (2015) examined the work quality of life and organizational cultures of telecommuters and found that employees' lack of interaction with coworkers left a feeling of isolation from the workplace. The authors noted that individuals suffered feelings of isolation when excluded from interactions, formal networks, and daily face-to-face operations (Harrington & Santiago, 2015). They also found that telecommuting is less likely to occur in a hierarchical culture, although more importantly, the evidence revealed that telecommuters had high-quality work lives but professional isolation. Managers who manage employees from virtual sites have reduced team effectiveness, increased anxiety, and depression levels, as supported by virtual worker theory.

Unemployment is a stressful and life-changing event that spawn's social crises. Bordea and Pellegrini (2014) conducted a survey of 432 unemployed participants (224 women and 208 men) from an urban area regarding stress, anxiety, and depression. The authors looked at age, gender, studies, and marital status in comparison to the dependent variables, stress, depression, and anxiety levels (Bordea & Pellegrini, 2014). One common ramification of job loss is social isolation. Howe, Hornberger, Weihs, Moreno, and Neiderhiser (2012) measured depression symptoms, chronic worry, and social anxiety among 426 unemployed urban, suburban, and rural persons who lost their jobs. These authors used the Center for Epidemiological Study Depression Scale, which measured two states of mind: *I felt sad*, and *I felt miserable*. The authors measured

chronic worry symptoms using the Penn State Worry Scale (Meyer, Miller, Metzger, & Borkovec, 1990).

Individuals around the average age of 43 had moderate stress, but the 20- to 29-year-olds experienced frequent severe stress; respondents age 55 and older also experienced severe depression (Meyer et al., 1990). The relationship between stress and gender was moderate; the survey showed more severe stress among men who had no secondary education but mild depression among men with higher education, but women in the same category experienced more severe depression (Meyer et al., 1990). The investigation also revealed that married couples had mild stress whereas unmarried couples experienced severe stress. Married couples, and more women than men, experienced severe depression, and men and women in all categories showed mild anxiety. Unemployment weighs heavily on everyone.

Several authors have discussed depression as a psychological manifestation of unemployment. Datta et al. (2012) found that early studies of depression (during the Great Depression) suggested that it was a psychological reaction to job loss, by far the most serious emotional stress experienced by the unemployed. Depressed individuals show many maladaptive behaviors including discouragement, hopelessness, distrust, self-destructive tendencies, abusive behaviors, decreased morale, low self-confidence, and diminished self-esteem (Agar & Beduk, 2013).

Self-esteem. Literature regarding self-esteem as related to self-condemnation, dissatisfaction with self, self-concept, and self-confidence has remained inappropriately operationalized concerning unemployment (Coupe, 2011). For my paper, those terms are conceptually similar in that they all refer to feelings about oneself and the ability to act in

one's best interest. Dissatisfaction (with self) was considered a manifestation of unemployment (Arons, 2010); the author argued that this discontent could further exacerbate unemployed persons through changing family roles. Research on reactions to unemployment during the Great Depression indicated that men lost much self-confidence due to their inability to provide even necessities for their families (Rothwell et al., 2014).

Stanford (2014) compared self-esteem between unemployed and actively employed managers but found no differences in self-esteem between the two groups. It is important to note that the unemployed participants were in a training course and therefore not considered to illustrate all displaced workers. However, one interesting finding was that even those participants who had been unemployed for six months showed no evidence of diminished self-esteem. Arons (2010) proposed that if, as the literature suggests, self-esteem changes with unemployment, the changes are possibly more related to situational or role self-concept than to global self-esteem.

Datta et al. (2012) explored the relationship between people's beliefs in their ability to find employment and their job search behaviors and found that doubt about one's ability to obtain a job influenced opportunities for reemployment by constraining initiation and persistence in job search behaviors. Although the sample size was small and generalizability was limited, the research implications are that one's general self-esteem level may influence job search capabilities and finding successful reemployment (Datta et al., 2012).

Locus of control (LOC), which refers to a perception of personal responsibility for and control over success and accomplishments, is a concept addressed in research on unemployed persons; it focuses on what and how people believe they can control

uncertain outcomes in life. Sprung and Jex's (2012) research indicated that after involuntary job losses, the unemployed group possessed significantly more external locus of control. Work locus of control (WLOC) is domain specific and focuses on an employee's belief regarding work-related outcomes; it relates to motivation, effort, performance, satisfaction, job perception, compliance with authority, and supervisory style. Researchers suggest that workers with internal orientations believe that outcomes result from their behavior, whereas workers with external orientations believe that outcomes are the result of factors outside of their control (Sprung & Jex, 2012). External LOC connects with negative outcomes, whereas internal LOC relates to positive outcomes (Sprung & Jex, 2012). Four principles are required for exerting some personal control over life: Rewards for effort must (a) be within reach, (b) correspond to effort, (c) be nondegrading, and (d) provide opportunities for personal initiative. If these four criteria are met, it is possible to feel in control over the external forces that influence life events.

Although internal LOC connects with positive orientations, it may be a psychological stressor when employees experience workplace changes. Ng and Feldman (2011) examined internal locus of control in relation to employees' embeddedness in an organization. When faced with the trauma of displacement in the workplace, employees often ask whether they should stay or leave, and Ng and Feldman tested 375 managers on their understanding of organizational embeddedness using LOC. They found that employees with high internal LOC were likely to obtain idiosyncratic employment and develop social networks (Ng & Feldman, 2011), which lead to organizations' having stronger social networks. Conversely, employees are more inclined to leave workplaces

and perhaps gain self-employment when they receive support from family, friends, colleagues, the public, and society (Ahmed et al., 2012). Internal LOC appears to energize workers to believe in their abilities to control their environments.

In contrast, Kawada and Otsuka (2011) administered a self-report questionnaire to 371 employees who held high professional positions to determine their abilities to manage stress-related work issues. They analyzed job overload, job control, and support using a four-point Likert scale and discovered that job satisfaction deteriorated when employees experienced poor job control and lack of support; job overload had no significant bearing on job satisfaction. Similarly, Tong and Wang (2012) used Likert-scale ratings to conduct a study of work locus of control to predict supervisor-rated job performance, conscientiousness, and altruism. They determined that WLOC was no more important than LOC in predicting job satisfaction.

Sprung and Jex (2012) conducted research that examined 191 full-time employees' workplace behavior from various occupations and discovered based on organizational constraints and interpersonal conflict that counterproductive behavior was more strongly associated with external work locus of control than with internal forces; however, they did note that LOC was critical to organizational and individual outcomes. There are insufficient studies on locus of control in relation to workplace behavior to provide viable models for managers to use as guidelines. Managers aim to develop resources that achieve meaningful outcomes for their employees while at the same time motivating them to perform successfully and complete required tasks.

Life events. Researchers define life events in many ways. Specifically, Luhmann, Hofmann, Eid, and Lucas (2012) described "time-discrete transitions that mark the

beginning or the end of a particular status” (p. 594). Hofmann, Eid, and Lucas (2012) also studied occupational status, unemployed versus employed, and determined that the transition from one status to the other was a life event (Luhmann et al., 2012).

Researchers defined life events as the beginning or end of a transition for a status.

Traumatic occurrences in life are considered to by some to predict or indicate the ability to manage environmental stressors, and unemployment is the seventh most important life event following the death of a spouse, divorce, the death of a close family member, marriage, detention in jail, and personal injury. Jenster (2010) determined that plant closures and subsequent unemployment preceded the decreased psychological health of both the unemployed workers and their spouses. Plant closure occurred independent of demographic characteristics such as age, sex, or education (Jenster, 2010).

Boyatzi (2011) contended that for some persons, life events have little or no influence on distress, although he did find that a positive social support network was the crucial factor in determining mental health during critical life periods. Moreau (2014) studied the relationship between stressful life events and depression and found that the correlation between life events and depressive symptoms explained no more than 4.4% of the variation in participants’ depression scores. Therefore, controversy exists regarding the definite influence of life events on psychological health. Also, Arons (2010) supports the contention that any relationship between life events and mental health is small. The stress of unemployment is common life event that affects the unemployed persons and their spouses and families (Song, Foo, Uy, & Sun, 2011).

Stress. Psychological stress is a general result of chronic unemployment; Boyatzi (2011) cites several studies that validate the idea that stress and diminishing physical

health relate to the length of time one has been without work. Fashandi (2012) argued that the amount of stress an individual experiences peaks on the date of unemployment, although these stress levels may rise intermittently across long periods if efforts to procure new employment are unsuccessful. Employees who are involuntarily unemployed have a higher rate of disturbances than do those who are voluntarily unemployed (Takahashi, Morita, & Ishidu, 2015).

Loi, Ao, and Xu (2014) investigated the outcomes of stress among foreign workers related to voice. They argued that even though perceived organizational and coworker support positively related to promotive voice, it did not reduce physiological stress. In other words, perceived organizational support had no effect on the employees' stress, and coworkers treated each other's support as proximal. The researchers concluded that foreign workers do not have high mental statuses in the workplace (Loi et al., 2014).

Economic stressors affect individuals, their families, and their jobs. Klehe, Vianen, and Zikic (2012) noted that economic stressors manifest with job insecurity and unemployment. Three themes surfaced from their study:

- The danger inherent in social stress impairs workers' sense of locus control over situations, triggering responses of learned helplessness.
- Employability makes people interpret their situations the way they do, and that motivates them to take actions.
- The focus is on job-related behavioral outcomes and well-being and the relationships between them at specified stages.

Research demonstrates that employee involvement, clear communications, and fair organizational policies during uncertain times promote qualified reemployed workers who have trust in their employers.

Shutdowns

Unfortunately, the new reality includes the possibility of disruptive government shutdowns (Cowart, 2014; Ketter, 2014; Reese, 2014; Stanford, 2014). Although they are temporary, government shutdowns due to furloughs affect federal officials, employees, government operations, and services to the public (Brass, 2013). Bratton (2013) argued that the federal budget crisis had reached a boiling point, with pay freezes, pay cuts, and then downsizing. Equally important, Palguta (2014) added that the public sector is beleaguered with increased workloads, shrinking resources, antigovernment rhetoric, and not surprisingly, declines in employee satisfaction and commitment. Several authors synthesized and studied the phenomena that identified what is controversial and what remains unknown regarding government furloughs.

The phenomenon regarding government furlough increased the turnover of key talent, as well as engagement cliff (Cowart, 2014) and unforgettable furloughs (Reese, 2014). Over decades, government employees have experienced shutdowns due to furloughs, but they had gone seamlessly and unnoticed by the public until Congress forced massive shutdowns. Nagel and Murray (2013) identified and reviewed past studies on government shutdowns including causes, processes, and effects; costs; (c) agency contingency plans; and (d) leave and furlough guidance (Nagel & Murray, 2013).

The recent disruptive government shutdown resulted in up to 800,000 government employees furloughed. Shut downs took place over a period of days (Jarvis, 2014; Ketter,

2014; Nagel & Murray, 2013; Pattison, 2014). Furloughs remain unfavorable and undesirable, and managers must continue to search for new strategies for new business practices.

Ketter (2014) stated that shutdowns cause recurring pay freezes, shrinking resources, employee disengagement, and declining motivation, which all clearly indicate that managers need to find new ways to meet challenging business situations, create stability in workplaces, rebuild employee trust, and re-engage employees (Ketter, 2014; Palguta, 2014). Reese (2014) adds that managers must also motivate and incentivize employees while balancing increased demands. Unfortunately, employees suffer under additional workloads, and reductions in funding allow little room for managers to offer incentives to attract displaced employees to return to the workforce.

Shutdowns are ineffective on even more levels. Cowart (2014) stated that employee disengagement and retention threaten government workforce stability, and managers must continue to look for ways to improve employee and customer satisfaction, commitment, and engagement even during shutdowns (p. 44). Shutdowns challenge organizations to seek and implement new ways of conducting business, although forward thinking from managers and leaders can be the driving force for future success that can minimize negative effects (Cowart, 2014).

Cowart (2014) warned of the possible engagement cliff if current organizational behaviors continue (p. 45). Government agencies must address external, internal, and cultural forces because without change, agencies will lose talented, knowledgeable, and experienced workers (Cowart 2014). Another author commented that government shutdowns lead to furloughs and negative discussions, and federal employees' needs

remain unaddressed (Jarvis, 2014). Managers' discussions uncovered five major consequences for the workforce (Jarvis, 2014):

- Disengaged employees must determine how to keep their workloads from becoming overwhelming while being managed by demoralized staff, and managers need to influence employees to stay.
- Employees who are eligible for retirement look for work elsewhere. They need money for life necessities, and government jobs no longer offer stability.
- It is difficult to persuade employees to stay. They can be stably employed and suddenly find themselves working with new coworkers or not knowing when they will return to work.
- Positive morale becomes difficult to maintain. Employees need to still feel appreciated during government shutdowns, so it is important that managers hear their voices and recognize their work accomplishments rather than using controlling management theory to suppress characteristics that enhance motivation such as training, communication, compensation, free choice, and reward (Covey, 2013).

In Jarvis' article "The Missing Voice in the Government Shutdown," he discussed how employees are "generalized and made nameless, faceless, and more of a product than an individual" (p. 37). Jarvis (2014) commented that shutdowns are about people, not just numbers and statistics. Mattingley (2014) agreed that shutdowns can cause discomfort, but she argued that they can also present opportunities. Shutdowns save money when deferring investments such as training, succession planning, and development (Mattingley, 2014). Stanford (2014) specified, in his article "Management

Beyond Doing More With Less,” that reducing fraud, waste, abuse, and budget deficits is cost-effective and efficient for the government but that disrupting employees’ work efforts and environments is not an efficient way to accomplish these goals. Although authors stated that government shutdown present discomforts, as well as opportunities, employees are remained unheard and doing more work with less (Jarvis 2014; Mattingley, 2014; and Stanford A., 2014).

Influence of Downsizing on the Federal Acquisition Workforce

The federal acquisition community represents an extremely visible component of the federal workforce (Brown, 2012). The perception that significant efficiencies are achievable in the community became a central theme for reinventing government initiatives in the 1990s (Stanford, 2014). The end of the Cold War marked an opportunity to establish and reap the benefits of a smaller and more efficient organizational model for the federal government (Rothwell et al., 2014). The structure and routine of the organizational model do not easily provide for downsizing because it tended to formalize individual sustaining structures.

One method for driving desired efficiency and restructuring is to create a crisis in the flow of resources (Agar & Beduk, 2013), which supports the theory of crisis management. The theory involves a strategy of initial organizational downsizing that forces organizations to reengineer their processes to achieve efficiencies and avoid continued downsizing (Halbesleben et al., 2013), but forcing such crises can have the reverse effect (Agar & Beduk, 2013). The strategy for the theory of crisis can create motivation problems and resentment among organization staff members in ways that

inhibit change. Introducing a downsizing crisis into a government workforce may trigger threat rigidity.

The theory of threat rigidity suggests that crises may not motivate individuals to migrate toward dynamic changes (Jenster, 2010). Crises often result in conditions in which individuals regress with increased energy to familiar and habitual behavior, and introducing crises to drive efficiency and positive change is inconsistent with the transformational leadership model. Transformational leadership centers on leaders' abilities to forge emotional connections with employees to engage them in achieving joint objectives with the organization (Tebeian, 2012). Threat rigidity theory is inconsistent with transformation leadership model.

The notion that strain can result as workers' resources are threatened or lost is well established. However, the transition from resource threats to resource losses is an important but understudied aspect of employee strain. Researchers have discussed that the threat-to-loss transition triggers accelerated resource loss and a shift in how employees utilize their remaining resources unless employee's experience recovery during transitions (Halbesleben et al., 2013). Using a discontinuous change framework, the researchers examined employee furloughs and placing workers on leave with no salary, illustrating the transition from resource threat to total loss of income. Resources may be vulnerable when furloughs are announced and lost entirely when they occur.

Using data collected from 180 state government employees, researchers found that levels of emotional exhaustion increased simultaneously while levels of self-reported performance decreased following the most recent furlough (Halbesleben et al., 2013). Employees' recovery experiences significantly impacted the discontinuous changes in

exhaustion and performance during the furlough. Halbesleben et al. investigated the implications of these findings for other threat-to-loss and recovery as well as for organizations implementing furloughs and identified that the preferred outcome is dedication and enthusiasm, not obedience and indifference.

Crisis introduction is a transactional approach that embraces control and rationality versus ideals and values (Halbesleben et al., 2013). The effect of the crisis of downsizing on the acquisition community may adversely influence motivation and performance. During times of crisis, motivation lessens when employees are required to address time and workload pressures that reduce opportunities for innovation and creativity (Datta et al., 2012). The adverse effects may occur because the crisis was introduced and placed employees in competition with contractor support services to carry out functions previously completed by federal workers (Coupe, 2011). With the reality of the related changes, studies have revealed that crises created by downsizing produce more negative results than other adjustments such as organizational cutbacks (Agar & Beduk, 2013). Regardless of the driver of the crisis, employee motivation is negatively affected (Jenster, 2010).

Organizational Impacts of Downsizing

Organizations in the United States have routinely restructured themselves to accommodate revolutionary changes in industry and technology including the emergence of the global economy and shortened product life cycles. Downsizing represents a strategic effort by an organization to reframe itself consistent with changes in its environment and the pressures of its competitors. Three significant global paradigm shifts in management and organizational design point to areas in which adjustments were

needed in the type and quantity of labor resources required: the historical shift from hunter-gatherer societies to farming, the Industrial Revolution, and the Information Revolution. The combination of the Information Revolution and the end of the Cold War resulted in aggressive efforts to downsize the federal workforce.

Military base closures in the 1980s leading to base realignment and closure commissions in the 1990s marked the genesis of significant federal workforce downsizing efforts; although the genesis of the downsizing began with defense reductions, a spillover effect spread to civilian organizations in the federal government. Executive orders issued by President Clinton mandating a decrease of 100,000 positions in 1993 accelerated the downsizing (Fashandi, 2012). The effort was followed by a subsequent Workforce Restructuring Act in 1994 that when combined with the 1993 executive order called for a reduction of more than 270,000 positions. Reform and downsizing the acquisition workforce came about as the result of an effort to achieve greater efficiency. Yoder (2013) pointed out that reform and downsizing are the driving forces associated with adapting business practices to the Information Age in ways that would address the ever-shrinking acquisition workforce.

Unprecedented changes occurred in the acquisition environment driven by a desire for greater efficiency and a concerted effort to encourage innovative companies to enter contracts with the federal government. Greater efficiency has become a reality of the Information Age. Over the past two decades, the organizational environment in corporations within the United States has been one in which information was widely accessible and represented a supportive environment for the experienced worker (Rothwell et al., 2014). To be successful in an environment in which technology has

enabled experienced workers to absorb and assimilate massive amounts of information, organizations must restructure and downsize (Agar & Beduk, 2013).

As society continues to move from the industrial into the information age, rapid change and connectivity to instant information and ready means of travel are an ever-present reality (Halbesleben et al., 2013). In the fast-paced environment of the 21st century, quality remains the essence of the output (Moreau, 2014). With an intensified demand for employees to increase their levels of performance and output, the reality now is that less personnel are required to complete more work. The organizational effects of downsizing manifest themselves in the general ways discussed above, and the effects have specific implications for the federal acquisition workforce.

Microlevel Perspective

In one study, managers each offered varied experiences and backgrounds such as education, training, knowledge, and level of expertise during the shutdown (Byrne, 2014). The contractors' agreements and interdependence offered the merchants and suppliers more positive roles as employees of the company. Customers felt the shift, possibly through changes in customer service or increased pricing that reflected inflation and innovation.

In Agar and Beduk's (2013) study, downsizing that involved the organization's culture of competitiveness caused a reduction in the workforce, and during the downsizing, corporate management scrutinized the organizational culture (Agar & Beduk, 2013). The authors found a relationship between micro- and macro-level conditions regarding employees' sense of self-worth that challenged management to recognize deviations in behavior as individuals' conditions varied.

Unemployment relates to macroeconomic goals concerning inflation and economic growth, which command consideration by managers when organizations decide to downsize. Many changes take place over time including shifts in leadership. Arons (2010) suggested that an organization's most favorable planning takes place among senior level managers during reductions in the workforce. Downsizing includes communicating action plans to employees by scheduling communication briefs and meetings throughout departments. Information briefs are significant to employees when an organization decides to downsize for economic reasons.

In Boyatzi's (2011) study, organization managers had the responsibility to inform their employees, especially those with encapsulated and extensive knowledge and experience. Effective follow-up included coordination through human resources and company counseling, and this assistance helped employers coordinate qualification documents (resumes and certifications), obtain additional skill training, and secure future employment for their employees (Boyatzi, 2011). Further, human resources management provided information about psychological counseling to all employees; managers committed to giving employees follow-up care, assistance, and guidance to aid in their transitions whether they had been retained or released (Boyatzi, 2011). There was a need to reinforce the organization's culture to avoid destabilization (Boyatzi, 2011).

Because of Boyatzi's (2011) investigation, the employees received a seamless plan of action from recruiters and employment agencies. Most people educated themselves to achieve potential advances in their organization and achieve professional growth. Some companies had new programs with benefits to help employees move to other companies, and some employers offered benefits that made their employees feel a

sense of reassurance that the managers empathized. Managers believed that employees deserved assistance from their employers throughout the process of furlough.

Brown (2012), however, highlighted the importance of recognizing and understanding the roles and positions of upper management because strategic planning, accountability, and performance are related to decision-making processes. Employees working in smaller departments and sections seemed less focused on the company's executives and more concerned with the results of decision-making (Brown, 2012). Reducing workforces, on any level, effects the domestic as well as global economies. Japanese corporations restructured and downsized their automobile companies during the 1990s; they had to change their competitiveness and structured patterns of profit and loss effectively (Boyatzis, 2011). These large Japanese businesses, similar to companies in the United States, used downsizing strategies that would bring more profit and innovation with software technology, research, and entrepreneurship.

In the 1900s, the Japanese took advantage of technology improvements and innovations in industries such as robotics and energy-efficient products (Boyatzis, 2011). As a matter of course, the Japanese management leaned toward long-term occupation, lifetime pay, and nonspecific job classifications because companies had established the importance of implementing bottom-up management based on their decision-making cultures. For example, the Japanese dedicated time and management to growing new and innovative industries and organizations and not temporary revenues. Through bottom-up management, Japanese managers understood the significant of improving technology (Boyatzis, 2011).

The employee salaries for Japanese CEOs were significantly lower than what Americans in the same positions would have considered predictable (Boyatzi, 2011). This industry-wide study on disparity in incomes revealed that Japanese managers customarily received lower salaries than Americans in similar positions, for the benefit and advantage of the organization, whereas American executives expected increases in pay (Boyatzi, 2011). Compensation gaps are evident during downsizing (Boyatzi, 2011). In the 21st century, large organizations are doing business differently due to the changes in the global landscape and economy (Boyatzi, 2011).

The global landscape included company mergers, and part of the reshaped landscape consisted of downsizing and relocating home-based corporate offices. Organizations relocated to evolving countries with fewer restrictions but were concerned with issues such as environmental regulation, worker rights, and patterns of economic growth (Boyatzi, 2011). Key leadership qualities were noted as strategic knowledge management and planning, consistency and sustainability, and education (Boyatzi, 2011).

Bellairs et al. (2014) suggested that one of the most important functions of an organization was the organizational culture that harnessed the knowledge of its employees and human capital. Managers are most effective when their concentration is on the individuals who have the skills to move the company forward in the global business market, and in this study, enlightened leadership strategically motivated employees to work together in groups (Bellairs et al., 2014). Teamwork inspired individuals to feel connected to the decision-making process as individuals who worked together in groups gained increasing knowledge from one another, the individuals viewed their roles within the organization as more responsible, and innovative thinking evolved

in the process (Bellairs et al., 2014). Macro-level priorities such as the environment and economy had been reviewed globally for relevance and understanding (Bellairs et al., 2014).

According to Agar and Beduk (2013), managers at the General Electric Company explained to their employees in 1993 that their organization was going to downsize due to global competition. The employees affected by the downsizing received the opportunity to relocate to other countries at costs well below U.S. rates. The organization followed federal guidelines and fired over 400 employees who had 60 days' notice to prepare (Agar & Beduk, 2013). The way the company leaders communicated their intentions—leaving many employees at a loss in the wake of the proceedings—caused undue stress to the employees. Downsizing affected individuals with a myriad of emotional, physical, and psychological reactions when they were anticipating or had already been downsized (Agar & Beduk, 2013).

Auto companies, their suppliers, and their stockholders were positive about downsizing in hopes of increasing profitability and their share of the global business (Agar & Beduk, 2013). The organizations that downsized in the United States relocated their companies to other countries and employed people at lower wages with no benefits (Agar & Beduk, 2013). This scenario was positive for the organization's financial stability and growth, but the employees suffered as a result; consequences were traumatic and often not addressed by the organization (Agar & Beduk, 2013).

