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Impact of Middle-Level Managers' Well-Being and Happiness on Direct Reports' Performance

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Walden University

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Walden University

College of Management and Technology

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Respent Green III

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Walden University
2014

Abstract
Impact of Middle-Level Managers' Well-Being and Happiness
on Direct Reports' Performance
by

Respent Green III

MA, Columbus State University, 2006

BS, Albany State University, 1992

Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy
Applied Management and Decision Sciences

Walden University

December 2014

Abstract

The happy productive worker (HPW) theory states that happy employees perform at higher levels than unhappy employees do. Despite the explanatory power of the HPW theory, it was unknown if a happy middle-level manager would be associated with productive direct reports. The purpose of this phenomenological study was to address that gap by exploring the impact of middle-level managers' well-being and happiness on the performance of their direct reports. Key research questions examined how middle-level managers' well-being and happiness influenced the performance of their direct reports and how middle-level managers' application of the HPW theory influenced social change. Twenty middle-level managers from varied organizations participated in semistructured interviews to generate data. Data were subjected to content analysis to identify emergent categories and themes. Findings showed that middle-level managers' well-being and happiness had both positive and negative influences on direct reports' performance in that reports tended to mirror their middle-level manager's level of well-being and happiness. Whenever the middle level manager was happy, their reports' productivity increased, and whenever the middle level manager was unhappy, reports' productivity decreased. The overall conclusion was that middle-level managers' well-being and happiness in the workplace are important and offer opportunities to help direct reports to grow and to flourish in their department of the organization. Recommendations include further study of the strategies middle-level managers use to influence direct reports' advancement toward their potential. Organizational leaders may apply these findings through professional development training to enhance the growth and improve the productivity of their direct reports.

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Dedication

To my parents, Respent Green, Jr., Jennie M. Green, and Catherine Jenkins (1922-2009), I thank you for your never-ending love and support. Thank you for giving me a chance to prove and improve myself through all my lifestyles. I love you. To my wife, Barbara A. Green—my soul mate, counselor, and best friend—all my love goes to you and my daughter, Carlela, for the encouragement and sweet kisses before bedtime. To my family, thank you for believing in me and for allowing me to further my studies. Please do not doubt my dedication and love for you (Janice, Carolyn, Wing-Field, Alisha, Patricia, and Cynthia).

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Chapter 1: Introduction to the Study

Introduction

The impact of middle-level managers' well-being and happiness on their direct reports' performance was the focus in this study. Researchers have investigated the happy-productive worker (HPW) theory for years (Wright & Straw, 1999). There is a gap in the literature, however, in that there is an absence of data showing the existence of a significant connection between middle-level managers' well-being and happiness and their direct reports' performance in organizations (Hosie & Sevastos, 2009). A need for this study exists because research on the HPW theory has indicated that happy employees tend to exhibit higher levels of job-related performance behaviors than do unhappy employees (Schiffrin & Nelson, 2010). In addition, research has shown that only 29% of American employees indicate that they are thriving at work (Agrawal & Harter, 2011). This prior research did not show whether these data applied to middle-level managers.

This research study has significance for the field of applied management and decision sciences because the study extends knowledge about the HPW theory from a management perspective. The study included an examination of the perceptions of middle-level managers relative to their state of well-being and happiness and its influence on their direct reports' performance. This study provides middle-level managers of organizations with data to support the notion that people with a high level of happiness seem to flourish in life, and that level of happiness has a positive impact on the communities in which people live.

Diener and Chan (2011) and Lyubomirsky, King, and Diener (2005) identified specific elements and factors that society values, which they indicated correlate closely to happiness, including marriage; a stable, successful family; a higher level of income; physical and mental healthiness; and longevity. As happier people seem likely to acquire favorable life circumstances, happier individuals also appear to have the capacity to be more productive than unhappy individuals are in the work environment (Caruthers, 2011; Dzameshie, 2010). An example of social change provided by Lyubomirsky et al. (2005) is that people with a high level of happiness seem to thrive at work and flourish in life. In addition, researchers have found that extended happiness relates to valued resources in high-performing organizations (Achor, 2010; Britton & Maymin, 2010; Bryson, 2010; Cropanzano & Wright, 2004).

Valued resources in the work environment include positive behaviors such as optimism, happiness, cheerfulness, energy, originality, altruism, and selflessness, which tend to result in personal satisfaction and a higher quality of life. This chapter includes the introduction of the study. The chapter also includes a description of the background, problem statement, purpose, research questions, conceptual framework, nature, definitions, assumptions, scope and delimitations, limitations, and significance of the study.

Background

Happiness in the workplace captured the attention of researchers in the 1990s, who offered insights for managers of organizations relative to the relationship between workers' well-being and their productivity (Fredrickson, 2004; Wright & Cropanzano,

2004). Within the literature, *happiness* denotes a positive, subjective sense of well-being. A commonly accepted meaning indicates that happiness includes the cognitive self-evaluation of an individual's life in addition to positive and negative feelings (Schiffrin & Nelson, 2010). A combination of satisfaction, positive feelings, and negative feelings results in a holistic view of an individual's perception of happiness (Schiffrin & Nelson, 2010).

Straw (1986) and Wright and Cropanzano (2004) are proponents of the HPW theory. They noted that happy workers demonstrate efficiency and effectiveness and perform at a higher level than unhappy employees, whose performance levels do not reach the expectations of managers in organizations (Bowling, Eschleman, & Wang, 2010; Bryson, 2010). In early studies on the relationship between workers' happiness and productivity, mixed findings resulted.

Wright and Cropanzano (2004) explained that the Hawthorne studies of 1939 attributed higher levels of job-related performance to happy employees. Since the 1930s, however, researchers have found little connection between worker satisfaction and higher job performance, and Wright and Cropanzano noted that the belief that happy workers are more productive derives from management's ideology rather than fact, and no documentation or verification exists. Zelenski, Murphy, and Jenkins (2008) indicated that happier employees are more productive than negative, emotional employees, who use contentious interpersonal tactics to provoke negative reactions from coworkers. The existing research in this area did not include middle-level managers in the populations studied (Fiore, 2010; Hosie & Sevastos, 2009).

C. D. Fisher (2010) provided another beginning point to navigate the volumes of literature on happiness. Research on happiness continues to flow into the mainstream of research and development. C. D. Fisher defined happiness using pleasant moods and emotions, well-being, and positive attitudes. These concepts, used singularly and combined, continue to attract attention through research in the area of positive psychology (Britton & Maymin, 2010; Diener & Chan, 2011; Fredrickson, Macuso, Branigan, & Tugade, 2000).

Before advancing the concept of happiness further, background information on positive psychology is necessary. This background is useful for establishing a context for the ensuing topics identified for discussion. *Positive psychology* is “the scientific study of ordinary human strengths and virtues” (Sheldon & King, 2001, p. 216). Positive psychology involves exploring the emotional aspects of ordinary individuals to determine what works, what satisfies, and what improves (Harter, Schmidt, & Keys, 2003). In making a determination of these factors, positive psychologists explore the nature of the individual who functions effectively, applies evolved adaptations and learned skills, and lives a life of dignity and purpose in spite of difficulties and adversities (Maymin & Britton, 2009; Mohanty, 2009; Schiffrin & Nelson, 2010; Seligman, 2011; Sheldon & King, 2001).

Seligman (2011) noted that positive psychologists question how and to what extent normal individuals are able to find happiness, contentment, and joy while living “under benign conditions” (p. 5). The field of positive psychology, at the subjective level, is about valued subjective experiences (Seligman, 2011). Some of these experiences

include personal well-being, contentment, and satisfaction with the past. Others include activities, happiness in the present, hope, and optimism for the future (Seligman & Csikszentmihalyi, 2000).

Positive psychology involves an attempt to provide an understanding of the lives of people who demonstrate positive individual traits. Traits include elements such as “the capacity for love and vocation, courage, interpersonal skill, aesthetic sensibility, perseverance, forgiveness, originality, future mindedness, spirituality, high talent, and wisdom” (Seligman & Csikszentmihalyi, 2000, p. 5). Equally important, at the group level, the focus of positive psychology is on how to encourage individuals within the organization to do their part to move toward better citizenship, demonstrating “responsibility, nurturance, altruism, civility, moderation, tolerance, and work ethics” (Seligman & Csikszentmihalyi, 2000, p. 5).