Agar and Beduk (2013) suggested that one preventative measure was to give sufficient notice of lay-off to the employees. They studied times of notice and determined that prior warnings could reduce the impact of the event. According to the authors, during

the years 1983 through 1988, 4.6 million workers lost their jobs in the United States because of downsizing. Many organizations had eliminated positions, and others integrated robotic technology to replace human employees.

The effects of losing a job because of downsizing linger, and research needed to reflect the progression of how individuals had survived downsizing. Coupe (2011) suggested that there were temporary effects that resulted from traumatic occurrences but that it was unknown how long difficulties lasted. The Michigan Panel Study of Income Dynamics determined that permanent damage from downsizing adversely affected people who were attempting to find other employment and future opportunities. Through the research and studies, individual concerns still demand examination.

Summary and Conclusions

Chapter 2 is a review of literature related to extrinsic and intrinsic motivation as well as amotivation. Furloughs affect managers' abilities to keep employees motivated, particularly when employees are in jeopardy of not being able to return to their jobs. Past research revealed that furloughs caused employees to lack self-confidence, fear the complete loss of employment, and become frightened to attempt to reenter the job market. Research provides evidence that managers find it difficult to motivate employees during the process furloughs.

To understand the concepts of motivation from one continuum to another, high autonomy to low autonomy and vice versa, I focused on self-determination theory. Perspectives of self-determination theory enabled me to further understand and conceptualize the meanings of each specific concept as it related to extrinsic, intrinsic, and amotivation factors. To further elucidate motivation, I explored hierarchy of needs

theory, two-factor theory, existence relatedness growth needs theory, and motivation needs theory to gain knowledge related to extrinsic motivation. I also explored literature that revealed characteristics of intrinsic motivation in the workplace such as expectancy theory, equity theory, and goal-setting theory. Furthermore, I explored literature related to amotivation and trust concepts to increase knowledge and understanding. The literature review increased an in-depth understanding of motivation and revealed a gap in literature which made this study necessary. The literature review denotes theories on motivation in the workplace environment to assist with addressing the specific problem.

The specific problem of this research study is employee disengagement during a furlough at three military installations in Virginia. The disengagement led to high absenteeism, low productivity and performance and an increase in the cost of conducting business (Coward, 2014). Through understanding, managers may better assist employees to remain engaged, be productive, and share information. Managers have expressed a number of concerns such as how they will continue to get work done (Bratton, 2013), how to maintain employee motivation (Coward, 2014), and how to ensure that subordinates are secure in their employment (Bratton, 2013). The results of studies elucidated in this literature review may offer viable models for consideration to help understand what and how to identify concepts and themes and promote ideas that categorize participants' thoughts. I discuss in Chapter 3 how the research design and rationale, my role and methodology, and the issue of trustworthiness relate to the research method for this study.

Chapter 3: Research Method

Introduction

The purpose of this hermeneutic phenomenological study was to understand how managers comprehended the impact of motivation, from extrinsic or intrinsic perspectives, on employees' performance and attitudes during a furlough. Language understanding and interpretation are inseparably linked, and a person's meaning-making is central to the attribution of the phenomena, making the hermeneutic approach appropriate (Moustakas, 1994). The focus was to understand the lived experiences of managers by interpreting their language, reviewing data, and analyzing the data for themes related to the theory. During the interviewing process, I collected information from the participants and interpreted their lived experiences.

Themes emerge from the analyzed content of participants' responses to the questions researchers present. My ability to develop, name, define, and search for and review themes comprised the content analysis that was essential to this study (Vaismoradi, Turunen, & Bondas, 2013). Analytical rigor enables the researcher's ability to pay close attention to every participant's story during analysis, which may confirm or disconfirm the themes (Gill, 2014). The researcher's attitude is critical and must not be taken for granted during hermeneutic analysis (Kafle, 2013). I conducted this study according to the hermeneutic phenomenology standards outlined in Chapter 3 and Walden's institutional review board (IRB) requirements. The IRB requires that the researcher is certified with the National Institutes of Health and receives approval before starting the participant recruitment and data collection process.

I collected data through 20 interviews via Skype, Zoom, or by phone with managers located at three military installations in Virginia (Patton, 2015; Pietkiewicz & Smith, 2014). I analyzed the data through the lens of self-determination theory (Ryan & Deci, 2000). I chose and interviewed managers from the federal workforce who had experienced more than one temporary shutdown during a furlough and who had held their management positions from the initial notification of the furlough through the returns of furloughed employees. I input the participants' information into a comprehensive matrix in NVivo software to code so that I could analyze the data. NVivo generates transcripts that assist in identifying major themes.

Findings from this study may influence positive cultural and social change by bringing awareness, knowledge and a new set of skills, policies, and procedures to support workforce motivation. Keeping managers knowledgeable on how to motivate their employees extrinsically and intrinsically may new skills whereby employees will be able to self-direct behaviors when under certain types of stress. Managers who can construct workplace environments that build on improving behavior and increasing motivation may be able to encourage employees to embrace new policies and procedures.

Chapter 3 is a description of the process for conducting the study. The major sections discussed include my research design and rationale, my role as the researcher, my methodology, participant selection criteria, instrumentation, participant recruitment, and data collection and analysis. The final sections in this chapter address the issues of trustworthiness and the chapter summary.

Research Design and Rationale

Qualitative research is inductive in its reasoning. The inquiry for this study aimed to gain insight into how and what do managers comprehend and experience the motivation of federal employees throughout the processes of a government furlough; federal policies and procedures do not address how managers should keep employees motivated during challenging times such as furloughs (Jarvis, 2014; Ketter, 2014; Labonte, 2013; Nagel & Murray, 2013; Young, 2014). The overarching question was how do managers comprehend the impact of employees' extrinsic and intrinsic motivation on their performance and attitudes during a furlough?

Interviewing participants can impose constraints on a study such as embarrassment (interviewees can create false images for the interviewer or end interviews quickly), measures need validation, collecting the interview data can be time-consuming and costly, and the data can be challenging to analyze and compare (Barrick, Mount, & Li, 2013). I described and interpreted what and how government managers understand the impact of furloughs on work motivation before, during, and after furloughs as a means to improve morale (Bratton, 2014).

Unlike qualitative research, quantitative research is a formal, objective, systematic process in which numerical data are used to obtain information about a group of participants (Van Manen, 2011). Quantitative research is used to describe variables, examine relationships among variables, and determine cause-and-effect interactions between or among variables (Van Manen, 2011). Quantitative research presents study design options such as quasi-experimental, descriptive, correlational, and survey

approaches; it allows the researcher to remain detached and objective from studies and prove or disprove hypotheses (Van Manen, 2011).

Quantitative and mixed methods require means testing to examine the relationships between variables; it does not align with exploration research methods (Bryman, 2012). In contrast, qualitative research is known for allowing for understanding social and human problems when fundamental laws and theories are not appropriate for addressing issues regarding marginalized and disenfranchised individuals or social justice (Bond & Haynes, 2014; Paterson, 2011).

Qualitative research is significant for exploring lived experiences rather than the outcomes (Flick, 2014). Inquiring into phenomena leads to better understanding how participants make sense of their lives, experiences, and world structures. Collecting data involves being descriptive about the meanings and understanding gained through words (Flick, 2014). The design I used to conduct this study was qualitative.

Hermeneutic phenomenology, grounded in Husserl's (1964) philosophy, is concerned with understanding texts. The researcher attempts to create rich and deep textual accounts of the phenomenon, focusing on unveiling and amplifying while avoiding prior knowledge (Kafle, 2014). Hermeneutics reject the idea of suspending personal opinions and uses descriptive narratives rather than surveys (Kafle, 2014). Phenomenology, in this instance, puts effort into moving away from the subjective experience and finding the objective nature of things as realized by individuals (Kafle, 2014). Hermeneutic phenomenology allows the researcher to focus on the subjective experience of individuals and groups, although researchers are encouraged to maintain a

balance between objectivity and subjectivity (Moustakas, 1994). I analyzed my participants' lived experiences by interpreting their textual and descriptive data.

Selecting the hermeneutic phenomenological approach over other approaches aimed to facilitate an interpretive understanding of federal employees' lived experiences as opposed to explaining or predicting their behavior. Textual components of hermeneutic phenomenology are (a) orientation, which involves the researcher in the participants' experiences, (b) strengths, (c) richness, the aesthetic quality of the text that narrates the meaning in the participant's words, and (d) depth, the text from the research that best penetrates and expresses the participants' intentions (Kafle, 2013). Serving as the primary instrument for data collection and analysis, I participated in the study by conducting one-on-one interviews via Skype, Zoom, or by phone with the participants. I collected and recorded textual data that gave me the participants orientations and strengths that gave richness and depth to their stories.

Description research narration offers a comprehensive approach to understanding socioecological systems and can improve local adaptation policies (Paschen & Ison, 2014). This study specifically addresses how managers' lack of understanding affects federal employees' extrinsic and intrinsic motivation, performance, and attitudes during furloughs at three military installations in Virginia (Juszczak, 2014; Ketter, 2014; Nagel & Murray, 2013; Sunkara, 2013). Participants' contributions to the data collection are significant to the data interpretation and to understanding how to address employees' motivational inconsistencies in the workplace (Briggs, Morrison, & Coleman, 2012). Managers' lack of understanding regarding federal employees' motivation contribute to workplace inconsistencies (Briggs, Morrison, & Coleman, 2012).

Hermeneutic phenomenological research views experiences and behaviors as integrated and true relationships between the objective and subjective and focuses on searching for the essence and wholeness of experience (Clarkson, 2013). For instance, participants may describe how they experienced a specific situation and its impact on their lives, including in the workplace. Although describing participants' experiences is significant, interpretation includes multiple descriptions of a particular experience, which can include more than an individual or a group (Denzin, 2010). In this study, I expound on the essence and wholeness of the participants' experiences. My interpretation is grounded in the collected data (i.e., textual strength, richness, and depth) in the participants' own words.

Hermeneutics does not conform to a specific standard or yield to step-by-step methods or analytic requirements (Kafle, 2014). However, Kafle (2014) recommended a dynamic interplay among several research activities: (a) be committed, (b) have an oriented stance toward the question, (c) explore the lived experience, (d) describe the phenomenon through writing and rewriting, and (e) consider each part as well as (f) the whole. Hermeneutic phenomenology concerns people's lived experiences as they relate to specific phenomena; the methodology allows the researcher to create meaning and achieve understanding (Kafle, 2014). The researcher's effort is toward delineating textual details and what can appear to be trivial aspects of experiences that may be overlooked or taken for granted (Kafle, 2014). Although hermeneutic research does not conform to a specific step by step set of instructions, researcher's explore the whole individual's lived experience.

Ethnography was not an appropriate data collection method for my study because it is broad with no end and conducted over an extended period (Malterud, 2001).

Narrative analysis was not applicable because it requires the researcher to confront ethical issues and navigate complex political relationships (Corbett, 2012; Robinson, 2013). I did not consider grounded because it offers explanations for why things happen and avoids exploring (Corbin & Strauss, 2014). A case study design was not appropriate because case studies examine particular cases set within real-world contexts, with no clear boundaries of the phenomena or the contexts (Yin, 2009, p. 18). I used a hermeneutic phenomenological design to inquire into the stories managers tell to understand their lived experiences.

Role of the Researcher

The hermeneutic phenomenological approach challenges the researcher to reflect deeply on transcribed text that describes the participants' experiences. The researcher's role is to collect, transcribe, verify, analyze, and interpret data and report findings (Patton, 2015). The researcher is responsible for promoting equity and conducting interviews (Seidman, 2013). The researcher's role includes completing data collection and analysis.

Interviews provide a deeper understanding of participants' experiences of phenomena than that obtained from purely quantitative methods, for example, questionnaires or surveys (Gibson et al., 2014). Semistructured interviews contain key questions that are opened ended to define the areas to be explored but allow the interviewer to pursue ideas, concepts, or responses in more detail. I prepared questions that explored and revealed the participants' lived experiences during the semistructured

interviews. The researcher is responsible for being prepared in advance with a developed interviewing process (Gibson et al., 2014), and for this study. Before I began the interview process, I prepared by doing the following:

- Prepared open-ended questions related to the phenomenon I was studying.
- Acknowledged what had already been researched on the topic and similar topics so I did not repeat an existing study.
- Ensured that I informed my participants about the details of the study.
- Ensured that the participants understood the ethical principles such as anonymity and confidentiality to increase the likelihood of honesty and to fulfill a fundamental aspect of informed consent.
- Ensured that the interview times and locations were suitable for the participants and conducted the interviews in professional settings that were private and free of distractions.
- Established rapport with the participants before I began the research.
- Made sure I was familiar with my interview schedule so that the process would seem more natural.
- Asked the participants, at the ends of the interviews, whether they wanted to add anything and thanked them for their time.

Other important skills that I used during the interview process included (a) adopting open and emotionally neutral body language, (b) smiling, (c) nodding, and (d) looking interested and making encouraging noises (e.g., “Mmmm,” “okay, I understand,” and “I see”). Silence as a strategy can be highly effective if used appropriately (Gibson et

al., 2014), and in this study silence allowed the participants the opportunity to contemplate their responses and elaborate on or clarify particular issues. I used probing and reflection to gain a deeper understanding of the participants' responses and I avoided leading or loaded questions that could have influenced responses.

When participants granted me permission to audio record their interviews I took minimal notes so I would not interrupt the flow of our conversations; when participants declined audio recording, I took detailed notes and repeated their responses to ensure accuracy. I facilitated the interviews and did not dictate to the participants what they should and should not say. I followed the interview protocol, listening to each participant, and using probing follow-up when it was warranted. The researcher interprets and analyzes the contextual data as relevant to each participant's response (Gibson et al., 2014).

Equity is compromised if fairness in the interviewing process is affected by factors such as racism, classism, and sexism (Seidman, 2013). To subvert these societal constraints, I devised appropriate methods to eliminate prejudice. For example, I avoided hostility and stereotypical remarks and used professional language. As a former federal employee who has experienced several government furloughs, I did not find it difficult to identify with the participants' reactions to displacement.

I used member checking to check my interpretations of the respondent transcriptions. I also use this process for validation to correct any systematic errors that could have aligned results with any prejudgments or political persuasions or any negative features in the research design that should be avoided such as measuring or sampling bias (Birt, Walter, Scott, Cavers, & Campbell, 2016). Member checking covers a range of

processes to include returning interpretation of transcriptions of the participants interviews which allows them an opportunity to review their statements for accuracy (Harper & Cole, 2012). Member checking also helped participants to feel validated when they rechecked their responses. I considered and documented all responses, asked probing questions, and listened to and thought about what the participants stated. Near the end of the interviews, I conducted the member checking by allowing the participants to correct errors, challenge what they thought were incorrect interpretations, and volunteer additional information.

Objective epistemology allows the researcher to return the transcript to the participant for an opportunity to enhance accuracy of the data verses constructionism epistemology that enables the participant to delete data they feel is no longer needed (Birt et. al, 2016). In some cases, when participants see their interviews (spoken language) in transcription (written words), they dislike their spoken words (Birt et al., 2016). For this study, when participants informed me that I had incorrectly transcribed their responses, I clarified during the debrief and corrected the errors thereby enhancing the credibility of the transcription returned to the participant.

Member checking enables the researcher the methodology to validate objectivism (seeking and disconfirming voices), yet provides the opportunity for constructivism (reflect on personal experiences and create opportunity to correct and add data) (Birt et al., 2016). Participation was voluntary, and thus, if the participants refused to respond to any question, I moved on to the next question until I completed the interview. I put the unused data and recordings in a locked safe and will discard all materials according to IRB standards.

Qualitative research has inherent ethical pitfalls (Yin, 2010) such as (a) self-disclosure, (b) issues with IRB standards or peer review, and (c) emotional content of the research (Aluwihare-Samaranayake, 2012). Emotional content is when depressed individuals have difficulty disconnecting from negative experiences and information and maintaining positive experiences (Barrick et al., 2015). Government furloughs can be emotional because of the relationships employees build with their coworkers.

I witnessed three government furloughs, and they caused family members and friends to lose their homes to foreclosure and vehicles to repossession; individuals suffered financial, psychological, and emotional frustration through no fault of their own. There is a risk in conducting qualitative research when the information is sensitive to the researcher or the participant. Researchers are becoming more aware of risk avoidance and aversion (Kiyimba & O'Reilly, 2016). Before conducting studies, researchers outline their plans and guidelines that consider, predict, and manage potential adverse events (Kiyimba & O'Reilly, 2016). For my purposes, no participants appeared or became aggressive in their responses or actions (Kiyimba & O'Reilly, 2016).

I did not experience traumatic emotional events while collecting and transcribing data, and I was careful not to take ownership of the participants' experiences. Collecting information and data from other organizations help prevent undue stress. To keep the participants from experiencing any significant emotional distress during the interviews, I asked if they were comfortable proceeding before I began the interviews. No participants appeared to become uncomfortable, angry, or traumatized, and thus, I was able to complete all interviews.

Institutional review boards ensure that researchers comply with ethical standards, policies and procedures, regulations and guidelines before and during data collection (Walden, 2014), and researchers must adhere to university and IRB guidelines. I followed the required guidelines outlined in Walden University's IRB process. I understood and comprehended the guidelines and did not reach unclear points throughout the interview process.

Self-disclosure is an integral part of hermeneutic phenomenology research, and without reflectivity, some part of the research is lost (Marshall & Rossman, 2014). Reflectivity helps to create transparency and the dialogue required for forming and sustaining ethical research relationships. I provided a written document to each potential employee that introduced necessary information about the purpose, focus, goal, and practices of the study approximately three to five days before the interviews. On the days of the interviews, I confirmed the participants' understanding of the study during the introduction. During the interviews, the managers could share about their experiences in depth and without hierarchal coercion.

Power may imply hierarchical acts as personal biases, and managers often use their power to manipulate employees and potentially produce negative outcomes (Gibson et al., 2014). A researcher's ability to accurately annotate a participant's lived experience may result from (a) coercive, (b) reward, (c) legitimate, (d) referent, and (e) expert factors of power (Gibson et al., 2014); see Table 4. Researchers may encounter situations when intentional positive or negative input may influence the results of the study. A qualitative phenomenological study maintains continuity and validity when the researcher has a precise point of view.

Characteristics based on power differentials may impede the process of collecting accurate and complete data, and researchers may be influenced to transcribe information to lead to particular outcomes. I did not influence any of my study participants or direct them based on my personal opinions or experiences; for example, I did not share my personal knowledge or my own opinions so I would not override what the participants were saying. I documented the participants' own words, and I was vigilant about avoiding annotating with my perspectives.

Interpretivist is the production of knowledge through exploring and understanding the social worlds of the individuals being studied and focusing on their meanings and interpretations (Ritchie, Lewis, Nicholls, & Ormston, 2013). The goals of interpretivism are to obtain detailed information about the participants' lived experiences (Ritchie et al., 2013), and for my purposes, the managers' understanding of human intentions and actions was necessary (Eriksson & Kovalainen, 2015). I relied on the hermeneutic phenomenology process to explore, understand, and transcribe the participants' views and experiences. I reflected on the theories and concepts I discovered in my research that enabled me to interpret the participants' meanings without judgment or bias.

Methodology

Hermeneutic (from a subjective perspective) phenomenology requires knowledge making through the participants' subjective experiences and insights, and I collected the data for this study from the participants using their own words rather than mine (Gill, 2014). Hermeneutic phenomenology allows researchers to create rich and deep text concerning phenomena through their intuition; the focus is uncovering rather than accuracy and using prior knowledge to amplify and not avoid (Kafle, 2013). Researchers

rely on hermeneutic phenomenological procedures to illuminate details of participants' experiences that could be taken for granted (Kafle, 2013). I aimed to produce rich textual descriptions of the participants' lived experiences through interviews in order to create meaning and gain understanding of these reported experiences. Collecting data to elucidate the essence of the human lived experience is the core concept of hermeneutic phenomenological research. Underpinned by Heidegger's (1977) philosophy, hermeneutic phenomenology is descriptive and at the same time rejects the idea of suspending typical attitudes, thereby producing the textual phenomenon of lived experiences (Martínková & Parry, 2013).

Participant Selection

After completing a comprehensive literature review, I identified a gap in the literature regarding how managers understand the impact of employees' extrinsic and intrinsic motivation on their performance and attitudes during furloughs; for my purposes, I explored this impact among managers at three military installations in Virginia. Quality research synthesis illuminates a special type of research review (Suri, 2011). Synthesis is defined as making a "whole into something more than the parts alone imply" (Suri, 2011, p. 64). Research synthesis produces new and advances existing knowledge by making particular connections and tensions between individual study reports that were not visible before the study (Suri, 2011). Qualitative research syntheses draw on purposeful sampling to help identify information-rich phenomena (Suri, 2011). I incorporated purposeful sampling to gain knowledge regarding government managers' perceptions of one furlough process.

Government managers were my specific target group for this study. Bloomberg and Volpe (2012) proposed a logic of purposeful sampling that lies in selecting information-rich events that will yield insight and understanding of the phenomenon. Purposeful sampling was the best choice for this study. In contrast to the random sampling procedures of quantitative research, Purposeful sampling aims to understand the nature and form of phenomena based on unpacking meaning, developing explanations, and generating ideas, concepts, and theories (p. 104).

Organizations tend to practice a hierarchal order of superiority such as in the relationships between supervisors and subordinates. Some participants could have had difficulty deciding whether to be honest with me or to submit to authority (Gibson et al., 2014). In addition to recruiting participants, preparing to collect protocol information, and identifying data saturation, I asked participants if they were comfortable with sharing information with me related to motivation, and I also asked them if they were free from undue influence or threat of adverse action from authority. I offered no incentives as inducements to manipulate participants' responses.

The participants in this study were managers who had experienced two or more government furloughs within the past 10 years. I selected participants through invitation and snowball sampling to obtain the required number of individuals for a phenomenological study. Hermeneutic phenomenological research ordinarily uses 15 to 20 participants, although it may take fewer to reach theoretical saturation (Patton, 2015); theoretical saturation occurs when no new information is forthcoming. Dworkin (2012) defined saturation as "the point at which data collection no longer offers any new knowledge or relevance" (p. 1319). The interviews took approximately one hour.

Instrumentation

Researchers who conduct qualitative studies will encounter issues of representation, voice, and credibility at social and cultural levels (Harris, Holmes, & Mertens, 2009). An appropriate use of participants' information, data, and findings is as tools for social change. The rigor and ethical nature of qualitative research may pose ethical dilemmas for the researcher (Harris et al., 2009). Data collection tools are the essential instruments used in research studies. Brewer and Headlee (2010) suggested discussing instruments utilized to collect data before initiating the study. Also, researchers should consider the validity and reliability of the instruments administered and why they chose those instruments (Brewer & Headlee, 2010).

Historically, researchers' challenges are ethics, representation, voice, power, and credibility (Harris et al., 2009). Harris et al. recommended that researchers use member checks and triangulation to ensure the accuracy of data and to identify convergence and divergence of viewpoints. Triangulation uses a combination of investigators, methodology, data sources, or theories to produce an understanding of a single phenomenon (Denzin, 1970). Theory triangulation assesses the utility and power of competing theories or hypotheses. Data triangulation uses multiple data sources with similar foci to gain an understanding of an exact topic. Methodology triangulation is acknowledged as within or between methods. Triangulation is also crafted to balance out the subjective influence of individuals by using different investigators to observe and interview study participants (Flick, Kardoff, & Steinke, 2004).

I used data triangulation to analyze the information provided by the participants. For this particular study, theory triangulation was valid because I developed a theoretical

explanation of the phenomenon of the impact of government furloughs on employees as experienced by managers during interviews (Conrad & Serlin, 2011). Triangulation allows the researcher to gain insights and develop logical explanations of phenomena (Conrad & Serlin, 2011). To triangulate, I used data pattern matching by making multiple predictions at once based on theories and then developed explanations based on patterns I identified. I imported the organized data into NVivo, a powerful, versatile, comprehensive qualitative data analysis software package for qualitative research.

In 1999, Tom Richards developed NVivo, which is used in academic and industry research, government, forensics, criminology, health, marketing, and communication research. I selected it because it accommodates a broad range of qualitative research methodologies and enables the researcher to account for rigor, validity, and trustworthiness. The results of this study may account for the voices of marginalized government employees to help managers understand the furlough experience.

Pilot Test

Investigators may better address instruments and biases if they conduct pilot testing. Chenail (2011) defined a pilot test as a feasibility study that is a scaled-down version or trial run conducted before a major study. However, a researcher can use a pilot test to pretest or try out a particular research instrument (Chenail, 2011). Pilot tests allow researchers to test run their research methods by collecting and analyzing data on small samples of participants.