Grenville-Cleave (2011) provided an update on the work of a group of national leaders the British parliament commissioned to determine the level of well-being in the nation. The commissioned group includes representatives from universities, government, business, and management consultants. This group collects data by gaining insights about “what matters most in people’s lives and what is important for measuring the well-being of the nation” (Grenville-Cleave, 2011, p. 1).

The commissioned group chose the Seligman and Csikszentmihalyi (2009) model of happiness to measure the level of national well-being (Grenville-Cleave, 2011). The model includes three pathways: “(a) positive emotions, leading to a pleasant life; (b) activities, leading to an engaged life; and (c) purpose, leading to a meaningful life”

(Grenville-Cleave, 2011, p. 2). Seligman and Csikszentmihalyi's model of happiness implies that individual happiness is achievable if an individual pursues at least one of the three pathways. Csikszentmihalyi (2009) warned that the challenge of leaders is moving toward an enduring and fair social contract to empower others not only to feel happy for the moment, but also to establish a level of sustained happiness and well-being that translates to empowered and better lives. Key to that is moving the focus from total individual happiness and well-being toward societal well-being and social change (Csikszentmihalyi, 2009). Csikszentmihalyi added that one the thing needed is to educate others in the routes to eudemonia, demonstrating how sustainable happiness occurs in relationships, after which one can cultivate happiness that endures through times of difficulty. Grenville-Cleave (2011) explained, for example, that people who have little or no positive emotions could find happiness by engaging in activities that absorb them fully in using their strengths to provide service to a larger cause.

Mixed findings have resulted from studies of the relationship between workers' happiness and productivity (Bowling et al., 2010; Bryson, 2010; Donald et al., 2005). The absence of data relative to the connection between middle-level managers' well-being and happiness and their direct reports' performance represents a gap in the literature (Hosie & Sevastos, 2009). In an effort to explore the emotional aspects of individuals, positive psychologists provide insights to help individuals improve their level of happiness to be a positive force within an organization (Maymin & Britton, 2009; Mohanty, 2009; Schiffrin & Nelson, 2010; Seligman, 2011; Sheldon & King, 2001). A possibility exists for happiness in an organization if individuals pursue positive emotions

by engaging in activities and pursuing meaningful purpose (Grenville-Cleave, 2011; Seligman & Csikszentmihalyi, 2000).

Problem Statement

In this study, I explored a gap in the literature, which was the absence of data to show the existence of a significant connection between middle-level managers' well-being and happiness and their direct reports' performance in the organization. The problem addressed in this study was that despite decades of research on the HPW theory, researchers continue to question the nature and extent of the theory's connection to middle-level managers (Zelenski et al., 2008). Past researchers questioned whether the HPW theory aligned to the impact of middle-level managers' well-being and happiness on their direct reports' performance because of the limited research related to this phenomenon. When employees' performance levels fall below optimum goals of the organization, negative business outcomes affect production.

Purpose of the Study

The purpose of this study was to explore middle-level managers' perceptions of their well-being and happiness and the impact of these perceptions on the performance of their direct reports. Middle-level managers' *well-being* refers to a state of satisfaction with life as it stands. In this definition, there is a feeling of self-worth and a feeling that no major need exists. Happiness entails how much one likes the life one lives (R. Smith, 2008; Veenhoven, 2006).

Research Questions

The research questions were as follows:

RQ1: What is the impact of middle-level managers' well-being and happiness on their direct reports' performance?

RQ2: How do middle-level managers perceive the application of HPW theory and its impacts on social change within their part of the organization?

Conceptual Framework

The conceptual framework included the HPW theory (Straw, 1986) and research on happiness. According to HPW theory, happy employees exhibit higher levels of job-related performance behaviors than do unhappy employees. Happiness in the workplace relative to productivity was the conceptual framework of this study. In previous studies of happiness in the work environment, researchers defined happiness as job satisfaction, the presence of happy feelings, the absence of sad or disgruntled feelings, the lack of emotional exhaustion, and psychological well-being (Cropanzano & Wright, 2004; Diener & Chan, 2011; C. D. Fisher, 2003; Fredrickson, 2004). Positive influences or happy feelings exhibit appreciable associations with job performance, whereas negative influence, sadness, or disgruntled feelings do not. A study of HPW theory (Straw, 1986) may be useful for understanding and promoting a happy and productive workforce (Wright & Cropanzano, 2004). The conceptual framework as derived from the literature, with more detailed analysis, is contained in Chapter 2.

Nature of the Study

For this qualitative study, I selected a phenomenological research design. German philosopher Edmund Husserl founded phenomenology. According to Gall et al. (2007), phenomenology is an exploration of the essence of the lived experience. This qualitative

design entails a description of human actions and motives. The rationale for selecting a phenomenological study design was that it provided an avenue for in-depth insights to emerge relative to the influence of middle-level managers' influence on their direct reports' performance. A phenomenological study includes strong emphasis on lived experiences and interpretations of a phenomenon from a conceptual framework. In this study, the conceptual framework included the HPW theory and research on happiness.

The key concept and phenomenon investigated was the impact of middle-level managers' perceptions of their well-being and happiness of on their direct reports' performance. Content analysis was the approach to data analysis. A purposeful sample was used for the study such that the participants met criteria that allowed for information-rich interviews. Participants were middle-level managers in 11 organizations in the central Georgia area who had 10 or more employees under their immediate supervision and had 3 or more years of experience working as middle managers. I used semistructured interviews for maximum depth to develop a balance between remaining focused on the research issues and avoiding undue influence.

Definitions

Affect: Affect, a noun in psychology, means emotion or an emotional response. For example, he had a happy *affect* (Wright & Cropanzano, 2004).

Attitude: Attitude relates to a personal evaluation of an object, idea, or entity and is positive, negative, or neutral (Loewenstein, 2007).

Authentic happiness: Authentic happiness denotes a mix of hedonic and eudemonic well-being. *Hedonic well-being* is more of a short-term pleasure with in-the-

moment peaks of positive emotion and gratification. However, this form of happiness comes with a built-in limitation, *hedonic adaptation*, whereby individuals get used to the source of their happiness and consequently need to increase or add variety to get the same feelings of happiness or well-being (Wright & Cropanzano, 2004).

Broaden-and-build theory: Broaden-and-build is a theory that supports the HPW theory, indicating that practicing positive experiences magnifies individuals' awareness of them and encourages a sense of playfulness, variety, and creativity of thoughts and actions. Practicing positive emotions broadens the behavioral repertoire of skills and generates resources to sustain individuals during times of disappointment and adversity (Fredrickson, 2004).

Eudemonic well-being: Eudemonic well-being is a more sustainable, deeper, and enduring form of happiness that an individual derives through a number of routes, from having meaning and purpose in life to engaging strengths and realizing his or her potential. These are ways to sustain inner happiness. *Eudemonia* is also about going beyond the self in the service of something external and with a sense of connection to society. For happiness to be sustainable, individuals should focus on the planet to refrain from depleting the universe (Csikszentmihalyi, 2009).

Happiness: Happiness, which means how much one likes the life one lives (R. Smith, 2008; Veenhoven, 2006), is a positive, subjective sense of well-being (Schiffrin & Nelson, 2010) and “the joy we feel moving toward our potential” (Achor, 2013, p. 65).

Happy-productive worker (HPW) theory: In studies of happiness in the work environment, researchers have defined this phenomenon as job satisfaction, as the

presence of positive affect (happy feelings), as the absence of negative affect (sad or disgruntled feelings), as the lack of emotional exhaustion, and as psychological well-being (Cropanzano & Wright, 2004). Positive or happy feelings exhibit appreciable associations with job performance, whereas negative or unhappy workers tend to show their unhappiness through lower job performance (Straw, 1986).

Job performance: Job performance is an individual's level of achievement or accomplishment in the world of work, which differs from organizational performance or national performance (Saari & Judge, 2004).

Job satisfaction: A pleasurable feeling resulting from successful performance is the essence of job satisfaction; the self-appraisal of one's job performance results in a positive reaction toward one's job (Saari & Judge, 2004).