Conducting a pilot test enables the researcher to (a) administer the same questions in the same way as the main study; (b) identify any difficult issues or ambiguities; and (c)

record how long it took to complete the interview, in compliance with IRB standards. Researchers can use pilot tests to assess questions for acceptable response ranges and rewrite questions that resulted in unexpected answers (Chenail, 2011, pp. 257–258). Some practical reasons for not conducting a pilot test include (a) not wanting to limit participants and their information or to take up their time knowing that their information will not be utilized in the main research and IRB approval may be required if the pilot exercise involves human subjects (Chenail, 2011, pp. 257–258).

I conducted a pilot study with two managers to establish, review, and set protocols (Chenail, 2011). Pilot tests generate information proposed and assess possible researcher biases, especially if the researcher has strong affinities for the participants, who represent the intended sample population. After the interview and pilot test, the managers did not find the questions to be ambiguous or confusing, and therefore, I did not modify any of them. I did not use the same participants for the actual study and have not included any pilot test data in the study; I only used the information to improve the interview guide. Once the pilot test was complete and I incorporated changes into the interview guide, I moved forward to the recruitment process with necessary approval from the IRB (No. 06-01-17-0130013).

Procedures for Recruitment, Participation, and Data Collection

I recruited participants using snowball sampling, which is considered a purposeful sampling strategy (Elo et al., 2014). The objective of snowball sampling is to identify other individuals who might have had the same experience and have similar characteristics (Palinkas et al., 2013). Snowballing sampling (chain referral sampling) is a nonprobability sampling technique by which existing participants recruit future

participants from among known acquaintances (Gill, 2014); it is preferred because it maintains participants' anonymity.

I identified and obtained contact information for potential participants from LinkedIn community groups; my target was managers on three military installations in Virginia who had experienced two or more government shutdowns in the same workplace. I emailed the potential participants if they accepted to send the interview guidelines and consent form, and the participants signed and return the form via email with the following statement in the email: "I understand and consent to participate." Once a manager was willing to participate, met the requirements, and signed the required documents, I scheduled and conducted a 60-minute online audio interview through Skype or Zoom or by phone at times of the participants' choosing.

Prior to the interviews, I went over the consent form with the participants, answered their questions, and confirmed their voluntary participation. On completion of each interview, I thanked my participants for agreeing to participate and, in accordance with snowball sampling strategy, asked them to refer me to other managers who might have been willing to participate in the study. I relied on the consent forms prior to conducting the interviews and thank the participants for participating.

Specific types of data collection are necessary to answer research questions: contextual, demographic, perceptual, and theoretical (Bloomberg & Volpe, 2012). Contextual information describes a workplace or organization culture and environment (Gibson et al., 2014), and both external and internal documents are relevant. For my study, the participants completed personal data forms before the interviews, and I entered their demographic information into a matrix under pseudonyms. After the interviews, I

used the matrix to align the information collected from each participant to my study research question (Table 5).

Table 5

Interview Protocol

Information Type	Category of Information
Contextual Information	Organization's leaders, structure, history, vision, objectives, products, services, charts, systems, staff, roles, operating principles procedures, and business strategies
Demographic Information	Participants' background information, education, ages, genders, occupations, ethnicities, and birthplaces
Perceptual Information	How experiences influenced the participants' decisions Participants' changes in mind or shifts in attitude Elements that related to the participants' objectives What participants perceived as important To what extent the participants' objectives were met
Theoretical Information	Support and give evidence for the methodological approach Provide concepts and theories associated with the research questions Provide support for any interpretation, analysis, and synthesis Support the conclusions and recommendations

Note. Adopted from Bloomberg & Volpe (2012).

The four items listed above describe information that is necessary to answer research question. Contextual information for me involved the participants' workplace; Bloomberg and Volpe (2012) described it as the organization or institution culture and environment setting. I only asked questions about the organization as it related to the phenomenon. Then, the participant profiles were essential for gathering information regarding demographics, which explained the participants' perceptions, similarities, and differences. Perceptual information is the most critical because it tells the participants' true experiences in their own words. Bloomberg and Volpe (2012) identified perceptual information as uncovering participants' lived experiences as they relate to particular

circumstances. Theoretical information is a collection of the various types of literature that have investigated particular theories or concepts. Near the end of the interview, each participant was debriefed regarding the procedures outlined in the interview guide, the follow up procedures, and I thank them for their participation. Participants responded to the semistuctured and structured interview questions, in the interview guide, regarding their demographics and organizational culture.

Data Analysis Plan

Accurate data analysis is time-consuming. It involves not only collecting but also transcribing, coding, and interpreting the data (Vagle, 2010). I imported attributes of organized data into NVivo, a powerful, versatile, comprehensive qualitative data analysis software package for qualitative research; NVivo has been validated in many research fields including the government, forensic, criminology, health, marketing, and communication. I selected NVivo because the system accommodates a broad range of qualitative research methodologies and enables the researcher to account for rigor, validity, and trustworthiness.

During the interview process, I asked probing questions, conducted member checking, debriefed periodically to confirm participants' adequate comprehension of the questions, and made appropriate notations. I then had to transcribe the recorded interviews, read through the transcriptions and convert notes to a digital format, create an initial codebook, and code the final transcripts (Vagle, 2010). Flick (2014) identified and consolidated many scholars' work such as Gearing (2004), Moustakas (1994), Vagle (2010), and Van Manen (1990) and suggested using a blended approach to conducting the data analysis with the following recommendations (p. 302):

- bracketing assumptions and prior conceptualizations about a phenomenon of interest to remain open to what is in the data
- reflecting on data and what they mean
- reducing data to discern the “horizons” of meaning, invariant properties, and meaning units of a particular experience, for instance, grief and trauma
- constructing findings through writing and rewriting (p. 302)

Bracketing is defined as developing a nonjudgmental concept that will not impede the perception of the studied phenomenon (Husserl, 1964). Researchers use bracketing to demonstrate validity during data collection and analysis (Chan, Fung, & Chien, 2013). I attempted to describe the participants’ lived experiences to the best of my ability and at the same time set aside prior knowledge, experiences, beliefs, and values and remain honest.

Trustworthiness

Hermeneutical phenomenological research paradigms are thick, detail-rich descriptions not only of participants’ experiences of a phenomenon but also of the contexts in which those experiences occurred. When collecting and analyzing data, researchers may face challenges with biases. Researchers should establish trustworthiness by demonstrating reliability, internal validity, and objectivity and responding appropriately to inquiries about potential ethical issues from the IRB (Conrad & Serlin, 2011).

Credibility

Central to qualitative research is credibility or internal validity. Credibility is established when participants agree that the collected information is a true and accurate

representation of the essence of their lived experiences (Conrad & Serlin, 2011). Further, Conrad and Serlin postulated that prolonged engagement with participants could achieve credibility through constant researcher reflexivity and participant checks, validation, and co-analysis. Credibility is the product of (a) all-inclusive and context-rich explanations that are comprehensible and credible to the reader; (b) rational findings linked with prior or emerging theory; (c) identification of uncertainty, negative evidence, or opposing explanations; (d) accurate statements in the participants' own words; and (e) the accuracy of any study predictions.

Researchers face the creditability challenge of presenting participants' versions of lived experiences from multiple social constructs of reality. Triangulation, saturation, and member checking ensure the accuracy of participants' viewpoints and of researchers' interpretations (Mertens, 2014). Because participants share in-depth information about themselves and researchers bring multiple theoretical lenses to the interpretation of data, representing participants' voices and credibility may pose ethical dilemmas.

Triangulation use concepts from several theories to identify relevant information so the researcher can articulate and document a comprehensive and accurate view of the phenomenon (Cope, 2014).

Transferability

The ability to make connections between elements of a study and a reader's experiences or the process of applying the results of one situation or environment to another reflects transferability (Guba & Lincoln, 1989). Researchers can infer that the results of one study may transfer to another context (Mertens, 2014). Interviewers should annotate highly detailed descriptions of the researched phenomena. For my study, I

analyzed the participants' data from their detailed contextual descriptions in line with similar studies.

The results of this study may illuminate areas of consideration for external validity. Qualitative research results in findings and conclusions that may apply to other situations and populations. Exploring the lived experiences of participants requires an ability to understand their worlds from their perspectives through detailed descriptions of their experiences. The depth of exploration and the understanding of participant accounts provided a level of richness for the external validity of this qualitative study, and this contextual richness provides transferability.

The characteristic of the qualitative approach that makes transferability appropriate to this study is that I was the primary instrument for data collection and analysis; I input the participants' most credible information into NVivo, and after the final data collection, I determined how much of the collected data comprehensively fit into themes. This process will allow future researchers to be able to assimilate this study in efforts to enhance the findings and refine the conclusions, supporting the establishment of policies that are more progressive and procedures for managers to use to motivate their employees.

Dependability

Some researchers have defined dependability as confirmation that data are accurate, consistent with meanings, and linked to the experiences of the participants (Ravitch & Carl, 2015). Ravitch and Carl described it as refined, consistent, and stable data that accurately reveal conclusions regarding participants' experiences. Dependability is the counterpart to reliability and validity in qualitative research. Its functions support

the researcher with analyzing results and judging the quality of the study. Researchers must ensure that their processes are logical and documented and that their conclusions are traceable to the experiences of the participants. Tracking the methodology and nuances that differ from the proposal design is called an inquiry audit. This verification includes, for example, nonverbal cues, spoken text, and document analysis. I kept a logbook to ensure that various changes in the research design, methodological, and theoretical foundations linked to the revealed data. This process creates transparency and relevance, which increases dependability.

Confirmability

Obiakor (2010) defined confirmability as when a researcher determines the accuracy or credibility of findings through specific strategies; the most common approaches are triangulation and respondent transcription validation, and these components were integral to this study. Triangulation as related to confirmability is the process of corroborating evidence from the different participants, diverse types of data, and different methods of data collection (Ravitch & Carl, 2015). The procedure result in conformability through validating the evidence acquired from different sources (Ravitch & Carl, 2015). The triangulation process served to support and validate findings in this study by comparing common themes, providing confirmation, and allowing the use of multiple methods of data collection to supplement each other (Silverman, 2013).

The qualitative method promotes a specific level of reliability, and structured flexibility uses triangulation and external audits (Ravitch & Carl, 2015). Semistructured interviews served as my primary data source for this study, and I recorded the participants' data. Following the interviews, I archived, verified, and extracted the

information from the audio recordings and notes. Researchers should confirm findings and seek to be objective (Ravitch & Carl, 2015), and my data for this study were free of any biases.

As I described earlier, I started each interview by introducing myself and stating the purpose, focus, and goals for the study (see Appendix F). I asked nonspecific, unstructured questions, recorded the interviews when I was permitted to do so, and I transcribed the responses. Some of my semistructured questions were:

- What is your experience, in relationship to motivating employees during government furloughs?
- What challenges do you experienced in order to maintain motivated and productive employees during normal times?
- How did you perceive your employee's level of trust during times of furlough?
- Is it possible for you to maintain or improve morale during a furlough?
- What does it mean for a manager to maintain an employee's motivation as a product for the organization's bottom line?

Maxwell (1992) delineated five categories of validity: (a) descriptive validity, referring to accurate factual data; (b) interpretive validity, the meaning attributed to participants' behaviors and perspectives; (c) theoretical validity, the researcher's ability to articulate the relationships between the phenomena under study and the main concepts; (d) evaluative validity, when the researcher elucidates and understands data without being evaluative or judgmental; and (e) generalizability validity, which distinguishes qualitative from quantitative studies in that qualitative researchers ask questions about participants' experiences and compares them (pp. 287–293).

Ethical Procedures

The researcher's role includes eliminating ethical dilemmas that arise during data collection and fieldwork, which revolve around issues such as honesty, power and privilege, and the quality of the relationships between the researchers and participants. Issues of constructed knowledge, context, and advocacy are reasons for developing correct procedures (Klenke, 2008). Universities as professional and academic research bodies use ethical guidelines to evaluate studies for approval. The most important ethical principles are to adhere to informed consent (Appendix F), voluntary participation, confidentiality, protection from harm, and maintenance of the participants' well-being (Klenke, 2008, p. 50). Large organizations may require the researcher to include details about anonymity, confidentiality, ethics, property rights, timetables, publications, and resources regarding the research (Eriksson & Kovalainen, 2015). I included required and detailed information about the study in my agreement.

The interviewees' privacy was an important consideration during this study, and I kept the participants' information strictly confidential. The consent form outlined my efforts to collect data from individuals in a manner that supported confidentiality, and this final research report includes information obtained from the research records with participants' names removed. Coded forms that facilitate verifying transcripts are also used for anonymity when interviewing participants. The forms I used allowed me to stay within the IRB guidelines and ethical procedures while I collected data for the research study.

The interviews for this study took place in a library's conference room, the door was closed and locked. Each interview was conducted via Skype, Zoom, or by phone. To

gain knowledge of the experiences related to the phenomena, I interviewed 15 participants from three military installations located in Virginia. The door was locked and the room was sound proof. The instruments suitable for the interviews were voice recording and note taking. The participants in this study agreed to the set times, dates, and suitable locations in a setting that were private and free of distractions. Each participant transitioned through the interview process naturally through conversation that lasted approximately 60 minutes (Hesse-Biber & Leavy, 2010).

Participants who decline being recorded benefited from me being familiar with the interview questions and I was able to make the process seamless through note taking. I established rapport with the participants before I began the interview process by asking structured demographic questions, revisiting the purpose for the research, and helping them understand the process of confidentiality. In addition, I ensured the participants understood the ethical principles such as anonymity and confidentiality which increased the likelihood of honesty and fulfilled a fundamental aspect for informed consent.

I began the interview using the questions in the interview guide. The participants responded to each interview question and was free to elaborate as needed to express his or her thoughts in detail. I remained silent throughout the participant's response to allowed them the opportunity to contemplate their responses and elaborate on and clarify particular issues. Researcher's should remain free from preconceived expectations for the responses participant's offer in the interview (Ravitch & Car, 2015). I used probing and reflection to gain a deeper understanding of the participants' responses and I avoided leading or loaded questions that could have influenced responses. The process for each participants' interview was productive, effective, and seamless. Fifteen

participants responded to the interview questions with rich and detailed information that was utilized to answer the research question. Upon completion of the interview, I asked the participants for the name and contact information of someone they know who would potentially participate in this study. After completing the interview, I thanked the participant for his/her time.

During and after the interviews, I stored all identifying information in a secure and safe place (Mertens, 2014), and I coded all identifying information associated with the interview participants to provide for individual anonymity. All paper copies of the transcripts and audio files were and are accessible only to me, and I will cross-cut shred all records and delete all computer files after a storage period of five years. I did not release any participant's data to anyone other than that participant. I provided to the participant information about the IRB process to include my IRB authorization number to conduct this study and a phone number to contact the IRB.

The concepts explored for this study are employees' extrinsic and intrinsic motivation and amotivation. Furloughs affect employees' motivation, and past research revealed that furloughs caused employees to lack self-confidence, fear the complete loss of employment, and fear reentering the job market because they might not have had the education and skills to obtain comparable compensation.

Summary and Conclusion

Chapter 3 has delineated my role as the researcher of this study and my responsibilities for conducting the research according to standards and ethical procedures outlined by the IRB. The methodology for this research was based on the literature

review, in which I synthesized, conceptualized, and compared studies concerning motivation.

My research revealed that employee motivation might diminish during uncertain times such as reductions in workforces. During such times, employees feel threatened by the loss of employment and income and fear that managers are not keeping them informed. Managers at all levels had not yet resolved or implemented plans to combat issues resulting from furlough such as depression, isolation, information transfer, and standard operating procedures.

The guidelines for this study were qualitative in nature with a hermeneutic phenomenological approach. The aim was to understand how managers perceived the impact of furloughs on work motivation before, during, and after furloughs as a means to improve employee performance and attitude (Bratton, 2014). The researcher is responsible for collecting, interpreting, and analyzing data in such a way that it does not violate the participants' rights or open personal information to public scrutiny. In Chapter 4, I described in detail how I conducted the pilot test, research setting, demographics, data collection, data analysis, evidence of trustworthiness, results of the study and the summary. I provided the key results of the overarching research question.

Chapter 4: Results

Introduction

The purpose of this hermeneutic phenomenological study was to understand how do managers comprehend the impact of motivation, from extrinsic or intrinsic perspectives, on employees' performance and attitudes during the furlough process. Data collection provided the understanding of the consciousness of human experiences which reflects the core meaning of phenomenology (Kafle, 2013). To better address the purpose and research question, a qualitative thematic analysis which was derived from the semistructured interview questions answered by the participants in the study. The overarching research question was:

ORQ: How do managers comprehend the impact of motivation, from extrinsic or intrinsic perspectives, on employee's performance and attitude during the furlough process?

In Chapter 4, I provide the key results of the overarching research question for this study. In this chapter, I describe how I conducted the pilot test, research setting, demographics, data collection, data analysis, evidence of trustworthiness, results of the study and the summary.

Pilot Test

I conducted a pilot test. The pilot test is a feasible and scaled-down version or a trial run that is conducted before a major study (Chenail, 2011). The purpose of my pilot test was not to generate themes using the interview data but to determine whether the interview questions were clear and appropriate for the study purposes. The pilot test structure ensured the clarity and relevance of the participant's responses based on the

interview questions (Angeli & Valanides, 2004). The pilot test enabled me to (a) pretest the validity of the research questions; (b) annotate any difficult issues and identify ambiguities; (c) determine whether participants would be able to understand and clearly answer the interview questions; and (d) record how long it took to complete the interviews in compliance with the IRB standards.

Prior to conducting the pilot study, I provided each volunteer with the purpose of the study and once accepted, an interview guide and the consent form, which was discussed before the start of the study to ensure each volunteer had the needed clarity to make an informed decision. The participants signed and return the form via email with the following statement in the email: "I understand and consent to participate". Pseudonyms for each participant reduced breaches of personal data collected for demographic purposes.

The pilot test also enabled me to estimate the duration of the interviews for the study, eliminate or modify any ambiguous or confusing questions, and meet IRB standards. Furthermore, the pilot test enabled me to verify that the participants could provide the information I needed to generate results that would answer the research question and provide valuable insight for other researchers. The selected volunteer pilot test participants resided within the criteria location as described in Chapter 3 within the state of Virginia.

Pilot test Participant 1, an African American male, worked in government construction and experienced three furloughs throughout 35 years of combined military and government career. Prior to starting the interview questions, he stated that government furloughs impact government employees as well as the economy. Near the

end of the interview, Participant 1 interjected that not all people agreeing to participate will adhere to a recording. Participant 2, an African American female, age 67, and worked for the Department of the Army as a government employee for 30 years. Participant 2 stated that she is extremely interested in the outcome of this study and she wonder about how the government will become worse if nothing is done to combat furloughs. Both participants shared similarities related to the participants in main study such as experienced two or more furloughs, worked in leadership positions for more 10 years or more, and government employees, and located in the state of Virginia.

Semistructured interview questions guided the informal conversations conducted with the two pilot test participants who were managers located at two military installations in Virginia. Although pilot tests are a crucial aspect to a good study, there is little guidance published on how many participants are necessary for a pilot test and no guarantees for their success (van Teijlingen & Hundley, 2001). Some authors proposed that 10% of the full study population is sufficient (Bonett, 2002; Kline, 2004). Two volunteers were willing and able to participate in the pilot test.

Both participants were known to me; however, I recruited them via LinkedIn. The two pilot test participants returned the consent form and the pilot test followed with no proposed modification. Both volunteers agreed to participate and provided rich data and felt the allotted time of 60 minutes was appropriate for the projected interviews. I conducted two separate interviews via Skype and transcribed 19 pages of rich and descriptive data of the participant's experiences.

Upon recording the first participant's interview, I noticed distortion through the recording. Although the recording was slightly distorted from the background noise such

as the air conditioner, I was able to retrieve all the participant's information. The first participant's information took approximately 10 hours to transcribe. Distortion in the recording from my first interview taught me to conduct the remaining interviews in a completely quiet room to reduce natural noises. I also used an iPhone application, Voice Recorder, that may have contributed to the low quality recording. I switched to a more quality voice recorder, rather than audio recorder, independent from the iPhone. I used WavePad that provides over 20 filters and effects to use while recording voices thereby producing a more professional quality recording and sound that enabled me to complete transcriptions in a minimum of 5 hours rather than 10 hours. Although, I experienced a slight problem, the recorder was changed to a more reliable instrument which eliminated the impact to the main study.

I did not influence, lure, or coerce the participants in the pilot study in any way; they appeared to be comfortable and under no stress when responding to the questions. I felt no discomfort in conducting the interviews. After the interviews, the participants agreed that the questions were clear, adequate, and effective. Participants also stated that they had felt comfortable sharing their experiences with me. The participants agreed that the questions may possibly answer the research question.

At the completion of the interview, I thanked the participants for participating and asked if they know of anyone who meet the requirements and may be willing to participate in the research. Snowballing sampling (chain referral sampling) is a nonprobability sampling technique by which existing participants recruit future participants from among known acquaintances (Gill, 2014). Snowball sampling included

three potential participants' information as future recruitment. Two out of three potential recruits were successful and I used them in the main study.

From the results of the pilot test, not only did I learn to test methods prior to the study but that participants may decline recording. Also, I recognized that participants are not willing to provide documents related to their organization or members of the organization due to possible breach in security. As stated in Chapter 3 and on the consent form, I did not ask participants to breach security of the organization. Furthermore, I used NVivo to analyze the pilot test participant's data prior to the main study to test run their research methods such as data cleaning, importing, auto coding, and creating nodes. Collecting and analyzing data on small sample participants are conducive prior to conducting a main study (Chenail, 2011).

Although, there was no major impact of the pilot test on the main study due to any suggested changes by the pilot test participants or myself as the audio recorder. As stated in Chapter 3, the pilot test included two participants (table 6) and crucial to the main study because it enable me to establish, review, set protocols, pretest and try out particular instruments, and test run research methods by collecting and analyzing data on small sample participants. The results of the study revealed that the interview guide remained as approved by IRB with no changes to the instrument used or data analysis changes. Participants did not find the questions to be ambiguous or confusing; therefore, the pilot test for this study proved to be feasible. Participants in this pilot test suggested that my inquiry might bring to light much-needed information to make changes or implement new policies and change government practices within their organizations.

Table 6

Demographics of the Pilot Study Participants

Participant	Gender	Age	Race (AA= African American)	Years of government employment	Department	# of furloughs experienced
1	M	60	AA		Construction (government)	3
2	F	67	AA	30	Army	4

Table 6 depicts the two pilot-test participants' demographic information. The contextual information included the pilot test participants' department, demographic background, and perceptual information such as how many years of experience they had regarding furlough. Participants years of experience helped build textual, rich, and in-depth descriptions about what they experienced during the process of furlough.

Research Setting

The research setting enabled me to collect, transcribe, and document information that was relevant to the inquiry and complete a successful pilot test. I ran the pilot test a few weeks prior to the main study (Hill, 2018). To minimize interruptions, interviews took place in a library's conference room via Skype, Zoom, or by phone at the time of the participants choosing. After consent forms were returned, I invited all participants to schedule the interviews at times that would be convenient for them to ensure that they did not feel rushed or inconvenienced. The average duration of the interviews was 60 minutes, and the process involved articulating the interview questions precise and clear, actively listening, recording, and taking notes on participants' experiences.

Eight out of 15 participants declined audio recording and I documented their responses using pen and paper. I conducted debriefing immediately after the interviews to test my documented interpretations of the participants' experiences, giving them the opportunity to correct any misinterpretations of information, volunteer additional information, and assess and confirm the accuracy of data. After the debriefings, all participants agreed that I had accurately captured and documented their responses.

I returned to the participant's transcription of the interview less than 48 hours after completing the transcribed information for member checking. Member checking allowed each participant to review the information for respondent transcription validation. Less than 72 hours later participants returned their transcription and agreed that the information was complete and accurate.

Although the participants' positions did not pose a security risk to the information they provided, some opted not to be recorded just as a safety precaution; however, I did instruct the managers not to provide any secure or classified information that would jeopardize their positions or the integrity of their organizations or the government. I also informed the managers that their information would be kept in a lock file cabinet in a secure location and that anonymity would be preserved by keeping separate demographic information and interview data. Preserving anonymity influenced the participants to be open and detailed in responding to the interview questions. As in the pilot study, I did not influence, lure, or coerce the participants in the main study in any way; they appeared to be comfortable and under no stress when responding to the questions, and I felt no discomfort in conducting the interviews.

Demographics

Prior to a study, gathering participants' demographic information is essential. I collected the participants' demographics prior to each interview to help explain the participants' perceptions, similarities, and differences. The final participants were 15 managers from three military installations in Virginia and I collected the data through note taking and audio interviews conducted at times of the participants' choosing based on their availability. Table 7 presents the relevant demographic characteristics of the 15 participants.

Table 7

Participant Demographics

Participant	Gender	Age	Race (AA= African American)	Years of government employment	Department	# of furloughs experienced
1	M	52	AA	30	Communication	4
2	F	32	AA	10	Administration	2
3	F	52	AA	18	Water purification	3
4	M	35	AA	16	Logistics	3
5	M	51	AA	25	Transportation	3+
6	M		AA	25	Insurance	3
7	M		AA	20	MDEPT	
8	F	53	AA	20	Education	2
9	M	47	AA	16	Yard	“A lot”
10	M	70	White	30	Personnel	4
11	M	58	White	20	Chaplin	3
12	F	55	AA	21	Logistics	3
13	F	55	AA	10	Surgery	2
14	M	34	White	14	NASA	2
15	M	52	White	14	Communication	3

Data Collection

I recruited the participants using snowball sampling. I emailed the participants information pertaining to the purpose and nature of the study to gain their trust and explained that their participation may promote positive social change in extrinsic or

intrinsic motivation to enhance performance and attitudes in their workplace environment. Semistructured questions from the interview guide were used to guide the interview.

All interviews took place in the reserved conference room of a university's library. Each participant accepted to the interview guideline and returned signed consent form via email with the statement "I understand and consent to participate". Based on availability, each participant determined the best time for an interview, and my availability was flexible. Two participants became unavailable to participate, and I successfully recruited replacements through snowball sampling. Fifteen managers, who met the requirements, agreed and consented to participate and completed their interviews.

To gain knowledge of the experiences related to the phenomena, I interviewed 15 participants from three military installations located in Virginia. The interviewing process consisted of advance preparations in which I prepared structured and semistructured open-ended questions related to the phenomenon I was studying. The instruments suitable for the interviews were voice recording and note taking. The interviews for the main study were conducted during scheduled times from 9:30 a.m. to 7:00 p.m. eastern standard time and from 17 June to 24 July 2017. The participants in this study agreed to the set times, dates, and suitable locations in a setting that were private and free of distractions. Each participant transitioned through the interview process naturally through conversation that lasted approximately 60 minutes (Hesse-Biber & Leavy, 2010).

Prior to the interview and to create a natural and seamless process, I made myself familiar with the interview schedule and questions. Participants who decline being recorded benefited from me being familiar with the interview questions and I was able to

make the process seamless even though I took many notes. I established rapport with the participants before I began the interview process by asking structured demographic questions, revisiting the purpose for the research, and helping them understand the process of confidentiality. In addition, I ensured the participants understood the ethical principles such as anonymity and confidentiality which increased the likelihood of honesty and fulfilled a fundamental aspect for informed consent. Eight out of 15 participants declined to be recorded during the interview introduction, and I used paper and pen for textual and rich descriptive notes. I found that ensuring confidentiality made the participants more easily relaxed and opened to express their experiences.

I began the interview using the questions in the interview guide. The participants responded to each interview question and was free to elaborate as needed to express his or her thoughts in detail. I remained silent throughout the participant's response to allowed the them the opportunity to contemplate their responses and elaborate on and clarify particular issues. Researcher's should remain free from preconceived expectations for the responses participant's offer in the interview (Ravitch & Car, 2015). I used probing and reflection to gain a deeper understanding of the participants' responses and I avoided leading or loaded questions that could have influenced responses. The process for each participants' interview was productive, effective, and seamless. Fifteen participants responded to the interview questions with rich and detailed information that was utilized to answer the research question.

Upon completion of the interview, I asked the participants whether they wanted to add anything or recommend potential participants. Although 11 out of 15 participants recommended a minimum of two potential participants, not all contacts attempts were

successful. At the end of the interview process, I thanked the participants and sent a copy of the interview transcription via email for member checking within 48 hours.

Respondent transcription validation enabled the participants to review the information for completeness and accuracy. The participants understood the member checking process and agreed to review the transcription as soon as possible for completeness and accuracy. Participants returned transcriptions within 5 days with little to no changes.

Although the participants' in the main study, positions did not pose a security risk to the information they provided, some opted not to be recorded just as a safety precaution; however, as revealed in Chapter 3 and with the pilot test participant's, I did instruct the managers not to provide any secure or classified information that would jeopardize their positions or the integrity of their organizations or the government. I also informed the managers that their information would be kept in a lock file cabinet in a secure location and that anonymity would be preserved by keeping separate demographic information and interview data. I continued with two other key plans highlighted in Chapter 3, bracketing and data saturation.

Data Saturation. The participation of the 15 respondents in this study was consistent with the guidelines established by Giorgi (2009), who indicated that 15 to 20 participants was sufficient for a phenomenological design if data saturation was achieved. Data saturation is achieved when additional data yields no new insights or properties of the core theoretical concepts (Dworkin, 2012; Patton 2002). After I conducted the first ten interviews, I analyzed the transcriptions and notes to identify commonalities across the themes that had emerged during the analysis of the respondents transcriptions however, I completed five more interviews to prove theoretical data saturation for

themes. No new themes originated from the data being analyzed.

Bracketing. Before I began data collection, I used bracketing as described by (Kafle, 2013); in practicing bracketing, I attempted to become aware of and isolate my assumptions and preconceptions about government managers' experiences during furloughs. I identified specific issues related to the phenomenon that might have caused me to approach participants' interview responses from a biased perspective, and I attempted to neutralized my predispositions through a continuous process of reflection. However, I did not recognize biases until the main study and the possibility to completely abandoning knowledge concerning the phenomenon may be difficult at times (Ahern, 1999).

As a government employee I developed minimal biases regarding some variations to the participants' collected data. The orientation of my experience was that I felt that the employer should have informed the employees that they were categorized as non-essential prior to starting the position and updates regarding the furlough. My biases where confirmed when participant 2 commented "no one mentioned that I was nonessential" and participant 14 stated "information regarding furlough is sent from the headquarters in that information is not always clear; the information is not always timely; in the information is not always as accurate...in my experience, it's very hard to empower employees when you really don't know what's going on from the top."

The intentions of the organization were not to put stress and hardship on its employees however the managers described that they had no control over who would and would not be furloughed as described by Participant 10 in describing "the experience of being furloughed as a lack of control over policy and who will be furloughed next..."

Participant 15 statement “Job security is the best way to improve motivation for anybody. People want to know that they are getting paid.” articulated the richness in data. And Participant 14 added, “...it's very hard to empower employees when you really don't know what's going on from the top. Manager’s discussed the stress of furloughs put on the employees in the organization.

The depth included bracketing the best intentions of the participants shared lived experience which included comments such as Participant 1 “I felt horrible inside but I also had a job to do.” Participant 9 said “... I feel bad about this... and Participants’ 14 overall perception of furlough as being distress. Although I was not able to completely abandon my knowledge about the phenomenon, I was able to focus on the wholeness of the participants’ experiences. To make sense of the collected data, my interpretation was grounded in the collected data (i.e., textual strength, rich descriptive, and in depth), which was a clear and concise representation of the participants’ experiences in their own words. Bracketing assumptions, reflecting on the data, performing data reduction, and extrapolating meaning units enabled me to understand the lived experiences of federal employees transitioning through a temporary disruptive government shutdown related to furlough.

Through respondent transcription validation, I allowed the participants the opportunity to review their statements for accuracy. Member checking enabled me to illuminate the phenomenon and any systematic errors that could have aligned results with any prejudgments or political persuasions or any negative features in the research design that should be avoided. For this study, when participants informed me that I had incorrectly transcribed their responses, I clarified during the debrief and immediately

corrected the errors. Correcting as many errors as possible during debriefing allowed better clarity of the participants' responses during their review of the transcription that was emailed for validation.

Bracketing enabled me to establish a preliminary set of properties and themes, and then I used triangulation to compare data (pattern match) and conduct and analyze the transcriptions from five more interviews. No new themes or properties emerged from the additional five interviews, so data saturation was achieved as defined by Patton (2002) and Dworkin (2012). I used bracketing and triangulation to analyze, develop themes and pattern matching, the participants' transcription.

Data Analysis

I used the qualitative thematic approach to analyze data provided by 15 managers who worked in leadership positions as government employees. Step by step and pragmatic methods supported the understanding about how the themes were develop for this study and the methods utilized reduced ambiguities and improved the quality of the data analysis. Accurate data analysis can be time-consuming because it involves transcribing, coding, and interpreting the data (Vagle, 2010). As stated in Chapter 3, I transcribed the recorded interviews verbatim and uploaded the transcriptions into NVivo 11 for analysis. Based on Flick (2014) recommendation, I used a blended approach to analyze the data:

- bracket assumptions and prior conceptualizations about a phenomenon of interest to remain open to what is in the data
- reflect on data and what they mean

- reduce data to discern the “horizons” of meaning, invariant properties, and meaning units of a particular experience, for instance, grief and trauma
- construct findings through writing and rewriting (p. 302).

The inductive process started prior to auto coding in NVivo, I organized the data using Microsoft word for data cleaning and formatting. To inductively prepare for the auto coding process in NVivo, for example, paragraph and styles headings in word were used to arrange the document by research questions (heading 1), interview questions (heading 2), and participants responses (heading 3); color coded the research question black and bolded, interview question blue, participants responses black; and textual style called ‘quote’ for the research questions. Data cleaning process took approximately 6 hours. Next, I imported the data into NVivo and formatted each heading into codes and subcodes which created parent notes and sub nodes. The nodes represented the relevant information related to my study and at the same time answered my research question. I used words and descriptive phrases associated with the meaning units to code the data and grouped similar codes into themes.

I analyzed the data according to the strategy recommended by Flick (2014). From raw data to coherent and whole stories, not isolated, about the participants’ lived experiences, I completed a thematic analysis. First, I attempted to bracket my assumptions and prior conceptualizations about the phenomenon of interest to remain open to the meanings that emerged from the data. Next, I read and reread the data and spent time reflecting on them. In the third step enabled me to perform data reduction to analysis and identify the meaning units (meaningful descriptions that could not be broken down into smaller meaningful statements) of the participants’ experiences. In addition, I

completed the cleaning data process which made it easier to import the data into NVivo for auto coding and creating theme and nodes.

Through the lens of the blended conceptual frame work in Figure 1, I analyzed the data for this study. The framework design enabled me to explore manager's experiences related to extrinsic and intrinsic motivation during furloughs that may not otherwise be explored. To alleviate deleterious effects that may taint the research process, I bracketed the data collection concepts that aligned with five theories (motivation need theory, hierarchy of needs theory, trust theory, two-factor theory, and human workplace motivation concept model) and created nodes from the groups of data that emerged from the responses to the interviewing questions with government employee managers.

- Human workplace motivation concept, self-determination theory (Ryan & Deci's, 2000), motivation need theory (McClelland, 1961), and two-factor theory (Herzberg, 1959) aligned with interview question one (IQ1), interview question two (IQ2), and interview question four (IQ4).
- Trusty Theory (Lewicki & Tomlinson, 2003), equity theory (Adams, 1983), and expectancy theory (Vroom, 1964) aligned with interview question three (IQ3).
- Two-factor theory (Herzberg, 1959), motivation needs theory (McClelland, 1961) and goal-setting theory (Locke, 1991) were aligned with interview question five (IQ5).

Theories in Table 1 and Table 2 that defined characteristics in the blended conceptual framework in Figure 1 enabled me to recognize codes, nodes, and groups to form five themes to answer the overarching research question. Nodes created from this

study consisted of five themes that supported and expanded the participant's responses based on their lived experiences. By coding and grouping the data collection, five themes derived from the nodes. Themes were related to the interview question were utilized for the overarching research question, Table 8 represents the themes that emerged during the data analysis, the specific nodes that contributed to the themes, and a representative quotation from each theme. Negative or discrepant cases were not revealed for this study, all patterns were common and fit. I attempted to describe the participants' lived experiences to the best of my ability and at the same time set aside prior knowledge, experiences, beliefs, and values and remain honest.

Table 8

Themes, Nodes Contributing to Themes, and Representative Quotations

Theme	Nodes contributing to theme	Representative quotation
Managers' experience of motivating employees during furloughs (this theme corresponds to research sub-question 1)	Standards expected; influences on motivation; opinions; influence means of motivation; experience of furlough; differing responses; best experience motivating employees; enjoy being manager; don't try; reassurance/uncertainty	"Who wants to be motivated in a situation like this? I mean you are putting people out of work. I felt bad about this. But you know I just kept pushing them to work and get the job done."
Challenges managers experienced in maintaining motivated and productive employees (this theme corresponds to research sub-question 2)	Lacking support/resources; keeping employees; own emotional response; negativity; manager challenges; focus on goals; employee emotional responses	"The ones that are selected for furlough are angry...Even when they come back it is hard to get them to believe in the system because I think they feel like they have been duped."
How managers perceive their employees' level of trust during furloughs (this theme corresponds to research sub-question 3)	Meaning of; information sharing; depends on leader; broken contract; a trustworthy action	"I think the employees lose confidence in the leadership. I mean they sign a contract and then the contract is broken on the employer's side. That's really not a contract. It makes the organization, management, and leadership look like they can't be trusted or relied on."
What it means for a manager to maintain an employee's motivation as a product for the organization (this theme corresponds to research sub-question 4)	Motivation as product	"The better we are as a whole, meaning motivated...we're able to get in and we live in focus and work with one another, the better the outcome is as a whole for the organization."
What it means for a manager to improve morale during a furlough (this question corresponds to research sub-question 5)	Improving morale; need to improve	"I believe that if you continue to thank them for their work, it helps them to know that they are still appreciated."

Evidence of Trustworthiness

Credibility

To ensure credibility, I documented context-rich information during the interviews. I took notes for participants' who declined to be recorded and participants who consented to recording, I reviewed, transcribed, and documented their information. When I was uncertain or identified negative evidence, I conducted debriefing simultaneously by stating to the participant "now if I heard you correctly" and then restated what I heard. Participants either confirmed or disagreed with the validity of their statements as I captured them, and when they disagreed, I made corrections and revalidated accuracy through member checking.

I used member checking as an essential technique to increase credibility and limit biases. Member checking enabled participants to correct and challenge any misinterpretations of information, volunteer additional information, and assess and confirm the accuracy of data (Mertens, 2014). After I compiled, collated, and examined the interview data and formatted my interpretations and conclusions, I reported the results of the study.

Transferability

The contextual richness provided transferability related to developing relevant statements and demonstrating findings and conclusions that may apply to other situations and populations such as other government agencies and departments out that are unrelated to the military. Although I could not prove that the research study's findings would be applicable, in this chapter, I provided evidence that makes transferability judgments possible (Lincoln & Guba, 1985). The characteristic of the qualitative

approach that made transferability appropriate to this study was that I was the primary instrument for data collection and analysis, annotating the most credible information in the participants' words and inputting the data into NVivo for results. After the final data collection, I determined how much of the collected data comprehensively fit into themes. This process may allow future researchers to be able to assimilate this study in efforts to enhance the findings and refine the conclusions, supporting the establishment of policies that are more progressive and procedures for managers to use to motivate their employees.

Transferability may not apply to the private sector due to the unlikelihood of a furlough. Organizations that fail, in the private sector, result to closure where employees do not return to work rather than furlough which employees return to work at some designated time. Closures can be voluntary (a change that makes the organization impossible to operate) or involuntary (a forced closure by an authorized agency) (Boyatzis, 2011). I revealed a sample interview to facilitate transferability, transparency, and truthfulness in findings to the reader, data saturation, original description of context, and provision for material and reflections for this study in Appendix K and Appendix L (Hill, 2018).

Dependability

Some researchers have defined dependability as the accurate expressions of data that are consistent with meaning, and linked to the participants' experiences. Ravitch and Carl (2015) defined dependability as refined, consistent, and stable data that accurately reveal participants' experiences. Dependability allows the researcher to answer the core questions that are appropriate for the study and the contexts of apparent change and

variation. Ravitch and Carl postulated that sequencing methods, triangulation, and creating a well-verbalized rationale for the choices used in a data collection plan are appropriate.

I ensured that the process was logical and documented and that conclusions were traceable to the participants' experiences. Tracking the methodology and nuances that differ from the proposed design is called an inquiry audit, and I conducted this audit to verify, for example, nonverbal cues, spoken text, and document analysis. I kept a logbook to ensure that changes in the research design and methodological and theoretical foundations linked to the revealed data. This process created transparency and relevance, which increased dependability.

Confirmability

Obiakor (2010) defined confirmability as the researcher-determined accuracy or credibility of findings through specific strategies such as triangulation and respondent transcription validation, and these components were integral to this study. Triangulation as related to confirmability is the process of corroborating evidence from different participants, diverse types of data, and different methods of data collection (Ravitch & Carl, 2015). Triangulation reveals confirmability by facilitating validation of evidence acquired from different sources (Ravitch & Carl, 2015). I used triangulation to support and validate my study findings by comparing data from different participants that revealed common themes. I also practiced bracketing during the data collection and analysis by carrying out a continuous process of reflection to become aware of and isolate any preconceptions or biases I may have held about the phenomenon I was studying.

After receiving the participants' signed consent forms, I started the interviews by introducing myself and stating the purpose, focus, and goals for the study. I asked specific and unstructured questions related to the study and transcribed the participants' responses in writing. I also used an audio recorder to validate the participants' responses and used precautions to mediate biases fully while at the same time achieving validity.

Study Results

Data collection results and analysis contained in this section reveal themes derived from the auto coding nodes that represent the relevant information related to the research for this study. The overarching research question considers how do managers comprehend the impact of employees' extrinsic and intrinsic motivation on their performance and attitudes during government furloughs. The purpose of this inquiry was to gain insight into how managers understand and experience leadership in terms of this study. NVivo enable the exploration and analysis of data collection necessary to complete this study.

I identified words associated with the meaning units from coding the data and grouped similar nodes into themes. Researcher's may capture language from the participant that create codes that are most and least effective (Bletzer, 2015). Although the 15 participants used variations in words, the responses were important to the development of the word cloud. Table 9 represents the word and frequency of the word used by participant to response to the overarching research question regarding motivation. Discrepant cases or nonconforming data was revealed in this study.

Table 9

Code Cloud Counts and Frequency Chart

Word	Frequency	Weighted percentage (%)
think	57	0.64
manager	59	0.66
time	59	0.66
motivation	68	0.76
well	72	0.80
employee	74	0.83
trust	79	0.88
people	125	1.40
job	132	1.48
work	145	1.62
employees	147	1.64
furlough	161	1.80

Five themes emerged during the analysis of data derived from interviews, bracketing and reflexive practice. Each theme derived from these methods contributed to the answer for the overarching research question stated above. The emergent Theme are as follows 1: Managers' experience of motivating employees. Emergent Theme 2: Challenges managers experienced in maintaining motivation. Emergent Theme 3: Managers' perception of employee trust. Emergent Theme 4: Perceptions of what it means to maintain motivation. Emergent Theme 5: Perceptions of what it means to maintain morale. Each theme is delineated in detail below with supporting participant's transcription.

Table 10

Themes 1: Managers Experience of Motivating Employees During Furloughs

Theme	Code	Number of participants referencing code	Percentage of participants referencing code
Managers' experience of motivating employees	Best experience of		
	motivating employees	13	86.67%
	Don't try	3	20.00%
	Enjoy being a manager	12	80.00%
	Experience of furlough	14	93.33%
	Influence means of		
	motivation	10	66.67%
	Influence on motivation	10	66.67%
	Opinions	9	60.00%
	Reassurance/uncertainty	6	40.00%
	Standards expected	10	66.67%

Emergent Theme 1: Managers' Experiences of Motivating Employees

Theme 1 depicted in table10 was derived from interviews, my field notes and bracing practices. I identified need for power motivation characteristics related to the participant's descriptions concerning their experience during the process of furlough whether or not employees where extrinsically or extrinsically motivated. Need for power promotes the interaction between situational or environmental variables and an individual's motivation to achieve a positive behavior outcome (McClelland, 1961). Eighty percent of the participant's elucidated their experience from an extrinsic perspective of powerlessness due to lack of pay and information and in most instances

wanted to offer some type of gratitude for their employees' performance. Participant 9 said. "I would implement an incentive or reach a goal like maybe a small bonus. I don't know. Small package of gratitude..." The participants revealed several characteristics related to motivation needs theory (McClelland, 1961) and two-factor theory (Herzberg, 1959).

Participant 1 revealed that, the experience of furloughing employees was characterized by a sense of vulnerability to being attacked, emotionally or physically:

I felt upset and very stressful that I had to be the one that told the employee they were considered not essential. Because you know that everyone thinks they are important at their jobs. You know I had to be the one that gave out pink slips. I felt horrible inside but I also had a job to do. I been through to furlough and the employees don't change how they act and the government don't change how they give out notices. It is wrong they don't give notice sometimes until the day of furlough.

Participant 10 described the empathic perceptions of employees' trauma that had caused him to feel guilt and a need for control over the situation:

Sometimes people go into a panic 'cause the two most important thing in a human's life is their money and their spouse and when you mess with either one of those, it can cause severe trauma to their lifestyle...[furloughed employees feel] low self-esteem, a sense of helplessness, a sense of how you say, worthlessness, a sense of why am I being punished, what did I do wrong, a sense of paranoia: Is my wife going to love me like I was when I was working? 'Cause

my wife to me that she was not going to lay down and have sex with me. That she was too worried about the bills.

Participant 14 also perceived furloughs as distressing both for managers and employees and joined Participant 10 in describing the experience of being furloughed as a lack of control over who will be furloughed next and who will have the professional knowledge to carry out the duties and performance of those who are furloughed:

Well you know that can be a little traumatic, especially from or for some employees that has never experienced the absent from work without pay, more just the fact that the absent from their job when they think they are probably the most important person that I get the job done so I would most likely say that that employees feel left out in sometime it's hard for the pick-up please that's left behind to pick up the saddle or sack and run with it because they're worried about whether or not they're going to be next to leave or get furloughed and for the ones that are furlough they seem to be worry much about the job in they are very lacking in sharing information they don't want to tell where they are in performing their job.

Participant 9 perceived mid-level managers as the scapegoats for furloughs, even though they had had no say in the decisions. Participant 9 also revealed a need for control by stating the question, “Is there anything we can do to keep this from happening?

I felt like, not good about doing [furloughing employees]. I feel betrayed, resentment. Management is making you do the dirty work. You end up being the fall guy. You are doing all of their dirty work. It's a company thing. Is there anything we can do to keep this from happening? This is how people live and

survive. Is there something is like job training or going to another position? I felt really bad.

In Participant 2's experience, employees became unmotivated during furloughs in part due to lowered morale and a lack of control:

Working through a furlough process can't really be or shall I say is very difficult. Telling your subordinates that we are all here for the same reason and we all chose to support the mission is oftentimes what they say easier said than done. We had days where the overall morale of the organization or shall I say my team was just completely gone. Lack of enthusiasm, lack of empathy, but overall caring. To deal with people who also have other issues going on outside of work and then to come to work and have to deal with the possibility of not being paid for their time can be extremely challenging. Not knowing who's going to show up to perform work duties I say was one of the biggest problems. For the individuals who did show up they would have to take the slack in the weight of their peers who decided not to come.

In Participant 9's experience, employees' low morale and motivation during furloughs was attributable to the insufficiency of the information coming to them from upper management, and the guilty feelings of mid-level managers were associated with having no choice but to leave employees uninformed:

Who wants to be motivated in a situation like this? I mean you are putting people out of work. I felt bad about this. But you know I just kept pushing them to work and get the job done...I felt bad, you see, my conscience was hard to deal with. I had to keep my people informed and then some. I wanted them to know

everything but I didn't know everything about the furlough, I didn't know when, where, what, and how long it would be. It was like being a crazy man not knowing what was going on with the mainstream of life. You know I just did not know.

Participant 12 described herself as saddened by her inability to keep her employees informed, while her employees had to maintain their morale in spite of upper management's withholding of information:

For the most part I was really saddened because I had not one answer other than the government has not reached an agreed-upon budget before a specified date. And I learned that information from TV or sources other than my upper management. So as a manager, we should be able to inform our subordinates as to what is going on. My worst experience is getting the information that was necessary to relieve the minds of the employees. My almost good experience is that the employees did not blame me; they understood lots of things about the furlough.