Middle management employees or middle-level managers: Middle management employees include geographic area managers and directors of departments within a larger organization and any employee who directly supervises a staff of 10 or more workers in the organization and reports to a higher-level manager (Knight, 2010).

Negative emotions: Negative emotions are behaviors used to exalt one's own standing at the expense of others' feelings, beliefs, or sense of self-worth. Negative emotions are the results of being fearful of the unknown, or of the actions of others, and reflect a need to control others or to cause harm (R. Smith, 2008).

Positive affect: Positive affect means exhibiting a happy feeling or an appreciable association with job performance and is the opposite of negative affect or sad or disgruntled feelings (Straw, 1986).

Positive emotions: Positive emotions are the opposite of negative emotions and include elements such as demonstrating a desire to include others in problem solving and decision-making, which results in multiple viewpoints from members of a group. Positive emotions derive from a sincere desire for happiness, enjoyment, and unity (R. Smith, 2008).

Positive psychology: Positive psychology is the scientific study of human strengths and virtues. Positive psychology also involves exploring the emotional aspects of ordinary individuals to determine what is effective, what satisfies, and what success (Sheldon & King, 2001) means to individuals in the organization.

Unhappiness: Unhappiness suggests feeling bad and wishing for a different sense of reality (R. Smith, 2008).

Well-being: Well-being suggests a state of satisfaction with life as it stands, meaning a feeling of self-worth and a feeling that one has met all of one's major needs (Fredrickson, 2004).

Assumptions

In this study, an assumption was that participants would make an effort to provide a true and valid description of how their well-being and happiness influenced the performance of their direct reports. As applied to this study, assumptions were as follows:

1. The participants would respond honestly to the interview questions.
2. The participants would frankly express the concerns that had affected them as well as concerns that affected their direct reports.

3. The middle managers' number of years of experience could influence the results of this study.
4. The participating middle-level managers' awareness and understanding of HPW theory were central to this study.

Scope and Delimitations

The specific aspects of the research problem addressed included the impact of middle-level managers' well-being and happiness on their direct reports' performance. These factors also included how middle-level managers applied HPW theory to increase the likelihood of positive social change within the part of the organization under their leadership. The reason for including these aspects was that middle-level managers play a major role in influencing the effectiveness and productivity of an organization because of their direct responsibility for ensuring that resources under their supervision create value, which includes how well human resources are thriving and moving toward their potential (Agrawal & Harter, 2011). Regardless of the type of organization or its goals and objectives, middle-level managers comprise an important part of the human capital, which is a critical aspect of the success of an organization.

The population for the study included anonymous middle-level managers of organizations in a metropolitan area in the Southern United States. Identification of middle-level managers and their personal e-mail addresses occurred from the webpages of the organizations (see Appendix B), which enabled them to receive an invitation to participate in the study. Purposeful sampling generated prospective participants to share insights about the application of the HPW theory (Straw, 1986) in the organizational

setting. The standard for selecting an organization included whether the organization had middle-level managers working in daily operations of the organization and whether the organization was in the same general location as the others selected. The standards used to select sample participants were that they had worked as middle managers for 3 or more years and that they volunteered to participate in the study.

Limitations

The research included the following limitations. Middle-level managers who did not have supervisory experience of 3 or more years were not a part of the study. Even though the sample size was appropriate for a phenomenological study, a larger sample size could have produced different results, which represented a limitation in the study. In addition, a quantitative methodology could produce a better representative distribution of the population and produce useful results to generalize or transfer. Most of the dominant themes derived from six to eight responses, which represented what I considered unreliable results. To enhance reliability, future researchers could employ a survey to assess higher numbers of middle-level managers concerning their views of the HPW theory as it relates to the productivity of their direct reports.

A limitation was a lack of prior research studies on the HPW theory relative to middle-level managers. Even though a wide range of authors addressed the HPW theory, a limited number of empirical studies emerged from the reviewed literature extending from 2000 to 2014. Thus, the need for this study as well as a need for future research emerged from the finding that limited studies of the HPW theory existed as it related to middle-level managers.