Participant 13 agreed that keeping employees informed was a critical way of sustaining their motivation during a furlough; in her experience, managerial transparency kept employees' morale at a level that was conducive to productivity, particularly in the cases of employees who had the option of working without pay:

The managers had meetings with my team members and me and explained why the changes were being made. Allowing them to come to work another month to search for jobs made a difference. Their performance as far as input to resolve issues did not change; they all helped willingly. Keeping them informed through

the process made a big difference...I would have to say that it was successful because after being told they were furloughed, the employees could have gotten an attitude and not helped. Instead by keeping them informed and allowing those employees to come to work as normal and still assist while in the process of searching for new positions made a big difference in their attitudes.

In the experience two participants (3 and 7), trying to motivate employees during a furlough was futile. Participant 3 stated:

Motivation is what it is. I mean after all somebody is not getting paid. That...is hard for a lot of people. Even when they come back after furlough. They are like well I thought I was essential and now you want me to perform at my best. I think the government might owe them something at least pay them for the time the was furloughed. (Participant 3)

Participant 7 said of the futility of trying to motivate furloughed employees:

You can't motivate anybody who is put on a furlough. Just tell the truth the government is going through budgeting issue. There is no way you can motivate people if you are about to shut down. Would you be motivated if I send you home? That is an insult.

Participant 4 believed that some employees could be motivated during a furlough because he had experienced the differing behaviors of employees who were intrinsically motivated to do the job and employees who worked only for money:

Some people just keep working right through it regardless of whatever the outcome is. I think just knowing they have a job keeps them motivated to come back to. They are eager to come back to work. Some people have something

saved up or have another check coming in for a spouse or I don't know like a sister or something maybe another benefit. Those are the one that seem like they really don't care. It's like a vacation to them they be glad to get off. Those are the ones that only take a vacation cause of a furlough.

In Participant 11's experience, the most effective means of keeping employees motivated during a furlough was through appeals to intrinsic motivation:

We explained to them the importance of doing the job. Usually that was enough. If you show a person their own self-employment or self-worth and importance for themselves, they will do the job. They often enjoyed and respected the managers more. It was from the heart...because most of the people you get people that work from the heart will generally do and give their best. Even if you pay someone, they may not do the job. They may not do the job right. Then you gotta either do it yourself or pay someone to do the job over again. People get paid for doing stuff and don't do the job because it not in the heart. Or they may do half the job. They sometimes do half the job or mope around and do very little of the job. Motivated from within to me is the same as from the heart. Basically they are the best ones no matter what. Sometimes things people do, you can't pay them enough for their efforts. Sometimes you can't put a price tag on somebody's labor.

Participant 13 believed that employees' intrinsic motivation could be cultivated by managers who listened to and took them seriously and who took care in matching the right person to the right job:

It is about being a servant leader that begins with feelings that one wants to serve first. You have to consider what the goals are and are they shared by the employees. Collaborating with employees allow motivation to take place. You have to connect with them by listening to their advice and experiences. You have to approach every aspect with a positive attitude. Creating that atmosphere will help to motivate your employees. I think recognizing their traits and what they are good at help in creating a positive attitude, which will have a positive result.

Participant 9 agreed that appeals to intrinsic motivation were effective during furloughs, but he had also had the experience that rewards were a useful supplement:

How would I get them motivated? I would implement an incentive or reach a goal like maybe a small bonus. I don't know. Small package of gratitude. Well, just encourage them, let them know that they are doing a good job, push yourself make sure that they have motivation from within. It boils down to if I got a crew that gotta be self-motivated like talkin bout it. You got drive within yourself. And you can have people help motivate you. I would check my crew. Make sure they know what they are doing.

Participant 14 perceived extrinsic motivations (rewards) as effective in keeping employees' morale up, and added (in agreement with Participants 12 and 13) that communicating with employees and keeping them informed was necessary for sustaining motivation:

It's hard to keep motivating our employees. I think for the most part that employees are motivated by a lot of good leadership and rewards. You know, if they are rewarded for the work they do will perform being that makes them more

makes them wanting to come back to work more. I'm speaking from all furlough prospective employees that they really want to get paid for the work that they do but you know you don't want to furlough, they may or may not be getting paid. This is one of the biggest motivators, so we'll go from there. For the reverse of that, I guess not getting paid or not being motivated is the fact that they're not getting paid and not knowing what's going on with the company. We need to communicate with the employees, and we need to let them know what is going on with their jobs. There's a lot of insecurity, there is a lot of distrust. A lot of this is annoying; it's like the worst about any type of mishap is communication.

In Participant 6's experience, motivating employees began with managerial demonstrations of intrinsic motivation and knowledgeability and with a manager's sincere concern for employees' welfare:

One thing is letting them know that you know, that you know what you're doing and that I don't mind getting dirty with them. They appreciate you working with them...If you don't know what you're doing and you don't know your job, not knowing your job means you can't help anybody do nothing. Let them know that you care about them, and help motivate them as well. That is the biggest motivator that I can see, especially when you are looking out for their well-being and appreciate the things that they do.

Participant 8 joined other respondents in citing the importance of keeping employees informed as a means of sustaining motivation and added that employees' perceptions that the furlough would be of short duration also aided morale:

If employees feel as if the furlough will not last long, that in itself will help to keep them motivated. If they are not kept informed regularly or you are not able to demonstrate that you are doing all that you can to assist them, that could potentially lead to apathy.

Participant 2 had experienced how essential it was for employees to be able to rely on one another and come together as a team during furloughs:

Understanding the furlough process and how important it is to be able to work together and be able to rely on one another to me ultimately sets the tone for what direction you want your organization to go during a furlough.

Table 11

Themes 2: Challenges Managers Experienced in Maintaining Motivation

Theme	Code	Number of participants referencing code	Percentage of participants referencing code
Challenges managers experienced in maintaining motivation	Employee emotional responses	6	40.00%
	Focus on goals	3	20.00%
	Keeping employees	3	20.00%
	Lacking support/resources	6	40.00%
	Negativity	9	60.00%
	Own emotional response	3	20.00%

Emergent Theme 2: Challenges Managers Experienced in Maintaining Motivation

Theme 2 depicted in table 11 was derived from interviews, my field notes and bracing practices. The codes are represented by the theme from participants who responded to what are the challenges managers experience in order to maintain motivated

and productive employees. Motivation regarding the need for affiliation is established when managers socialize and form new relationships as a result the fulfilling of their need to belong becomes developed (Daud & Tumin, 2013). I identified similarities in the participants' responses that related to needs for affiliation. Fifty-three percent of the participants alleged that psychological and physical emotional ramifications from furlough resulted in lack of building productive relationships and job displacement are more upsetting and distressing than actual job loss. Participant 12 stated that "employees cannot work up to the capacity of a full staff at half-staff." "Sometimes we forget that we are not working with a full staff however we be expecting the work to get done or finished by the end of the day." Participant 14 added, "...it's very hard to empower employees when you really don't know what's going on from the top. Characteristics from motivation needs theory (McClelland, 1961) and two-factor theory (Herzberg, 1959) also aligned with interview question 2.

One of the challenges participants had experienced was that of coping with the emotional reactions of furloughed employees. Participant 7 described a common reaction that she had seen in employees: "They are mad. Who wants to go home with no pay? Just, look, it's not their fault, it's the government's. They are feeling misused and abused." Participant 12 described the reactions of furloughed employees and the challenges it presented to managers in this way:

This is a big displacement of government employees. The worst thing is if they are not told when to come back to work. I watched people just break down because they did not know how they were going to provide for their families during this time of possibly no pay.

Participant 1 had also experienced the challenge of coping with employees' distress, a challenge that often continued after the employees had returned to work:

The ones that are selected for furlough are angry...the ones that are very angry about their pay, they may not be getting paid at the end of the day. They have families to take care of, bills to pay, and stuff like that. Sometimes that is hard on managers because we are the ones who put them in this position. These are the employees who become depressed, and there is no telling what they might do, especially when they are under stress. Even when they come back, it is hard to get them to believe in the system because I think they feel like they have been duped. Yes, they are angry about not getting paid to take care of their family and to pay their bills to live. And that is hard on the managers and sometimes it gets you upset as managers and depressed too.

Participant 3 had experienced the challenge of notifying employees, in effect, that they were inessential:

For me, it was hard to give them the notice because everybody thinks that they are important. I think we should let them know ahead of time if they are important or not. It is a big deal to them. Everything goes downhill once an employee is given the information that they are not needed for any amount of time.

In Participant 13's experience, the challenge was to keep employees who were not furloughed motivated:

When you are put in a shocking position, you have to think fast and figure out what is best for the entire team, group, etc... I always thought that if one person

is not motivated then it affects the entire group. Others will have to fill in, especially if they are not at work. Other people don't like to do somebody else's work, especially if they are not getting paid. If they get paid on furlough, then they may have the fear of doing somebody else's job the wrong way.

Another challenge that participants encountered was that of trying to keep employees from quitting during a furlough. In the experience of Participant 3, the effort to placate employees might involve lowering managerial standards:

They don't like it because they end up doing work and not getting paid for it. But at the same time they don't want to lose their jobs, you know. How do you be a fussy manager at a time like this? If managers fuss then that just make the situation worse than before. So everybody just try to get along and do what's right. (Participant 3)

Participant 2 had also experienced the challenge of retaining employees during a furlough: "Some challenges that I experience when I'm dealing with employees that remained during the furlough is getting them to remain throughout furlough."

According to Participant 12, keeping employees motivated during a furlough involved the challenge of keeping expectations realistic:

Employees cannot work up to the capacity of a full staff at half-staff. Sometimes we forget that we are not working with a full staff however we be expecting the work to get done or finished by the end of the day. We already know in the back of our minds that it may not be possible, but we wait till the end of the day to realize that the job is not complete. And we come in the next day doing the same

thing but expecting different results. And it all the same, only some things get done.

In Participant 13's experience, the challenge of managing a reduced staff had to be met with a willingness to help employees adjust to changed conditions:

There are less people to do the job, and pushing others to take on more or even stepping up to the plate is challenging because there is still a job to do. We have to meet production and accept the changes. Helping others adjust was also a challenge because now they are expected to go outside the box if you know what I mean. People do not like change. It is about being a servant leader. As a leader you have to encourage connections while promoting a positive connection and set attainable goals.

In addition to the challenge of managing with potentially inadequate manpower and resources, Participant 6 had experienced the challenge of not having sufficient support from the people who managed him: "I think not having the support from the up-line and not having the equipment to get the job done." Participant 9 described the challenge of lacking support from upper management as being manifested in the insufficiency of the information he was able to pass down to his own employees:

Challenges to me is trying to explain to the employees what and why. Like I said it is like a madman with no directions or less direction and information to give to the employees about what is happening to their jobs and how long it will take place.

Participant 14 had also experienced the challenge of not having enough information to give to employees:

The information is not sent down from higher up even though I am a manager; information regarding furlough is sent from the headquarters in that information is not always clear; the information is not always timely; in the information is not always as accurate...in my experience, it's very hard to empower employees when you really don't know what's going on from the top.

Participant 2 had experienced the challenge of dealing with the negative attitudes of employees who returned from furloughs feeling betrayed and exploited:

They change when done with furlough. You have to be careful and watch for those employees who have the negative tone and want to spread it throughout the organization. For example, the employee that makes a statement such as, "I'm not working for free for coming to work; they're going to pay me"—as a leader you have to pick out those employees that have that tone early because ultimately that type of mentality can bleed onto others. And when I say pick them out early mean catch their train of thought before becomes an action.

Participant 5 had also felt challenged by the negative attitudes of employees returning from furlough:

I can't say if they really change in their work habits, but once they come back they do have a different perception about the government. I heard some people say that you're nothing but a number when it comes to working for the government. So they don't forget about what happened in the past. They know the government can let them down at any given moment.

Participant 14 described how furloughed employees would withhold information about their jobs from employees who remained at work, in part because they were bitter

about being deemed inessential and in part because a lack of information about their duties would make it harder to replace them:

Everyone thinks their job is more important than the other one, so that that that is my worst nightmare is who is going to stay or who is going to go because everybody think it be our very important workforce...so the ones that go say that in no uncertain terms because they are not willing to share any of the information about the position about the task they are completing daily.

Table 12

Themes 3: Managers' Perception of Employee Trust

Theme	Code	Number of participants referencing code	Percentage of participants referencing code
Managers' perception of employee trust	A trustworthy action	14	93.33%
	Broken contract	5	33.33%
	Depends on leader	4	26.67%
	Information sharing	5	33.33%
	Meaning of	14	93.33%

Emergent Theme 3: Managers' Perception of Employee Trust

Theme 3 depicted in table 12 was derived from interviews, my field notes and bracing practices. Managers' perception of trust is recognized as the intention to accept liability of positive intentions and behaviors of others from a psychological stand point (Lewicki & Tomlinson, 2003). Trust violation may occur when a relationship disconfirms the positive expectations built on prior knowledge such as cognitive appraisal or

emotional reactions to situations (Choi & Nazareth, 2014). Identification-based trust violation leads to distrust, anger, negativity, and less knowledge sharing.

Mistrust can be minimizing from manager to employee and employee to manager by cultivating Covey's habits a) productive conversations, b) demonstrating respect, c) creating transparency, d) documenting unfavorable actions righting wrongs, and e) exhibiting trustworthiness. Sixty-six percent of the participants stated that it was important for managers to earn employees' trust through a sense of relatedness need.

Participant 1 said, "Trust is when all employees can depend on their organization to hold up their end of the bargain, being up front about information regarding the employees' position, and keeping them informed," emphasizing the positive impact of managerial transparency on trust. Participant 10 said simply, "There is no leadership if you don't have trust," And Participant 12 said that an employee's trust in his or her manager depended on the manager's transparency, advocacy, and openness:

I would say trust is when I can advocate for one of my workers when they are not around to speak for themselves; always being on the up and up and honesty of about what's going on. When I can be trusted to act in the best interest of the employees and company. Transparent and willing to communicate with openness.

In Participant 13's perception, trust had to be earned by the manager over time: "Trust is something that is earned. Your actions will determine whether or not your employees trust you. I think you have to build that 'circle of trust' where people feel free to speak their own minds." Participant 4 perceived trust as earned with follow-through: "Employees gotta trust that you are going to do what you say."

Participant 14 perceived an association between employee trust and managerial fairness and spoke specifically of how trust might be maintained during a furlough:

Trust means being fair to each and every employee. Trust means that it doesn't matter if you're black if you wait if you're Hispanic, that each and every employee is treated pretty much the same I guess when it comes to furloughs, that they are like evaluated equally before putting them on to some kind a furlough. (Participant 14)

In Participant 7's perception, maintaining employee trust during a furlough required managers to communicate honestly:

Tell them what you know. I am not holding things back—union say one thing, news saying another thing, we saying another thing. Tell them definitely what you know. If you get CRA on Thursday and you don't get it, trust will go down a little but just goes back to keeping them informed. So on Friday, just keep the phone roster updated and working on a transition roster. Congress does work on the budget, but it is late every year. (Participant 7)

Participant 8 agreed that maintaining employees' trust during furloughs meant keeping employees informed, particularly when employees did not feel they could trust higher levels of leadership:

Trust was a big thing. They will trust you if you keep them informed. Now they may not trust the government. A lot of times they know it's not the leadership fault but government's lack of funding. They can't fund the doggone job.

Participant 2 also perceived a relationship between employees' levels of trust and managerial transparency during furloughs:

Dealing with furlough you never know what's going to happen one minute; something can happen, and then the next minute it can all change, so as a supervisor...whatever information is available to me that's pertinent to my employees and make it available to them immediately.

Participant 9 emphasized that employees' trust during furloughs depended on how regularly their managers reached out to them in order to keep them informed:

If they out on furlough, you want to stay in contact with them by phone, let them know that you going to help them as best you can. And you know that old saying "stuff rolls downhill." I am going to do what I can do to get you back to work; you gotta understand how things are gonna go. Information needs to be put out there. It does not need to be a shock. You don't want to throw them for a loop. Ain't nobody never prepared for it, but let them know so they won't be in shock.
(Participant 9)

Participants perceived their employees as continuing to trust them personally during furloughs, although they also perceived that many employees ceased to trust the government or upper management during furloughs. Participant 13 said:

I don't think they was trusting in the company. I do think they trust the leaders though. I think they knew that the furlough had nothing to do with managers or leaders. For the most part they knew that furloughs are because of a lapse in the budget and that the government was short on funding.

Participants 6 and 14 perceived that employees' trust in their immediate managers was unaffected during furloughs if those managers had earned the employees' trust in advance. Participant 14 stated:

For what I know about trust during a furlough or like any trust, most employees will trust good leaders, trust leaders and managers that you know lead by example, the ones that have a lot of trust, honesty, respect, and something like esprit de corps; they all work together to accomplish the mission like one team one fight, so most important thing is that they get the mission done.

Participant 6 said, “If you take care of them [before and during a furlough] you earn the trust and respect of everything. I did not have a problem.”

As mentioned above, employees were often perceived as losing their trust in upper management during furloughs, even if they maintained their trust in their immediate supervisors. Participant 10 said of employees, “They no longer trusted the system. After a while you lose trust and then you lose hope and faith in the system. Even my trust in the government is wavered.” Participant 4 had a similar perception of employees: “I don’t think they trusted the company anymore. They placed a lot of blame on the company.” Participant 1 perceived employees as losing faith in leadership that had betrayed them:

I think the employees lose confidence in the leadership. I mean they sign a contract and then the contract is broken on the employer’s side. That really not a contract. It makes the organization, management, and leadership look like they can’t be trusted or relied on.

Participant 3 perceived employees as being affronted by the leadership’s lack of transparency:

They don’t believe in the leadership when things like this happen. For one thing, the leadership is not being up front. They act like they don’t know anything

about the furlough until the very last minute. Then they put it on managers to put bad news out. I think the organization should be better than that.

Table 13

Themes 4: Perceptions of What it Means to Maintain Motivation

Theme	Code	Number of participants referencing code	Percentage of participants referencing code
Perceptions of what it means to maintain motivation	Motivation as product	15	100.00%

Emergent Theme 4: Perceptions of What it Means to Maintain Motivation

Theme 4, depicted in table 13 was derived from interviews, my field notes and bracing practices. Forty percent of the participant's stated some form of extrinsic motivation could help them gain maximum productivity and help meet career development goals for employees in organizations where leaders understand how to obtain positive results when operating through the process of furlough.

Behavior directed towards competition that focus on a standard of excellence and strive to succeed is regarded as needs of achievement (McClelland, 1961). I also identified characteristics related to relatedness needs in that managers described the potential to have health relationship with all other managers as well as employees, on all levels, to achieve the goals of the company. Participant's perceived the bottom line as dependent on the organizational health and employee performance and motivation.

Participant 15, maintaining employee motivation had a direct impact on the organization's bottom line: "It's part of the overall team concept. One team, one mission,

one effort. We always work together to get it done, and that means a good bottom line cause the job get done no matter what is going on.” Participant 1 voiced a similar thought, saying that motivating employees was necessary to getting the job done and that getting the job done was good for the bottom line: “I mean when the job gets done, the bottom line increases. That goes without being said. I mean employees gotta get the job done or the organization fail and that can be detrimental. I mean we need top performance, and everybody’s cooperation is necessary.” Participant 14 also saw the health of the organization’s bottom line as dependent on the employee’s motivation to do the job:

The organization has a mission to set complete, so yes, I think the bottom line is extremely important, and employees as a product to the organization’s bottom line is that the company is successful. There's no way the company can get any kind of mission completed if the employees are not motivated to work as an employee for the company, so the more work that is accomplished the more successful it is.

Participant 2 described the relationship between motivation, performance, and organizational goals in this way:

Bottom line—the better we are as a whole, meaning motivated, morale is high, we’re able to get in and we live in focus and work with one another, the better the outcome is as a whole for the organization.

Participant 12 described the same connection between motivating employees, getting the job done and helping the bottom line; this participant added, though, that an

employee's personal bottom line had to benefit from the transaction in order for motivation to occur:

I like the way you put that product for the bottom line. We need employees, otherwise work does not get done, at least not effective. Motivation sometimes comes from inside of you. It's about what you have to offer that is what becomes the product. I am thinking when they get rewarded for performing, then motivation may come easier...employees deserve to get something for the work they put out; it is a product to the company. It is like paying for a product from the grocery store—you pay for what you want. So they should be paid for their work. (Participant 12)

For Participant 10, motivating employees to improve the organization's bottom line meant giving them pay and perks:

I would say on that level is that motivation have to come around in several aspects. Motivation come around with dollar signs. Motivation comes around with the aspect of longevity, meaning that this is a two-year contract, so that gives me job security. Motivation comes around on the lines of potential promotions, meaning that I can stay at this job because there are promotions and other perks, parking spot with my number on it. Perks. (Participant 10)

Participant 3 summarized the motivation/performance/organizational health relationship in this way: "You have to have people to do the job. Otherwise the bottom line will go to hell. And the company will lose a lot of money no doubt."

Achievement motivation is a motivational need that describes a need for power regarding an interaction between situational or environmental variables and an individual's motivation to achieve a positive behavior outcome (McClelland, 1961).

Table 14

Themes 5: Perceptions of What it Means to Maintain Morale

Theme	Code	Number of participants referencing code	Percentage of participants referencing code
Perceptions of what it means to maintain morale	Maintaining and improving morale	15	100.00%
	Need to improve	13	86.67%

Emergent Theme 5: Perceptions of What it Means to Maintain Morale

Theme 5, depicted in table 14 was derived from interviews, my field notes and bracing practices. Participants revealed characteristics associated with perceive locus of causality scale as a need for achievement. related to intrinsic motivation specific to reinforcements of contractual obligations to the employee. The two-factor theory (Herzberg, 1959), motivation needs theory (McClelland, 1961) and goal-setting theory (Locke, 1991) also aligned with interview question five (IQ5).

Participant10 said that improving an employee's morale during a furlough meant ensuring timely pay and enforcing job security. This participant pointed out, however, that the most reliable motivation was intrinsic:

I can improve a person motivation sometimes, with conversation such as positive and hopeful future. Sometime in conversing with them, you can get their view on what they can add and how to best to use their ideas to make the job go better. Sometimes it best to ask them what can they add to make the job better for everyone. It's good to get outside input. Sometimes you can get a person to come to the job, and they will look like they know what to do but their face show

something else, like they may have ideas of doing something else. You understand what I am saying. They might have a better way of doing something different than what we have been doing for several years. And you know some, they may just have a better idea. Now that's one thing I liked about [employee], he can tear down something fast with his own idea. He was like a working machine; he was always motivated within. To tell you the truth, motivation comes from within. You have a low level of motivation when someone have to motivate you. You should come to work already motivated, taking something to the ceiling. These are the ones that become managers, partners, and owners.

(Participant 10)

In contrast to Participant 10's response, Participant 15 said that motivating employees meant simply assuring them that they would continue to be paid: "Job security is the best way to improve motivation for anybody. People want to know that they are getting paid." Participant 1 offered a third perception, saying that improving morale during a furlough meant keeping employees informed on one hand and keeping them accountable on the other: "Keep the morale up by keeping them informed and pushing the regulation guidelines for their performance." Participant 6 agreed that keeping employees informed was important for improving morale: "Just keep them informed and let them know what is going on with their jobs."

For Participant 13, improving employee morale during a furlough meant maintaining a comfortable working environment and expressing appreciation for employees' efforts:

I think you have to create an atmosphere that employees can interact with one another. Creating a fresh and friendly work environment not only makes the workday more enjoyable, but it can also stimulate productivity. I believe that if you continue to thank them for their work, it helps them to know that they are still appreciated. (Participant 13)

Participant 3 pointed out that improving morale during and after a furlough might mean showing consideration to employees who have been out of work and redistributing responsibilities so as to make the department's recovery a group effort:

Improving morale at this time is hard enough. So, what: Do I tell them to get the job done when they are not here to do it, or do I wait till they get back and put pressure on them to hurry up and get the job done because they were out for so long? I am not going to be rude. These people just had a major setback no matter how we look at it. It is everybody's problem. And it needs to be fixed.

(Participant 3)

Participant 9 felt that improving employee morale meant querying employees for ideas about how their morale might be enhanced: "Get as much feedback from people what would it take to get our team motivated, as the team bounce information off of them." In Participant 14's perception, improving employee morale during furloughs meant keeping employees oriented toward positive goals; this participant also pointed out that some employees might benefit from down time if they were the type of worker who did not take adequate time for recuperation unless they were compelled to:

In my observation, it's that all employees want to work toward a positive goal, so in working toward positive goals, that means that motivation can be maintained

among the employees. Sometime you can offer some type of incentive like even though employees aren't at work, don't worry the furlough—you can offer time off once the furlough is over; not sure about any type of extra pay because that's the purpose of a furlough is because the government does not have the money to pay employees regularly or the budgeted lacked. On the flipside of things, a furlough may just keep the team motivated because that gives them time to be away from the job, maybe perhaps to clear the mind of all the clutter and everything that is going on at work. Some people don't take any kinda leave unless they are forced to take the leave because they feel like they are that important to the organization. (Participant 14)

Participant 10 had found that improving morale could mean communicating with employees in a fun and informal way in order to cheer them up:

[Improving motivation] means to me that I have got to say the words that is going to make them smile and put out an effort to make them perform from their own esteem. From within. They have them to put out a positive effort. You want to make sure that you are not negative. Things may get done half ass. No you got to go back and do it yourself because you are the supervisor. You don't want to insult them into doing things half ass. Not to give them a laugh but to encourage to get the job done. You don't always have to be a smart ass or crack the whip to get things done. You can smile to get the job done. When you're in the driver seat, you gotta know when to pump the brakes and when to mass the gas. (Participant 10)

In contrast to Participant 10's response, Participant 4 suggested that improving employee morale meant cracking the proverbial whip: "That means I have to get the whip out, let them employees know that business is business. Now it may not work that way, but that is what I do." Managers revealed characteristics that related to the two-factor theory (Herzberg, 1959), motivation needs theory (McClelland, 1961) and goal-setting theory (Locke, 1991) which aligned with interview question five (IQ5).

Table 15

Overarching Research Question: How do Managers Comprehend the Impact of Employees' Extrinsic Motivation on Their Performance and Attitude During Government Furlough?

Theme	Number of Frequency	Percentage of Frequency
Managers' experience of motivating employees during furloughs (this theme corresponds to research sub-question 1)	12	80%
Challenges managers experienced in maintaining motivated and productive employees (this theme corresponds to research sub-question 2)	8	53%
How managers perceive their employees' level of trust during furloughs (this theme corresponds to research sub-question 3)	10	66%
What it means for a manager to maintain an employee's motivation as a product for the organization (this theme corresponds to research sub-question 4)	6	40%
What it means for a manager to improve morale during a furlough (this question corresponds to research sub-question 5)	4	26%

Table 15 depicts five themes and the number and percentage of frequency that emerged as a result of the participant's responses to interview questions: The overarching question, how do managers comprehend the impact of government employees', extrinsic and intrinsic, motivation on their performance and attitudes during federal furloughs? To achieve this, I conducted face-to-face, via Skype and Zoom and over the phone, interviews with 15 managers who experienced at least two or more furloughs from three military installations in Virginia. I used semistructured questions, from the interview guide, to direct the study. Twelve out of 15 participants responded to the first interview question: What do managers understand about their experiences in motivating employees during government furloughs? Participants experienced a desire to control and influence their employees as a way to provide direction through the process of the furlough. Participants related their need for power as a result of distress and guilt. Participants described their distress and guilt as a result of declined employee motivation during furloughs due to a lack of pay, lack of job security, lack of timely and up-dated information, and transparency.

Eight out of 15 participants responded to the second interview question: What challenges did managers experience in order to maintain motivated and productive employees? Results indicated that participants had experienced (a) challenges of coping with employees' strong emotional reactions to being furloughed, (b) getting the job done with a reduced workforce, (c) making due with inadequate support from upper management, (d) retaining employees who were furloughed, and (e) sustaining the morale of employees who remained at work. Ten out of 15 participants responded to the third interview question: How did managers perceive their employees' levels of trust

during times of furlough? Participants felt that it was important for managers to have the trust of their employees, and they perceived employees' trust as needing to be earned. They reported the perception that employees continued in most cases to trust their immediate managers during furloughs (particularly when those managers made efforts to keep them informed) but that furloughs caused many employees to distrust the organization and at times upper management.

Six out of 15 participants responded to the fourth interview question: What does it mean for a manager to maintain an employee's motivation as a product for the organization's bottom line? Participants unanimously reported that the organization's bottom line depended on employee performance and that employee performance depended on employee motivation; maintaining an employee's motivation therefore meant contributing to the organization's bottom line. Four out of 15 participants responded to the fifth interview question was: What does it mean for a manager to improve morale in situations of furlough? Participants' responses were divergent, but they included perceptions that improving employee morale during furloughs meant cheering employees up through informal interactions, praising and listening to employees, asking employees how their morale might be improved, keeping employees informed, and taking employees' ideas seriously.

Triangulation

Data triangulation is used to check and establish validity in qualitative research when findings are true—research accurately reflect the situation, and certain—evidence is supported by findings when analyzing a research question from various perspectives (Guion, Diehl, McDonald, 2002). Through in depth interviews of 15 managers'

perspectives on extrinsic and intrinsic motivation on employee's attitude and performance during the process of furlough from different management positions in the government workforce, I had the opportunity to reveal and make known deeper meaning in the data for this study. To increase validity and extension, each manager provided information during the data collection stage that reflected his/her experience of two or more government furloughs.

Participants share similar experiences and expressed in his/her own words such similarity which met the goal of data triangulations. To create triangulation, I used the participant's feedback for data pattern matching by making multiple predictions at once based on multiple theories; once I identified patterns, I used the evidence to develop nodes, codes, and themes as explanations. I compared data to explore and analyze themes and other parallels, in areas of agreement as well as inconsistency. Data triangulation was utilized to deepen my understanding on managers' perceptions during the processes of furloughs and to maximize confidence in the findings for this study. The validity established during data triangulation assisted in developing themes and facilitated the completion of an in-depth analysis for this study.

After completing the interviews, member checking, and triangulation, I prepared the data for auto coding in NVivo. Data collection was significant to the data interpretation and analysis so I could comprehend how to address what managers understood about the process of furlough. I used the interview questions in Appendix F to guide the interview and refocus the participant's attention and responses to the purpose of the study, if they wondered. I encountered no unusual circumstances regarding the data

collection process that enabled me to collect, transcribe, and document information that was relevant to the inquiry and complete a successful interview with each participant.

Research Question

The overarching research question considers how do managers comprehend the impact of employees' extrinsic and intrinsic motivation on their performance and attitudes during government furloughs. Five themes emerged during the analysis of data derived from interviews, bracketing and reflexive practice. Each theme derived from these methods contributed to the answer for the overarching research question stated above. The emergent themes are as follows: 1: Managers' experience of motivating employees; Emergent Theme 2: Challenges managers experienced in maintaining motivation; Emergent Theme 3: Managers' perception of employee trust; Emergent Theme 4: Perceptions of what it means to maintain motivation; Emergent Theme 5: Perceptions of what it means to maintain morale. Managers responses to each interview question helped develop themes that contributed to answering the research question.

Summary

In chapter 4, I collected, transcribed, analyzed, and documented data that resulted from 15 participant's responses to interview questions via Skype, Zoom, and over the phone. Five themes emerged from the data that revealed characteristics related to workplace motivation. These five themes answered the research question how do managers comprehend the impact of motivation, from extrinsic or intrinsic perspectives, on employees' performance and attitudes during the furlough process. In chapter 5, I provide a discussion, conclusion, and recommendation about the results in chapter 4.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this inquiry was to gain insight into how managers understand and comprehend the impact of motivation, from extrinsic or intrinsic perspectives, on employees' performance and attitudes during government furloughs. Previous researchers have not studied the effect of motivation on employees during government furlough processes (Bratton, 2013; Juszczak, 2014; Katz (2014a; 2014b). However, my review of the literature revealed that the leaders of government agencies had not documented their actions during furloughs and no research had attempted to assess different managerial responses to furloughs and to assess what processes and procedures were and were not effective. Furthermore, the previous research I found did not attempt to address the lived experiences of managers as they sought ways to cope with the challenges of government shutdowns.

I examined the experiences of managers at three military installations in Virginia. Previously, managers demonstrated that they had outdated methods for addressing issues presented by furloughs and that they needed new tools for coping with such situations (Bratton, 2013). The result of this study revealed that self-determination theory, developed by Ryan and Deci (2000), provided insight into ways managers could motivate employees. Ryan and Deci identified amotivation and intrinsic and extrinsic theories of motivation as a degree of autonomy that affects levels of motivations no self-determination to self-determination (Alispahić, 2013). However, motivation remains a difficult concept to define. I used several theories, models, and frameworks to provide knowledge and identify characteristics of workplace motivation. However, the results of

the study enabled me to focus on motivational needs (McClelland, 1961), ERG motivation (Alderfer, 1969), and trust theory (Lewicki & Tomlinson, 2003) as related to self-determination that identified manager's experiences on motivation through the process of furlough.

Work values and workplace situations could develop differently and cause a significant impact on work-related outcomes such as job performance, commitment, and the organization's bottom line (Hauff & Kirchner (2014). The conditions in a workplace created by furlough encourage either engagement or disengagement from the challenges related to motivation. Ryan and Deci (2000) created a scale of autonomy in which motivation equates with self-determination and amotivation with its absence; motivated employees feel empowered and self-determined. Self-determination theory predicts that the ideal workplace will create a balanced approach to the diversity of motivational factors at work among employees (Hauff & Kirchner, 2014; Sisley, 2010).

I used a hermeneutic phenomenological research method. Users of this approach seeks to set aside or bracket existing biases, assumptions, and preconceived notions to arrive at a fresh understanding of the lived experiences and the meanings of the information relayed by participants. This design was appropriate to the problem because it was necessary to analyze and interpret the language used by managers and to come to an adequate understanding of their experiences when they faced sudden and unexpected shutdowns caused by furloughs. The purpose of the design is to search for themes from voices that have not been heard in existing discussions. Jarvis (2014) found that the experiences of federal employees during shutdowns due to furloughs had been previously overlooked.

Interpretation of the Findings

The overarching question, how do managers comprehend the impact of motivation, from extrinsic or intrinsic perspectives, on employees' performance and attitudes during the furlough process, and interview questions provided the boundaries for this study. This hermeneutic study revealed that the lived experiences of managers at three military installations suggest that they felt a lack of power and unequipped to address the challenges presented by furloughs; furloughs pose significant challenges for managers in finding effective ways to motivate employees. Because of reduced financial resources, appeals to intrinsic motivation becomes especially important at these times. Furloughs place employees in temporary nonduty, nonpaid status because of lack of work or funds or for other nondisciplinary reasons (Byrne, 2014). However, the situation is also significantly complicated by the fact that the mechanism for addressing this unexpected resource scarcity is to furlough employees based on determinations of whether their jobs are essential or not.

I analyzed and interpreted the context from the theoretical perspective of self-determination theory (Ryan & Deci, 2000), I described the findings, confirmed, disconfirmed, and extended the knowledge regarding the research question. The ideal response would be to furlough employees in the following order of motivation profiles: amotivation, extrinsic motivation, and intrinsic motivation. The ideal would be to first furlough those employees who lack significant motivation and then to furlough those employees who primarily are motivated by extrinsic factors. Motivation theory suggests that these employees would perform more poorly in an environment characterized by the sudden disappearance of a key form of extrinsic motivation (Ozguner & Ozguner, 2014).

If a period of furlough could transform employees characterized by amotivation into higher motivation (Stanford, 2014), then it is even feasible that periods of furlough could produce efficiency gains for an organization.

The results of this study suggested that the response to any period of furlough must consider the motivational profiles of employees and the challenges they pose for managers. Although extrinsic theories are clearly essential for functioning in these periods given that furloughs are periods of scarcity of a key extrinsic motivator, these results show more complicated relationships. Managers reported widespread issues with motivating employees during periods of furlough. Because a key component of intrinsic motivation is that employees have a sense of equity (Adams, 1963), expectancy (Vroom, 1964), and goal-setting (Locke, 1968; 1991), furloughs have an impact that is detrimental to intrinsic motivation as well.

Although the proximate cause of a furlough is the reduction of an extrinsic motivational factor namely income, the impact expands to affect all motivational profiles. Research by Rouse et al. (2011) suggested that basic psychological needs are a key determinant of whether employees are empowered to act on their own self-determined choices, and Sisley (2010) found that self-determination theory confirmed that employees had different motivational profiles and that these varied with institutional structures. The prediction of self-determination theory that motivational profile is dynamic and a product of ever-changing interactions between individual temperament and environmental factors was supported by the present research.

These findings suggest that the practice of cutting budgets to combat waste, fraud, and abuse (Stanford, 2014) has downsides that policy makers appear not to consider. The

findings further confirm previous research that although in some instances crisis can be productive, forced crises are usually counterproductive (Agar & Beduk, 2013; Halbesleben et al., 2013). The results are also consistent with other research that has demonstrated that intrinsic motivation is effective at compensating for lowered financial incentives and periods of resource scarcity. Overall, the findings confirm that self-determination theory (Ryan & Deci, 2000) is effective for understanding how do managers comprehend the impact of employees' extrinsic and intrinsic motivation on their performance and attitudes during government furloughs. Although not always subjected to effective or positive outcomes, managers had to respond to work environments that consisted of employees motivated by intrinsic and extrinsic factors as well as employees characterized by amotivation.

A qualitative hermeneutic analysis, stemming from Husserl's (1965) phenomenological method as further developed by Heidegger (1977), was effective at capturing the essence of managers' lived experiences at three military installations on the East Coast. Listening to previously unrecognized and marginalized voices confirmed previous findings that qualitative research is effective at exploring the voices of these disenfranchised individuals (Bond & Haynes, 2014; Moustakas, 1994; Patterson, 2011). The experiences of these managers, as revealed by hermeneutic analysis, confirmed previous findings that furloughs, shutdowns, and other reductions in force are extremely stressful for government employees (Halbesleben et al., 2013; Javed et al., 2014; Lee & Sanders, 2013; Oren & Littman-Ovadia, 2013). I found that these periods also pose significant challenges for managers in finding effective methods for motivating employees, as well as in building and maintaining trust with them.

The results of this study can be interpreted considering the framework provided by self-determination theory as developed by Ryan and Deci (2000) who posited that intrinsic and extrinsic motivating factors, as well as amotivation, interact in any work environment. Extrinsic factors are external, functional, and goal-oriented; they comprise those motivating factors that engage self-identification (Park & Word, 2012), and they also interact with instrumental reasoning and means-ends thinking (Bakan et al., 2011). Offering extrinsic motivation presents managerial challenges in that it can decrease intrinsic motivation (Salge et al., 2014), which refers to the ability to derive pleasure and interest from employee interactions with and performance in the work environment (Wu & Lu, 2013). This type of motivation is characterized by seeking rich and meaningful interactions and inherent satisfaction in the work itself (Salge et al., 2014).

Research has shown that these two styles of motivation can conflict with each other (Graves & Sarkis, 2012). Periods of furlough create both opportunities for symbiosis between the two forms of motivation and conflict between them. Extrinsically motivated employees must find ways to change their motivational profiles or they may become amotivated, but intrinsically motivated employees who find themselves facing material deprivation may also lose their intrinsic motivating factors and find themselves facing amotivation.

Findings in this study offered limited confirmation of extrinsic motivation theories such as Maslow's (1954) hierarchy of needs theory, Herzberg's (1959) two-factor theory, and Alderfer's (1969) ERG theory. These theorists suggested that once lower-level, extrinsic needs are satisfied, employees seek to fulfill higher-level intrinsic needs such as job satisfaction. These results need to be qualified considering the clear

finding from the managers' experiences that intrinsic motivation became particularly important in periods of furlough. Intrinsic motivational factors can compensate for the reductions in external compensatory and remunerative incentives (Ryan & Deci, 2000). Several managers suggested that there was the least impact on employees who did not experience any financial or material harm from the furloughs.

The interaction between extrinsic and intrinsic factors, though, is more complicated than extrinsic theories of motivation suggest. The findings of this study confirmed that employees are invested in organizations' success on many levels and that challenges that impact the success of the company mission have an impact not only on the organizations' bottom lines but also on employees' motivation. This occurs for a variety of reasons. As predicted by Locke's (1968, 1991) goal-setting theory, individuals face a variety of challenges that stem from changes to their goal orientation as a result of sudden and disruptive shifts in the work environment. Vroom's expectancy theory (1964) suggested that individuals will continue to work during periods of substandard wages or reduced compensation if they can continue to reap some psychological benefit (Honkaniemi et al., 2015). Because furloughed employees were impacted not only at the level of their material well-being but also at the level of their own task orientation, their motivational profiles were also impacted in ways that expectancy theory would predict.

One deficiency of extrinsic motivation theory is that it tends to theorize remuneration and compensation solely as external and extrinsic motivational factors as suggested in Herzberg two-factor theory. Herzberg (1954) theorized that pay does not equal satisfaction; however, having pay taken away leads to employee dissatisfaction and decreases motivation. However, the use of equity theory, as developed by Adams (1963),

helps to remedy this limitation by conceiving of compensation not solely as the meeting of a financial and thus a physiological and material need, but also as the meeting of a psychological and emotional need. Employees view compensation not simply as a matter of economic reality but as a matter of equity and fairness (Davis, 2013). They expect to be compensated appropriately for their work (Skiba & Rosenberg, 2011), and when compensation is impacted by furloughs, it erodes the sense of fairness and equity that is central to maintaining employee motivation. Shore and Strauss (2012) found that internal pay inequity could be particularly detrimental to motivation in the workplace. From the perspective of the existing literature, one way to model furloughs is to consider it a period in which this internal inequity will significantly increase. Employees inevitably perceive their selection for furloughs as unfair and arbitrary, and they experience these periods as representative of internal pay inequity. The lived experiences of the managers in this study confirm these previous findings.

Closely related to the impact of furloughs on equity are their impacts on employees' trust in management. One inevitable result of the furloughs is that the selection of employees for furlough appears arbitrary; for instance, employees may be selected whose behavior is perceived as disruptive (Scheuer, 2013). The lived experiences of the managers confirmed the widespread sense of resentment that furloughs can create.

A further mediator of the detrimental impact of furloughs on employee motivation was trust in management. The results of this study confirm the findings of previous research that furloughs have a significant impact on motivation. Marshall and Elghossain (2014) found that periods of furloughs, pay freezes, shutdowns, as well as scandals and

hostile political climates, all contribute to demoralization and to eroded trust in management. The experiences of the managers in this study reinforce the perception that trust is particularly important for maintaining employee motivation, particularly during furloughs and shutdowns. Lewicki et al. (2006) found that not only is it crucial to build employee trust, but it is also equally important to avoid creating a sense of distrust or conflict. This occurs when expectations or other implicit contracts and perceived agreements are suddenly and unexpectedly violated or revised; furloughs are an extreme example of such revisions and violations. It is not surprising that a consistent finding of this study was the need to maintain communication and the flow of information between managers and employees during these periods.

Maintaining trust involves establishing trust in supervisors fully to mediate the effects of ethical leadership on employee emotional exhaustion and work engagement (Chughtai, Byrne, & Flood, 2015). One complicating factor in managing trust is the difference between interpersonal and organizational trust. Periods of furlough create the possibility for employees to continue to trust coworkers while distrusting managers and the overall organization and its trajectory. The findings in this study confirm those of Chughtai et al. (2015) that these differences in trust pose problems for organizations. The lived experiences of the managers in this study showed that a key source of frustration and anxiety was the perception that employees distrusted them or blamed them for the actions of the organization that were beyond their control. Successful managers perceived that they needed to maintain trust in themselves as individuals while setting realistic expectations for the actions of the impersonal organization.

These challenges to motivation bring with them the threat of persistent and detrimental worker amotivation. Welters et al. (2014) found that control motivation is much less successful than autonomous motivation, further confirming the findings of self-determination theory. The sense of a loss of control, and the imposition of strong external constraints, can result in a persistent loss of motivation as well as a sense of stress and helplessness. However, lack of motivation is clearly not the only or most detrimental impact of a period of furlough; a consistent finding of research is that periods of work displacement have substantial impact on employee psychological well-being like the impact of losing a loved one (Feather, 2012). One of the strongest and most consistent findings of this study was the significant impact that such employee distress had on managers. Their experiences were that the primary challenge they faced was in empathetic identification with their employees' stressors. Successful managers needed to find the right balance of empathy and distance in periods of such distress. They needed to understand their employees' situations without becoming overpowered by them.

Limitations of the Study

The main limitation of this study was that it came from three military installations in a single region, suggesting that it may not be representative of the experiences of all government employees. The study featured a small sample size, though again this is not an inherent problem considering that I used qualitative hermeneutic phenomenology. Such studies often use up to 20 participants, but I reached data saturation after interviewing 15 participants. Data saturation refers to having collected sufficient information that no new data are forthcoming (Dworkin, 2012).

The results of the study suggest that saturation was indeed achieved. However, it is of course not possible to be fully certain of this, and further research is necessary. The small sample size may not inherently pose a limitation for reliability or validity if saturation is achieved, but it may limit the transferability of the data. Guba and Lincoln (1989) suggest that the researcher should aim to construct a study so that its findings can be transferred to other situations. Because of the uniformity of managerial challenges in facing situations such as furloughs, it is reasonable to assume that this study's findings are transferable to other government departments and agencies. Also the methodology utilized to conduct this study can be transferred to other studies looking to conduct a hermeneutic phenomenological study. However, a small sample size will inherently pose a limitation in terms of transferability.

Transferability assists the reader in constructing the scene surrounding the research study, from the daily lives of participants to how implicit biases that may affect their responses (Guba & Lincoln, 1989). It was helpful for me to put the participants' responses into the context that surround positive social change that this research study is framed around. The results may enable readers and researchers to make the transferability judgments themselves.

Another possible limitation of a qualitative approach is the trustworthiness of the individual researcher. Conrad and Serlin (2011) note that it is necessary to gain the trust of participants through a strong ethical commitment and an ability to answer participant questions. The results of this study suggest that I was able to establish a good level of trust with the participants, as demonstrated by their forthcoming and candid answers. However, further research would be necessary to fully address any limitations that may

arise from the trustworthiness and bias of other researchers. Most researchers conducting a similar study inherently have their own trust issues that are simply not possible to overcome, and these may limit the responses of participants. I managed to keep my biases withdrawn, not mention unnecessary thoughts as to lure or sway the participants, and not impede their thought processes during the interviews.

The essence of hermeneutic phenomenological approaches is to attempt to limit the impact of such biases by bracketing assumptions and allowing the individual participants to speak about their experiences in their words, but researcher bias is a possible limitation of a qualitative study. Although qualitative research studies are known to face limitations, member checking allows the researcher to limit the impact of biases (Conrad & Serlin, 2011). Researchers may face a limited ability to fully achieve the state of bracketing. This effect can be remedied by further robust studies using similar methods.

Recommendations

Further research should be conducted using similar qualitative hermeneutic methods to help address any potential biases I might have unwittingly imposed. The qualitative hermeneutic phenomenological method was shown to be effective for capturing the lived experiences of managers at military installations in Virginia. With this study, it is possible to theorize about periods of furlough during government shutdowns from the perspective of the literature on employee motivation and managerial style. From a motivational perspective, furloughs can result in sudden and unexpected reduction of managers' ability to appeal to both extrinsic and intrinsic motivation in the workplace. The experiences of the managers suggest that amotivation is a widespread consequence

of furlough and that the impacts of lowered levels of trust and of not sharing information goals are reasons to attempt to shift employee motivation. Further research needs to be conducted using the conceptual framework that this study suggests is relevant for understanding the effects of furloughs on motivation among managers in other sectors and their employees.

Additional studies should focus not only on managers but on the employees as well. Future research could use similar qualitative methods to explore the experiences of other managers in the federal workforce. Research should also capture the experiences of managers in the private and nonprofit sectors. This suggested work would allow for a full and comprehensive picture of the impact that periods of furlough have on all levels of the workforce. The dearth of such studies using qualitative methods suggests a productive area for future research.

Meanwhile, future qualitative hermeneutic phenomenological analysis should explore the lived experiences of not only managers but employees as well; the conceptual framework used in this study may also be applied to employees themselves. Furthermore, such a study should examine data collected from managers on employees' changing motivational profiles over a broader time horizon. Future research should also assess the motivational profiles not of just mid-level but also higher-level managers as well, and it should examine motivational profiles before, during, and after furloughs. Finally, qualitative research would benefit future researchers in exploring the impacts of motivation on higher-level managers and policy makers. Qualitative research alone would provide researchers with the comprehensive picture that they need to provide truly effective recommendations and implications.

Implications

I utilized a thematic and content analysis method to analyse rich, textual, and descriptive data and elucidate themes for this study. Through examining 15 participants meaning of shared lived experiences, the systematic process of codifying data and provision of descriptions of the social reality through the development of themes, I strategically analyzed their data according to Flick (2014) recommendations and did not exceed the boundaries for this study. Based on the blended conceptual framework and thematic analysis of the results from the interview, I develop five themes that supported the overarching research question: How do managers comprehend the impact of employees' extrinsic and intrinsic motivation on their performance and attitudes during government furloughs?

The implication of the first theme and second theme managers' need for motivation, could implicate that if fulfilled a positive strategy for implementing a positive and productive workplace environment. Managers are unintentionally stripped of power and left with trying to figure out how to optimize motivation strategies for organizational commitment. From the perspective of managers' responses to the motivational profiles of their employees, the ideal response to a period of furlough would be to rely more heavily on those employees who are intrinsically motivated. These individuals find satisfaction and meaning in work as an end in itself, and they may be more suitable to an environment in which a key resource of extrinsic motivation has disappeared. However, the situation is complicated by the fact that the major selection criterion for determining which employees will be furloughed is which positions are determined to be essential to the continued function of the organization. Understandably, some employees who are found

to be essential are characterized by both amotivation and extrinsic motivational profiles pose impact to the organization that reduces the bottom line.

Furthermore, self-determination theory suggests that no individual is primarily characterized by only one of these three motivational profiles. Extrinsic motivational theories, including those of Maslow's (1954) hierarchy of needs theory, Herzberg's (1959) two-factor theory, and Alderfer's (1969) ERG theory, all theorize extrinsic factors as baseline needs that must be met in order for intrinsic motivational factors to develop. The present results confirm that in situations in which extrinsic motivational factors are removed, intrinsic motivation can suffer as well. Self-determination theory suggests that it is overly simplistic to view employees as only motivated by either extrinsic needs at the lower level or intrinsic needs at the higher level. The three profiles all interact in ways that are complicated and impact the organization and not clearly understood.

Researcher's Journal

As I reflected over the data, some managers did report that it was necessary to find new forms of extrinsic motivation such as harsher discipline (e.g., "cracking the whip," as Participant 4 termed it). Suggested actions such as harsh discipline actions to empower employees, who might otherwise or already be amotivated, may be considered or interpreted as discouraging and disheartening. The literature did not confirm that harsher discipline as a form of empowering managers to motivate employees to perform and maintain positive attitudes and therefore reveal new information that contributes to a gap in this study.

Positive Social Change

The results of this study may assist in executing positive social change by establishing a deeper understanding of the impact furloughs have on motivation and attitudes in the workplace, which can ultimately affect organizations' productivity and bottom lines. Managers who develop a better understanding of how furloughs affect employee performance will be able to optimize the overall function of their organizations, thereby increasing the functionality of the government. The resulting social changes might be how government employees provide the aid for natural disasters (floods, hurricanes, tornadoes, earthquakes), including supplies (food and water, petroleum, shelter), caring and love, a sense of belongingness, security, medical needs, transportation, communications, and more. Government employees are also able to provide for their health and well-being and that of their families when they are paid on time and according to their mutual contracts. Another example positive social change resulting from this study are findings that encourage managers to operate outside of policies and procedures for the good of the organization without fear of reprisal. These are all cases of positive change that could result if managers use these findings to effectively represent the voices of unheard employees and keep them motivated to perform during furloughs to support government organizations for the good of public service.

The United States government is one of the largest organizations in North America, and approximately 800,000 out of 2.7 million employees throughout its branches, departments, and agencies (Table 10) are affected by the decisions of policy makers who may be uninformed about the government workforce. Although this study is

specific to Department of Defense employees located at military installations in Virginia, the voices from all departments, agencies, and branches of the government (Table 16) should be heard. Then, budgets should automatically be set in place to support employees to continue working not only for intrinsic motivation, such as for the sake of work itself, but because managers and employees will know that everyone will be paid instead of facing interruptions from furloughs.

Table 16

Branches, Departments, and Agency of the Government

Legislative Branch Government (United State Congress)	Executive Branch of Government	Judicial Branch of Government
Agencies and other entities within the legislative branch:	Executive Office of the President	
<ul style="list-style-type: none"> • Sergeant at Arms of the House of Representatives • Sergeant at Arms of the Senate • Joint Congressional Committee on Inaugural Ceremonies • Architect of the Capitol (AOTC) <ul style="list-style-type: none"> ○ Capitol Visitor Center ○ United States Botanic Garden • Congressional Budget Office • Government Accountability Office (GAO) • Government Publishing Office (USGPO) <ul style="list-style-type: none"> ○ USGPO Police • Library of Congress (LOC) <ul style="list-style-type: none"> ○ Global Legal Information Network ○ Library of Congress Police ○ Congressional Research Service ○ United States Copyright Office • Office of Compliance • Capitol Police Board <ul style="list-style-type: none"> ○ United States Capitol Police (USCP) 	<ul style="list-style-type: none"> • United States Department of Agriculture (USDA) • United States Department of Commerce • United States Department of Defense (DOD) • United States Department of Education • United States Department of Energy • United States Department of Health and Human Services • United States Department of Homeland Security • United States Department of Housing and Urban Development • United States Department of the Interior • United States Department of Justice • United States Department of Labor (DOL) • United States Department of State (DOS) • United States Department of Transportation • United States Department of the Treasury • United States Department of Veterans Affairs • Independent agencies and government-owned corporations 	<ul style="list-style-type: none"> • Supreme Court Police • US Probation and Pretrial Services System • Marshal of the United States Supreme Court • Administrative Office of the United States Courts • Federal Judicial Center • Judicial Conference of the United States • Judicial Panel on Multidistrict Litigation • United States Sentencing Commission • Specialty Courts • Court of Appeals for Veterans Claims • Court of Appeals for the Armed Forces • Court of Appeals for the Federal Circuit • United States Tax Court • Court of Federal Claims • Court of International Trade • US Bankruptcy Courts
	Special Inspector General Office	
	<ul style="list-style-type: none"> • Quasi-official agencies • Arts & cultural agencies • Museum agencies • Commerce & technology agencies • Defense & diplomacy agencies • Human service & community development Agencies • Interior agencies • Law & justice agencies 	

Recommendations for Practice

In this study, I explored how managers understand and comprehend the impact of their employees' extrinsic and intrinsic motivation on their performance and attitudes during government furloughs. One recommendation resulting from this study is that policy makers should make concerted efforts to provide clarity and consistency during furloughs. When possible, it is crucial that disruptive and immediate shutdowns such as furloughs be avoided. More humane efforts should be undertaken to provide support for employees who are furloughed; for example, placement programs that provide temporary employment for furloughed employees would ease the emotional and financial deficits they incur. Managers should have the authority to allow employees to work for nongovernmental organizations until furloughs are lifted.

The results of this research are clear in terms of the negative impacts that furloughs can have on organizations, managers, and company bottom lines due to reduced employee motivation and productivity. Recommendation two is to develop a course of action that would require policy makers to approve government furloughs in advance, giving fair warning of these impending actions with timely implementation of support systems rather than automatically triggering furloughs from lapses in appropriated funding. If managers fail to impress upon Congress the importance of passing timely budgets to safeguard government employees and organizations, then spending would continue automatically at existing levels until the budgets were revised.

Managers have little control over policy makers' decisions, but recommendation three allows managers to develop training programs to minimize the effects of furloughs

by taking precautions in advance of government shutdowns. These programs would help managers better prepare their organizations, employees (and their families), and customers for furloughs. The training programs would include government employees at all levels, and the first session could highlight the importance of financial awareness for individual employees to help minimize the impacts of furloughs on employees' financial and mental health.

A second training session could consist of preparedness for sharing information to continue operations once furloughs are in effect. Information specific to individual positions should be annotated in standard operating procedure manuals that outline the duties and responsibilities of those positions. Managers should also determine during training exercises whether employees find the contents of these manuals cohesive and logical.

The third training session in the program could direct managers to solicit employees to develop their own individualized plans on how to respond to furlough conditions and on what tasks they believe are essential. Managers could also use training sessions to evaluate employees' performance, both the employee performing the task and the employee who developed the procedure manual. This would all help to reduce uncertainty and to provide employees with a sense of confidence and competence. In the current climate of uncertainty, furloughs are an ongoing reality in government workplaces. Consequently, it is necessary to plan before they occur.

One finding of this study is that mid-level managers should be supported by higher-level management in developing clear senses of employees' motivational profiles before, during, and after furloughs. Greater attention to employee motivational style is

necessary, and a fourth training session could train managers on how to assess motivation levels. This would enable managers to clearly develop a response to impending furloughs that would take into account employee motivational profiles as well as perceived essential functions. As I expected, this study confirmed the findings of other researchers that managers are willing to go above and beyond to respond to the challenges of furloughs (Ketter, 2014; Reese, 2014; Stanford, 2014). Managers need to be supported by higher-level managers to prepare for the inevitability of furloughs in the contemporary political landscape.

Recommendation four is that managers consider employee motivational profiles and provide specific designations to individuals indicating their likelihood of being furloughed during government shutdowns. One possible benefit of furlough from a managerial perspective would be to optimize staff members based on their different profiles; indicating in advance that motivational profiles are part of the selection process for furlough could increase employee awareness of this important factor and create a more motivated workforce even during ordinary periods of work. This research potentially requires additional study, not only of employee and managerial motivational profiles but of how these shift before, during, and after furloughs. Self-determination theory suggests that individual motivation profiles are dynamic and ever shifting. The findings in this study suggest that organizations and managers could benefit by adopting some of the techniques of hermeneutic phenomenological analysis in order to access the lived experiences of employees facing furlough and to understand how they change over time.

Summary of Key Findings

The study consisted of 15 semistructured interviews with managers at three military installations in Virginia. I performed a phenomenological analysis of the data which consisted of bracketing assumptions, reflecting on the data, performing data reduction, and extrapolating meaning units. The key themes that emerged were: (a) Managers' experience of motivating employees; (b) challenges managers experienced in maintaining motivation; (c) managers' perceptions of employee trust; (d) of what it means to maintain motivation; and (e) of what it means to maintain morale. In relationship to self-determination theory (Ryan & Deci, 2000), key findings confirmed that managers needed to cultivate balanced managerial styles that reflected the reality of a workplace with a mixture of intrinsic and extrinsic motivated employees as well as those with amotivation, and the responses reflected that this was especially true in times of stress. Intrinsic motivation became especially important at such moments, though factors from extrinsic motivations were also helpful.

The results of this study are organized by themes which respond and align with the overarching research question that may assist managers with a better understanding of how to comprehend the impact of both extrinsic and intrinsic motivation on employees' performance and attitudes during the furlough process (Bratton, 2014). The first theme, the overall experience of the managers was feelings of distress, guilt, and empathy for their employees. These managers felt that furloughs were traumatic for employees and managers alike and that mid-level managers tended to receive the blame even though higher-level managers made the decisions. The second theme revealed that managers' ability to maintain trust and communication with employees, as well as to build and

appeal to intrinsic motivation, was effective in developing motivation. Managers stated that they needed to keep expectations realistic during furloughs in order to retain employees, who in some instances might not be paid on time. There was also a challenge from reintegrating furloughed employees, who can harbor resentments about being found to be nonessential. On the third theme, managers' perceptions of employee trust, a consistent finding was that transparency and consistent flow of communication between employees and managers was crucial for establishing trust.

Regarding the fourth theme, how motivation affects the bottom line, a consistent finding was that managers found motivation to be essential for performance and thus for the financial health of the organization; employees need to feel valued and to feel that they are paid for the work they perform in the organization. The fifth theme referenced how managers can improve morale during furloughs, and the finding was again that a mixture of motivating factors was necessary in these circumstances. Intrinsic motivation is a central piece of the motivational puzzle in general and in the specific instance of a furlough. Communication with employees, and managers seeking input from them, was also found to be effective.

Conclusion

Policy makers need to understand the impacts of government furloughs on organizations, managers, employees and their families, and organizations' bottom lines. The outlook that government should be run efficiently, on the model of the private sector, is one that became widespread in the wake of the Cold War (Rothwell et al., 2014). A consistent finding in this study was that competent managers recognize that employee motivation is critical to an organization's bottom line whether in the private or public

sector. If policy makers want the government to run more efficiently, they must avoid the self-defeating attempts at efficiency produced by the forced crises that furloughs entail. Information in this study revealed that the lived experiences of managers in addressing furloughs was explored by qualitative hermeneutic phenomenological analysis. It is not sufficient, however, for the scholar to read the voices of marginalized employees. Managers must have the ability to inspire trust and include the employees' voices so that policy makers can include those thoughts and ideas to improve the aftermath of furloughs. This study provides policy makers with knowledge related to motivation and the experiences of managers that are left to struggle through a furlough situation.

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Appendix A Introduction Letter

Dear Participant,

I am a doctoral candidate attending Walden University in the Management Program with a concentration in Leadership and Organizational Change. I am completing my dissertation project as part of the final requirement for obtaining my Ph.D. degree.

I am conducting a study to understand how do managers comprehend the impact of motivation, from extrinsic or intrinsic perspectives, on employees' performance and attitudes during the furlough process. The focus is to understand the lived experiences of managers through the interpretation of language by reviewing data and searching for themes related to the theory. The overarching question is how do managers comprehend the impact of employees' extrinsic and intrinsic motivation on their performance and attitude during furloughs.

The purpose of this inquiry is to gain insight into how managers understand and experience the motivation of federal employees and leadership throughout the processes of a government furlough. Managers may gain a better understanding of how to comprehend the impact employee motivation on employee performance and attitudes during the furlough process. My role is to collect, transcribe, verify, analyze, and interpret results of data and report findings of 15 participants' (or until saturation) lived experiences through the process of two or more furloughs and 10 years of managerial experience.

During the oral introduction, I will inform the participant that their participation is voluntary and will last about 60 minutes. This study may involve some risk of minor discomforts that can be encountered in daily life such as fatigue, stress, or becoming

upset. However, being in this study would not pose risk to your safety or well-being. The risk is minimal and does not appear to have an emotional uneasiness when responding to the interview questions.

During and after the interviews, all identifying information will be stored in a secure and safe place. All identifying information associated with the interview participants is coded to provide for individual anonymity. All paper copies of the transcripts and audio files will be accessible only to me. Participants' records will be crosscut shredded after a storage period of five years, and all computer files will be deleted. Upon completion of the interview, the documents and auto recording will be placed into a locked brief case before transporting. Once the briefcase reaches its final destination, documents will then be placed into a locked file cabinet. Participants' data are anonymous and will not be released to anyone other than the interviewed participant.

There are no gifts, compensation, or reimbursements associated with this study. If any information on this form is proven to be inaccurate, it will not be used in this research. The contribution of this study is to generate possible social change, management, new ideas, or new theories. I, the researcher, will never ask you, the participant, to waive your legal or human rights. Neither will I ask you, the participant, to perform, conduct, or participate in immoral acts. For answers to questions, contact Walden University's Research Participant Advocate at 1-800-925-3368 (from within the USA), 001-612-312-1210 (from outside the USA), or email address irb@waldenu.edu.

Sincerely,
Kim C. Hill
Ph.D. Candidate
Walden University
School of Management

Appendix B Pilot Study Introduction

Dear Participant,

I am a doctoral candidate attending Walden University in the Management Program with a concentration in Leadership and Organizational Change. I am completing my dissertation project as part of the final requirement for obtaining my Ph.D. degree.

You have been asked to voluntarily participate in this pilot study to validate my inquiry to understand how do managers comprehend the impact of motivation, from extrinsic or intrinsic perspectives, on employees' performance and attitudes during the furlough process. The focus is to understand the lived experiences of managers through the interpretation of language by reviewing data and searching for themes related to the theory. Managers may gain a better understanding of how to comprehend the impact of employees' extrinsic and intrinsic motivation on their performance and attitudes during the furlough process.

Pilot studies allow researchers to test run their research method, collecting and analyzing data, on a small sample of participants. Conducting a pilot test enables the researcher to (a) administer the same questions in the same way as the main study, (b) annotate any difficult issues and identify ambiguities, and (c) record how long it took to complete the interview to comply with IRB standards. The pilot test establishes replies that can be interpreted to match the information sought after and disregard all unnecessary difficult or ambiguous questions. If you agree to participate in the pilot study, you will be asked questions during an interview to seek your feedback pertaining to the inquiry. The pilot study interview is anticipated to take approximately 60 minutes of your time. To participate in the interview, you will need a computer with web-cam,

microphone, and internet access. At the conclusion of the interview, I will solicit your feedback and consider recommendations. Your honest feedback will contribute to ensuring that the interview questions are valid for carrying out this study. For confidentiality, your identity will be kept confidential.

Your responses to the interview questions will not be incorporated into the data set to be analyzed in the study. This study may involve some risk of minor discomforts that can be encountered in daily life such as fatigue, stress, or becoming upset. However, being in this study would not pose risk to your safety or well-being. The risk is minimal and does not appear to have an emotional uneasiness when responding to the interview questions.

There are no gifts, compensation, or reimbursements associated with this study. If any information on this form is proven to be inaccurate, it will not be used in this research. The contribution of this study is to generate possible social change, management, new ideas, or new theories. I, the researcher, will never ask you as a volunteer in the pilot study or a participant in the actual study to waive your legal or human rights. Neither will I ask you, as a volunteer for the pilot study or a participant in the actual study, to perform, conduct, or participate in immoral acts or illegal acts.

For answers to questions, contact Walden University's Research Participant Advocate.

Sincerely,

Kim C. Hill
Ph.D., Candidate
Walden University
School of Management

Appendix C Demographic Questionnaire

1. What is your first and last name?
2. What is your age?
3. What is your ethnicity?
4. Male or female
5. Are you a government employee?
6. How long have you been employed by the government?
7. Are you a supervisor or subordinate?
8. What section or department do you work in?
9. How many government furloughs have you experienced?

Appendix D Interview Guide

The questions will be sequenced in a specific order. The opening questions will always be an appreciative inquiry, designed to draw the interviewee into a positive mindset at the beginning of the session. The questions for my qualitative design are:

Rapport building and opening general scope

I appreciate you for volunteering time and consideration to participate in this study. I just want to go over some basics of the scope of the study,

- Please tell me why you enjoy being a manager.
- Tell me about your best experiences with motivating government employees.

How did the furlough process influence the way you motivate subordinates?

- Please discuss your experience working through the process of a furlough.

Would you say it was successful? Please explain.

Semi-Structured Questions

What is your experience, in relationship to motivating employees during government furloughs?

1. Elaborate on your experiences as a manager during periods of furlough while helping maintain employee motivation?

What challenges do you experienced in order to maintain motivated and productive employees during normal times? How do they change, if at all, during the process of furlough?

Integrity and trust

How did you perceive your employee's level of trust during times of furlough?

- What does trust mean to you as a government employee and or a manager?
- Can you share with me the challenges you experience when dealing with those employees remaining during the furlough?
- Provide me an example of what you consider a “trustworthy” action.

Is it possible for you to maintain or improve morale during a furlough?

- What does it mean to you when you need to improve motivation?

What does it mean for a manager to maintain an employee’s motivation as a product for the organization’s bottom line?

Closing

- Is there anything else you would like to share about your experience of the government furlough regarding how to manage employee motivation?
- Could you recommend any other government manager, who has experienced two or more furloughs, to participate in this study?

Appendix E Sample Email

To: Last Name. First Name...

Subject: To participate in research study "Perspective on Managing Employee Motivation Through the Process of Government Furloughs"

Dear (Name of potential participant),

I am conducting interviews as part of a research study to increase understanding of how managers can maintain motivation, from extrinsic or intrinsic perspectives, on employee's performance and attitude during the furlough process at military installations in Virginia. As a government manager, you are in an ideal position to give us valuable firsthand information from your own perspective. The interview takes around 60 minutes and is very informal. I am simply trying to capture your thoughts and perspectives on being a manager while going through the process of a furlough. Your responses to the questions will be kept confidential. Each interview will be assigned a number code to help ensure that personal identifiers are not revealed during the analysis and write up of findings. There is no compensation for participating in this study. However, your participation will be a valuable addition to the research and findings could generate possible social change, management, new ideas or new theories. The result may also lead to implementing a new program to successful increasing an organizations production and bottom line.

If you are willing to participate, please reply with to email with "I Consent". Please suggest a day and time that suits you and I'll do my best to be available. If you have any questions, please do not hesitate to ask. Thanks!

"I understand and consent to participate."

Kim Hill
Ph.D. Candidate
Walden University

Appendix F Pilot Study Sample Email

To: Last Name. First Name...

Subject: To participate in research study "Perspective on Managing Employee Motivation Through the Process of Government Furloughs"

Dear (Name of potential participant),

I am conducting a pilot study that precedes a research study to increase understanding of how managers can maintain motivation, from extrinsic or intrinsic perspectives, on employee's performance and attitude during the furlough process at military installations in Virginia. As a government manager, you are in an ideal position to give us valuable firsthand information from your own perspective. Conducting a pilot test enables the researcher to (a) self-administer the same questions in the same way as the main study, (b) annotate any difficult issues and identify ambiguities, (c) record how long it took to complete the interview, as not to overlook the IRB standards. The pilot test establishes replies that can be interpreted to match the information sought after and disregard all unnecessary difficult or ambiguous questions. If you agree to participate in the pilot study, you will be asked question during an interview to seek your feedback pertaining to the inquiry. The pilot study interview is anticipated to take approximately 60 minutes of your time. There is no compensation for participating in this study. Your participation is voluntary and your responses will not be used as part of the study.

If you are willing to volunteer to participate in this pilot study, please reply with to email with "I Consent". Please suggest a day and time that suits you and I'll do my best to be available. If you have any questions, please do not hesitate to ask. Thanks!

"I understand and consent to participate."

Kim Hill

Ph.D. Candidate

Walden University

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Figure 1 (adapted), p. 72, from Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. <http://dx.doi.org/10.1037/0003-066X.55.1.68>

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8/6/16

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Walden University

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Appendix K Sample of Results on Maintaining and Improving Morale

Maintain-Improving Morale

<Internals\\16 Interview Document> - § 1 reference coded [4.06% Coverage]

Reference 1 - 4.06% Coverage

Interviewee: Yah, if people really know that you are a man or women of integrity, they will have a sense of understanding that it is not you that is putting them on a furlough. They will acknowledge that the government is back to its good old tricks. A lapse in funding. They do that all the time. It a wonder that they still have employees . They always got something up their sleeves.

<Internals\\17 Interview Document> - § 1 reference coded [1.93% Coverage]

Reference 1 - 1.93% Coverage

Interviewee: Yes, like I said we still got paid so job security is the best way to improve motivation for anybody. People want to know that they are getting paid.

<Internals\\Interview Document 1> - § 1 reference coded [3.29% Coverage]

Reference 1 - 3.29% Coverage

Is it possible for you to maintain or improve morale during a furlough?

Interviewee: Well, I do what I can do. That is keep the morale up by keeping them informed and pushing the regulation guidelines for their performance. Even during the reporting that reflects the performance throughout the rating period.

<Internals\\Interview Document 10> - § 1 reference coded [11.14% Coverage]

Reference 1 - 11.14% Coverage

Interviewee: Yes, I can improve a person motivation sometimes. With conversation such as positive and hopeful future. Sometime in conversating with them you can get their view on what they can add and how to best to use their ideas to make the job go better. Sometimes it best to ask them what can they add to make the job better for everyone. It's good to get outside input. Sometimes you can get a person to come to the job and they will look like they know what to do but their face show something else, like the may have ideas of doing something else. You understand what I am saying. They might have a better way of doing something different then what we have been doing for several years. And you know somethey may just have a better idea. Now that's one thing I liked about G_ - - he can teared down something fast with his own idea. He was like a working machine he was always motivated within. To tell you the truth motivation comes from within. You have a low level of motivation when someone have to motivate you. You should come to work already motivated taking something to the ceiling. These are the ones that become managers, partners, and owners. Okay did I say that the right way you should be supervisor, managers, partners and then become an owner.

<Internals\\Interview Document 13> - § 1 reference coded [3.54% Coverage]

Reference 1 - 3.54% Coverage

Interviewee: I think you have to create an atmosphere employees can interact with one another. Creating a fresh and friendly work environment not only makes the work day more enjoyable, but it can also stimulate productivity. I believe that if you continue to thank them for their work, it helps them to know that they are still appreciated.

<Internals\\Interview Document 14> - § 1 reference coded [8.03% Coverage]

Reference 1 - 8.03% Coverage

Interviewee: Is it possible for you to maintain or improve morale during a furlough?

Interviewee: yes all employees want to at least in my observation it's that all employees

want to work toward a positive goals so in working toward positive goals that means that motivation can be maintain among the employees. Sometime you can offer some type of incentive like even though employees aren't are not at work don't worry the furlough you can offer time off once the furlough is over not sure about any type of extra pay because that's the purpose of a furlough is because the government does not have the money to pay employees regularly or the budgeted lacked. On the flipside of things a furlough may just keep the team motivated because that gives them time to be away from the job maybe perhaps to clear the mind of all the clutter and everything that is going on at work some people don't take any kinda leave unless they are forced to take the leave because they feel like they are that important to the organization

<Internals\\Interview Document 3> - § 1 reference coded [10.66% Coverage]

Reference 1 - 10.66% Coverage

Is it possible for you to maintain or improve morale during a furlough?

Interviewee: That can work two ways for one improving morale at this time is hard

enough. So what do I tell them to get the job done when they are not hear to do it or do I

what till they get back and put pressure on them to hurry up and get the job done because

they was out for so long. I am not going to be rude. These people just had a major setback

no matter how we look at it. It is everybody's problem. And it needs to be fixed...

Interviewer: I think you said two ways but you only mentioned one. Did you have another comment on this situation?

Interviewee: Uuumm well I guess I can say that I am a pretty good leader and manager. Soo I always get my folks to get the job done but this can make it harder. The government is always threatening to have a furlough. They really need to get it together because lives are at stack here.

<Internals\\Interview Document 5> - § 1 reference coded [4.58% Coverage]

Reference 1 - 4.58% Coverage

Interviewer: Is it possible for you to maintain or improve morale during a furlough?

Interviewee: Well, uhh, maybe people are just having a hard time dealing with not being at work for other reasons. Like they may feel like they are so top notch that the job can't do without them. So when you take a worker out of their environment then they feel like what is it to be motivated for. Umm, money is defiantly not a motivator for these types of people.

<Internals\\Interview Document 6> - § 1 reference coded [2.39% Coverage]

Reference 1 - 2.39% Coverage

Interviewer: Is it possible for you to maintain or improve morale during a furlough?

Interviewee: Yes, just keep them informed and let them know what is going on with their jobs.

<Internals\\Interview Document 7> - § 1 reference coded [1.15% Coverage]

Reference 1 - 1.15% Coverage

Is it possible for you to maintain or improve morale during a furlough?

Interviewee: No I don't think so.

<Internals\\Interview Document 8> - § 1 reference coded [5.75% Coverage]

Reference 1 - 5.75% Coverage

Interviewer: Is it possible for you to maintain or improve morale during a furlough?

Interviewee: It hard to motivate anybody who may not be getting paid. These employees depend on their pay check to live and take care of their families. Sometimes I don't even get why the government is lacking in getting funding together. It's crazy. You know.

<Internals\\Interview Document 9> - § 1 reference coded [2.66% Coverage]

Reference 1 - 2.66% Coverage

Interviewee: Get as much feedback from people what would it take to get our team motivated, as the team bounce information off of them. We can find out who is the weakest link is and work on motivating them.

<Internals\\Interviewer Document 2> - § 1 reference coded [3.62% Coverage]

Reference 1 - 3.62% Coverage

Interviewee: absolutely it's possible to maintain or improve morale furlough. Doing this time. I actually got a chance to get to learn a little more about each one of my employees that stayed throughout the process those team building exercises that I keep referring to was Key to the success of building the morale within my team

Need to Improve

<Internals\\16 Interview Document> - § 1 reference coded [4.51% Coverage]

Reference 1 - 4.51% Coverage

Interviewer: What does it mean to you when you need to improve motivation?

Interviewee: I, well let me see, it means a sense of self-improvement, self-motivation. One of the tools you have to keep is the developing and redeveloping and thinking and rethinking of motivation skills to incorporate 'cause things go wrong every day. You have to constantly improve motivation who knows what going to happen and when it going to happen.

<Internals\\17 Interview Document> - § 1 reference coded [5.35% Coverage]

Reference 1 - 5.35% Coverage

Interviewer: What does it mean to you when you need to improve motivation?

Interviewee: Something is not getting done somewhere. Something lacking in the process. If motivation needs to be improved than I just may be the one that is lacking in good management and leadership. Maybe I am not saying something right or disseminating information or providing instructions. That could be devastating. You know I can't even seeing that happen. Not here.

<Internals\\Interview Document 1> - § 1 reference coded [3.76% Coverage]

Reference 1 - 3.76% Coverage

Interviewer: What does it mean to you when you need to improve motivation?

Interviewee: Ummm, well that means that the job is not getting done for one of two reasons. There is not enough people to get the job done and two people are

two depressed to be motivated. I guess I can in stress people's minds be somewhere else and they are not focused on the job.

<Internals\\Interview Document 10> - § 1 reference coded [6.79% Coverage]

Reference 1 - 6.79% Coverage

Interviewer: What does it mean to you when you need to improve motivation?

Interviewee: It means to me that I have got to say the words that is going to make them smile and put out an afford to make them perform from their own esteem. From within. They have them to put out a positive afford. You want to make sure that you are not negative. Things may get do half ass. No you got to go back and do it yourself because you are the supervisor. You don't want to insult them into doing things half ass. Not do give them a laugh but to encourage to get the job done. You don' always have to be a smart ass or crack the weep to get thing done. You can smile to get the job done. When you're in the driver seat you gotta know when to pump the breaks and when to mass the gas.

<Internals\\Interview Document 12> - § 1 reference coded [2.99% Coverage]

Reference 1 - 2.99% Coverage

Interviewer: What does it mean to you when you need to improve motivation?

Interviewee: I know when I need to improve the motivation of my workers because they talk and the word will get around especially if workers are unhappy. I like to resolve people issues when they don't thing you are listening.

<Internals\\Interview Document 14> - § 1 reference coded [5.11% Coverage]

Reference 1 - 5.11% Coverage

Interviewer: What does it mean to you when you need to improve motivation?

Interviewee: well to me it means if I have to I guess prove improve motivation is that the job is not getting done and if the job is getting done the company is not making money now or the bottom line is not being increased so that means to me that I would have to find some kind away to improve motivation to get the job done accomplish all the tasks until completion and to let all the employees know how effective or not effective they are this is very healthy for the organization the leadership and management because everybody wants to see their company be successful.

<Internals\\Interview Document 3> - § 1 reference coded [7.72% Coverage]

Reference 1 - 7.72% Coverage

Interviewer: What does it mean to you when you need to improve motivation?

Interviewee: I need to improve motivation when nothing is getting done that's if I have the people. I remember a time when I only had two others and myself to do the job. About 14 was sent home and the bad thing about it is that nobody left information about what to do in the sections or their area of responsibility. Try to send document without know who to send it to or getting shipments in the warehouse and not having anyone to put away the stock. Pallets and pallets of stuff just sitting around waiting to get put up. Motivation means everything if you have them to do the job.

<Internals\\Interview Document 4> - § 1 reference coded [2.92% Coverage]

Reference 1 - 2.92% Coverage

Interviewer: What does it mean to you when you need to improve motivation?

Interviewee: That means I have to get the whip out let them employees know that business is business. Now it may not work that way but that is what I do

<Internals\\Interview Document 5> - § 1 reference coded [5.07% Coverage]

Reference 1 - 5.07% Coverage

Interviewer: What does it mean to you when you need to improve motivation?

Interviewee: Improve motivation, its more of a challenge. You looking for ways to improve productivity. We are looking for upward mobility when someone is not uhmmmm.... Well, the ...if motivation is a problem and you have to fix it. You fix it the best way you know how. Like being more effective about delivering the message. Try to put in measures to help advance in getting the work completed each day that the furlough exists.

<Internals\\Interview Document 6> - § 1 reference coded [4.42% Coverage]

Reference 1 - 4.42% Coverage

Interviewer: What does it mean to you when you need to improve motivation?

Interviewee: Yah, if you initially let them go and if it's done properly, temporary public policy, when the position opens, I will let them know that. And that they can get their positions back. Also, be concerned and care about them and their well-being.

<Internals\\Interview Document 7> - § 1 reference coded [3.52% Coverage]

Reference 1 - 3.52% Coverage

Interviewer: What does it mean to you when you need to improve motivation?

Interviewee: Well, you in general, you have to really know the people you working for.

Thats a good question we are all back into. Maintain on the job for those who were out at least half way don't leave the task or missions or it will be unsecured.

<Internals\\Interview Document 8> - § 1 reference coded [3.49% Coverage]

Reference 1 - 3.49% Coverage

Interviewer: What does it mean to you when you need to improve motivation?

Interviewee: If the bottom line is not being met it is incumbent upon me to figure out why? I ask what the problem is and go from there.

<Internals\\Interviewer Document 2> - § 1 reference coded [6.16% Coverage]

Reference 1 - 6.16% Coverage

Interviewer: What does it mean to you when you need to improve motivation?

Interviewee: OK what does it mean when you need to improve the motivation as a supervisor when you start to lose the motivation you start to lose your employees you start to get those employees that might not show up at those negative employees that might hinder others from actually performing in doing what they want to do so it's very important that when you see the lack of morale and motivation start to decrease that you immediately figure out a way to bring your team back together

Appendix L Sample of Result on Employee Trust

A Trustworthy Action

<Internals\\16 Interview Document> - § 1 reference coded [4.65% Coverage]

Reference 1 - 4.65% Coverage

Interviewer: Provide me an example of what you consider a “trustworthy” action.

Interviewee: Bringing back an honest report the opposite of Trump junior. He lied about how many people was at the meeting when he was there. You have to come back, I mean, and give a full and honest report. With him there ended up being 6, or 7 people or was it 8 people at the meeting. Trump junior even lied about the meeting now we don’t know what to believe.

<Internals\\17 Interview Document> - § 1 reference coded [2.29% Coverage]

Reference 1 - 2.29% Coverage

Interviewee: give someone a responsibility to do a job and it get done with little or no supervision. And that it was done right. Dependability and accountability I would say is important too.

<Internals\\Interview Document 1> - § 1 reference coded [4.88% Coverage]

Reference 1 - 4.88% Coverage

Interviewer: Provide me an example of what you consider a “trustworthy” action.

Interviewee: Well that is hard to say because they employee don't really trust managers and leaders that give them letters that they are furloughed. I think if the company can somehow let the employee know that furlough exist in the contracting phase of employment. Let the employee know that he is not essential that way the employee can agree to get hired from the very beginning.

<Internals\\Interview Document 10> - § 1 reference coded [1.97% Coverage]

Reference 1 - 1.97% Coverage

Interviewer: Provide me an example of what you consider a "trustworthy" action.

Interviewee: To me a trust worthy action to me is working and knowing when you are going to get paid. Being honest letting them know up front.

<Internals\\Interview Document 12> - § 1 reference coded [4.54% Coverage]

Reference 1 - 4.54% Coverage

Interviewee: Speaking up for someone when they are not around or at least making sure that their interest is part of the solution. Like if someone is too afraid to speak up for themselves then I can be that voice for that silent person. You sometimes people have a lot to say when they are not around management. You may hear about their concerns and then speak up about it. Next thing you know their voice being heard my be part of the solution to a problem.

<Internals\\Interview Document 13> - § 1 reference coded [3.81% Coverage]

Reference 1 - 3.81% Coverage

Interviewee: I would say that a trustworthy action is when you tell employees to

truth about what is expected of them and equally what is expected of the company from them. It's a two-way street. An example is when the company hires for a certain position and it is field by contract then the company should live up to it part of the contract as well as the employee.

<Internals\\Interview Document 14> - § 1 reference coded [3.48% Coverage]

Reference 1 - 3.48% Coverage

Interviewer: Provide me an example of what you consider a "trustworthy" action?

Interviewee: well I think the trust where the action is when you are doing some kind of performance evaluation on an employee and they can trust you to evaluate him positively and effectively against the work that they are doing for the company it's very important to ensure that the evaluation is proper because that lets a employee know where he or she stands.

<Internals\\Interview Document 3> - § 2 references coded [7.55% Coverage]

Reference 1 - 2.02% Coverage

Interviewee: That's when the manager get off his butt and let them know what is going on, dig into the getting the job done. Being respectful about the whole damn situation.

Reference 2 - 5.53% Coverage

Interviewer: Provide me an example of what you consider a "trustworthy" action?

Interviewee: Not being phony. People believe in you when you are a manager. And if they cant trust you then forget it. You may never get nothing done. And you will end up trying to do everything by yourself. That gets old quick fast and in a hurry. You may just

end up beating yourself to death and getting all emotional and stressed out. Then now your good for nothing and nothing gets done.

<Internals\\Interview Document 4> - § 1 reference coded [1.97% Coverage]

Reference 1 - 1.97% Coverage

Interviewee: O I think trust works both ways. Leaders have to depend on subordinates and subordinated have to depend on leaders. They work hand and hand.

<Internals\\Interview Document 5> - § 2 references coded [10.84% Coverage]

Reference 1 - 3.27% Coverage

Interviewer: How did you perceive your employee's level of trust during times of furlough?

Interviewee: Oh my employees always trusted me. We brewed together. They saw me get into the mix of things with them. So they know that I will do what every I tell them to do. I am a working leader and manager. Sooo the do trust me.

Reference 2 - 7.57% Coverage

Okay, could you provide me an example of what you consider a "trustworthy" action.

Interviewee: Normally, they trust you through your performance. I never have you do anything I have not done myself. I demonstrated that I will go to war with you. This guy have been there with you. Keep clarity in your work. If you have the same characteristics and never do what you say, then they don't trust you. They go by past experience. Sometimes they will tell you that I don't know you or anything about you, I don't trust

you. If you have to work late some don't mind because they trust you. If you got people on your staff that has creditability with you and you with them. So when you don't have creditability they will just leave you hangin in the wind.

<Internals\\Interview Document 6> - § 1 reference coded [7.59% Coverage]

Reference 1 - 7.59% Coverage

Interviewee: Well if you know that you have to sign a task, you know that they are going to do it without being supervised. They get it done completely not half way done but the whole task done. For example when people are doing things for the organization, not for themselves, by following all the instructions and ethics doing the right things all the time. When you work in finance you have to do the job write, they have to be trusted not to go to over charge people. They are not in it for the money, if they are managing someone affairs they are doing it right.

<Internals\\Interview Document 7> - § 1 reference coded [3.33% Coverage]

Reference 1 - 3.33% Coverage

Interviewer: Provide me an example of what you consider a "trustworthy" action.

Interviewee: Giving me the mission and letting me do it just get it done. Don't micromanage me to do it. Im not going to leave you out in the woods or anything. Come up with a plan to get it done I don t need no micro managing

<Internals\\Interview Document 8> - § 1 reference coded [5.91% Coverage]

Reference 1 - 5.91% Coverage

Interviewer: Provide me an example of what you consider a “trustworthy” action.

Interviewee: Okay a trust worthy action. In this particular case when they are furloughed they are depending on you as manager to keep them informed. Tell them what’s going on. Are they going to have their jobs or not? And are the one left to do the work load going to get help.

<Internals\\Interview Document 9> - § 1 reference coded [3.66% Coverage]

Reference 1 - 3.66% Coverage

Interviewer: Provide me an example of what you consider a “trustworthy” action.

Interviewee: Well for me a trusty worthy action is when a manager is able to trust employees to open shop and have keys to shop. This may be possible for you to maintain or improve morale during a furlough.

Broken Contract

<Internals\\Interview Document 1> - § 2 references coded [6.41% Coverage]

Reference 1 - 4.62% Coverage

Interviewer: How do they change, if at all, during the process of furlough?

Interviewee: Well they change a lot. You know, who wants to work if the job is not being secured. I think the employees lose confidence in the leadership. I mean they sign a contract and then the contract is broken on the employer’s side. That really not a contract. It makes the organization, management, and leadership look like they cant be trusted or relied on.

Reference 2 - 1.79% Coverage

Interviewer: How did you perceive your employee's level of trust during times of furlough?

Interviewee: Well like I said the employer and the leadership cant be trusted.

<Internals\\Interview Document 10> - § 1 reference coded [2.64% Coverage]

Reference 1 - 2.64% Coverage

Interviewer: How did you perceive your employee's level of trust during times of furlough?

Interviewee: They no longer trusted the system. After a while you lose trust and then your loss hope and faith in the system. Even my trust in the government is wavered. Now the employee's loss trust in me.

<Internals\\Interview Document 12> - § 1 reference coded [3.19% Coverage]

Reference 1 - 3.19% Coverage

Interviewer: MMMmmm, trust I really never thought about that because I was always in the mix of things. But ya, I could only image that the trust level would be zero. Like the biggest think would be way should they trust the government and what we say when we cant give them simple answers. They felt betrayed most of all.

<Internals\\Interview Document 3> - § 1 reference coded [5.14% Coverage]

Reference 1 - 5.14% Coverage

Interviewer: How did you perceive your employee's level of trust during times of furlough?

Interviewee: No damn trust at all they don't believe in the leadership when things like this happen. For one thing the leadership is not being up front they act like they don't know anything about the furlough until the very last minute. Than they put it on managers to put bad news out. Ummm. I think the organization should be better than that.

<Internals\\Interview Document 4> - § 1 reference coded [1.31% Coverage]

Reference 1 - 1.31% Coverage

Interviewee: I don't think they trusted the company anymore. They placed a lot of blame on the company.

Depends on Leader

<Internals\\17 Interview Document> - § 1 reference coded [3.69% Coverage]

Reference 1 - 3.69% Coverage

Interviewer: How did you perceive your employee's level of trust during times of furlough?

Interviewee; trust was gained if someone saw that you did something and that it worked. That set the example for them and they followed suit. This leads to positive leadership and get organizations goal accomplished.

<Internals\\Interview Document 13> - § 1 reference coded [3.20% Coverage]

Reference 1 - 3.20% Coverage

Interviewee: I don't think they was trusting in the company. I do think they trust the leaders though. I think they knew that the furlough had nothing to do with

managers or leaders. For the most part they knew that furloughs are because of a lapse in the budget and that the government was short on funding.

<Internals\\Interview Document 14> - § 1 reference coded [3.82% Coverage]

Reference 1 - 3.82% Coverage

Interviewer: How did you perceive your employee's level of trust during times of furlough?

Interviewee: for what I know about trust doing a furlough or like any trust most employees will trust good leaders a trust leaders and managers that you know leave by example the ones that have a lot of trust honesty respect and something like esprit de corps they all work together to accomplish the mission like one team one fight so most important thing is that they get the mission done.

<Internals\\Interview Document 6> - § 1 reference coded [2.75% Coverage]

Reference 1 - 2.75% Coverage

Interviewer: How did you perceive your employee's level of trust during times of furlough?

Interviewee: If you take care of them you earn the trust and respect of everything. I did no not have a problem

Information Sharing

<Internals\\16 Interview Document> - § 1 reference coded [4.10% Coverage]

Reference 1 - 4.10% Coverage

Interviewer: How did you perceive your employee's level of trust during times of furlough?

Interviewee: Most people look at trusting me with private conversations concerning their wives, girlfriend, money, this helps build excellent relationships. If an employee can trust you to keep a secret, then it is work being trusted. Don't substitute trust for anything. It is not to be compromised.

<Internals\\Interview Document 7> - § 1 reference coded [5.78% Coverage]

Reference 1 - 5.78% Coverage

Interviewer: How did you perceive your employee's level of trust during times of furlough?

Interviewee: Tell them what you know. I am not holding things back union say one thing, news saying another thing, we saying another thing. Tell them definitely what you know. If you get CRA on Thursday and you don't get it trust will go down a little but just goes back to keeping them informed. So on Friday just keep the phone roster up dated and working on a transition roster. Congress does work on the budge but it is late every year.

<Internals\\Interview Document 8> - § 1 reference coded [5.47% Coverage]

Reference 1 - 5.47% Coverage

Interviewer: How did you perceive your employee's level of trust during times of furlough?

Interviewee: Trust was a big thing. They will trust you if you keep them informed. Now they may not trust the government. A lot of times they know it's not the leadership fault but governments lack of funding. They can't fund the dogon job.

<Internals\\Interview Document 9> - § 1 reference coded [7.73% Coverage]

Reference 1 - 7.73% Coverage

Interviewer: How did you perceive your employee's level of trust during times of furlough?

Interviewee: And that another thing, yah if they out on furlough you want to stay in contact with them buy phone let them know that you going to help them as best you can. And you know that old say stuff rolls downhill. I am going to do what I can do to get you back to work, you gotta understand how things are gonna go, information needs to be put out there. It does not need to be a shock. You don't want to through them for a loop. Aint nobody never prepared for it but let them know so they want be in shock.

<Internals\\Interviewer Document 2> - § 1 reference coded [4.62% Coverage]

Reference 1 - 4.62% Coverage

Interviewer: How did you perceive your employee's level of trust during times of furlough?

Interviewee: That's a tough one because dealing with furlough you never know what's going to happen one minute something can happen and then the next minute it can all change so as a supervisor about to myself that whatever information is available to me that's pertinent to my employees and make it available to them immediately

Meaning Of

<Internals\\16 Interview Document> - § 1 reference coded [1.80% Coverage]

Reference 1 - 1.80% Coverage

Interviewee: Exceedingly important if you put it in my hand I will accomplish it 100 % of the time. The job will get done even if I have to do it my-self. It will get done.

<Internals\\17 Interview Document> - § 1 reference coded [4.48% Coverage]

Reference 1 - 4.48% Coverage

Interviewee: it means like I said getting the organizations goals accomplished, meeting the demands of our customers with honesty. I the manager realize how important it is to manage a business and to get the job done will what you have been given is the goal that we want. Being successful as a manager or leader is the organization best attribute for it overall bottom line.

<Internals\\Interview Document 1> - § 1 reference coded [3.09% Coverage]

Reference 1 - 3.09% Coverage

Interviewer: What does trust mean to you as a government employee and or a manager?

Interviewee: Ummm, trust is when all employees can depend on their organization to hold up their end of the bargain, being up front about information regarding the employees position, and keeping them enformed.

<Internals\\Interview Document 10> - § 1 reference coded [1.56% Coverage]

Reference 1 - 1.56% Coverage

Interviewee: Trust is everything. Trust means everything to... umm to someone that is

supervisor leader of men to a leader of men. There is no leadership if you don't have trust.

<Internals\\Interview Document 12> - § 1 reference coded [3.27% Coverage]

Reference 1 - 3.27% Coverage

Interviewee: I would say trust is when the I can advocate for one of my workers when they are not around to speak for themselves, always being on the up and up and honesty of about whats going on. When I can be trusted to act in the best interest of the employees and company. Transparent and willing to communicate with openness.

<Internals\\Interview Document 13> - § 1 reference coded [2.22% Coverage]

Reference 1 - 2.22% Coverage

Interviewee: Trust is something that is earned. Your actions will determine whether or not your employees trust you. I think you have to build that "circle of trust" where people feel free to speak their own minds.

<Internals\\Interview Document 14> - § 1 reference coded [3.41% Coverage]

Reference 1 - 3.41% Coverage

Interviewee: trust means being fair to each and every employee trust means that it doesn't matter if you're black if you wait if you're Hispanic that each and every employee is treated pretty much the same I guess when it comes to furloughs that they are like evaluated equally before putting them on to some kind a furlough maybe you want to

ensure that we are keeping that in best employees back to do the job yeah I would say that.

<Internals\\Interview Document 4> - § 1 reference coded [1.64% Coverage]

Reference 1 - 1.64% Coverage

Interviewee: Employees gotta trust that you are going to do what you say. They get to know you from being under your leadership.

<Internals\\Interview Document 5> - § 1 reference coded [1.35% Coverage]

Reference 1 - 1.35% Coverage

Interviewee: Trust worthiness means one thing, I have one word for that and that is INTEGRITY. I just have one word for that answer.

<Internals\\Interview Document 6> - § 1 reference coded [4.06% Coverage]

Reference 1 - 4.06% Coverage

Interviewer: What does trust mean to you as a government employee and or a manager?

Interviewee: Being able to rely on people. Knowing that the up-line will support you in all decision that you make, and when you provide instruction to employee they know that you are looking out for their well-being.

<Internals\\Interview Document 7> - § 1 reference coded [3.37% Coverage]

Reference 1 - 3.37% Coverage

Interviewee: Trust in me to do my job and allow me the leaway to get it done. Give me the egg and don't tell me how to suck it. Don't be expecting me to fry it give me the

leave way to do what I need to do done. What is the mission stop dictating? Trust me to do the mission. Tell me what to do and I will do it

<Internals\\Interview Document 8> - § 1 reference coded [2.37% Coverage]

Reference 1 - 2.37% Coverage

Interviewee: Be, Know, Do. Be where you are supposed to Be, Know what your job and responsibilities entail, Do it to the best of your abilities.

<Internals\\Interview Document 9> - § 1 reference coded [3.01% Coverage]

Reference 1 - 3.01% Coverage

Interviewee: Trust is like respect like a two-way street it got to be earned. It's not given its like given a person your word it like bond a verbal contract I expect that what you going to do my constituent, they have to believe in me.

<Internals\\Interviewer Document 2> - § 1 reference coded [5.31% Coverage]

Reference 1 - 5.31% Coverage

Interviewer: What does trust mean to you as a government employee and or a manager?

Interviewee: trust to me means being able to rely on my organization to not only guarantee the safety and security of myself and my employees but also guarantee that they are providing the best service back there knowledgeable to the public. In my line of work you dealing with individuals own livelihood so you must know your job must have a clear understanding and be able to comprehend your job.