The interview questions used to gather data represented a final limitation. After the five questions in the interview were answered, additional questions could have minimized some of the participants' tendency to self-disclose details of their management procedures, which did not address the research question as objectively as possible. Additional questions could have extended the data beyond recalling or not recalling experiences that actually happened and exaggerating or reporting biased information to paint a positive picture of the self rather than providing information that described reality in the work environment. Future researchers could avoid this type of biased response by using more questions that required objective responses.

Significance

This research may be important to the field of applied management and decision sciences because it contains insights from the lived experiences of middle-level managers in the business world. In this study, I extended previous research on the HPW theory to include middle-level managers' perceptions relative to the HPW theory. Findings from this study contribute to the literature on middle-level managers' perceptions of their well-being and happiness on the productivity of their direct reports in creating higher performing organizations.

The results of the study may contribute to advanced practice, and an examination of the factors that determine middle-level managers' performance assisted in identifying initiatives to improve organizational effectiveness. Findings from this study offer insights for middle-level managers in a variety of working situations. This study may contribute to positive social change by providing managers of organizations with data to support the

theory that people with a high level of happiness seem to thrive and flourish in life, and that this level of happiness influences the communities in which they live. The study included information on how middle-level managers applied HPW theory in support of this goal. The implications for social change include enhancing opportunities for direct reports to thrive and flourish at work. In addition, results of this study might contribute to social change by increasing middle-level managers' understanding of the constructs of well-being and happiness, resulting in the potential to create a more productive and engaged workforce in organizations.

Summary

The remainder of the dissertation includes Chapters 2 through 5. Chapter 2 includes a review of the relevant literature on the HPW theory (Straw, 1986), the conceptual framework for the study. The literature review also includes a discussion of how the selected sources related to the purpose of the study and the problem addressed. Chapter 3 includes the research design and rationale, role of the researcher, methodology, and issues of trustworthiness. Chapter 4 includes the setting, demographics, data collection, data analysis, evidence of trustworthiness, and results. Chapter 5 includes the interpretation of findings, limitations of the study, recommendations, implications, and conclusions.

Chapter 2: Literature Review

Introduction

Chapter 2 contains a review of the relevant literature and a summary of the HPW theory, which was the conceptual framework for the study. Researchers have questioned whether the HPW theory includes the impact of middle-level managers' perceptions of their well-being and happiness on their direct reports' performance because researchers have tended to overlook this phenomenon. A study of this nature is important because when employees' performance levels fall below the optimum goals of the organization, negative results in business outcomes occur (Briner, 2008; B. Brown, 2010; Bryson, 2010; Kjerulf, 2010; Oswald, Proto, & Sgroi, 2009; Zelenski et al., 2008). A gap in the literature is the absence of data showing the existence of a significant connection between happiness and productivity relative to managers' well-being and happiness. The gap also includes how managers' happiness and well-being influence their direct reports' performance in the organization (Hosie & Sevastos, 2009). Therefore, the scope of the present study included this gap in the literature, which was middle-level managers' self-reported level of happiness and well-being and its influence on the performance of their direct reports.

The purpose of this phenomenological study was to explore middle-level managers' perceptions of the influence of their well-being and happiness on the performance of their direct reports. The meaning of middle-level managers' well-being was a positive, subjective sense of satisfaction (Fredrickson, 2004; R. Smith, 2008; Veenhoven, 2006). Another meaning indicated that happiness includes the cognitive self-

evaluation of an individual's life in addition to positive and negative feelings. A combination of satisfaction, positive feelings, and negative feelings results in a holistic view of an individual's perception of happiness (Schiffirin & Nelson, 2010).

Literature Search Strategy

The literature search included the most relevant literature on the research topic, which was the impact of middle-level managers' well-being and happiness on direct reports' performance. This search included a review of peer-reviewed journals, websites, and dissertations on the subject. References from scholarly texts and dissertations were useful for finding the most relevant sources. The Walden University Library website was useful for searching databases by subject. Business sources and management constituted the main subject. Databases with articles related to the HPW theory (Straw, 1986) included search engines such as Business and Management Databases, Business Sources Complete, ABI/INFORM Complete, Emerald Management Journals, and SAGE Premier (formerly listed as Management & Organizational Studies: SAGE).

Search terms for this study included *happiness*, *job satisfaction*, *HPW theory*, *well-being*, *productivity*, *managers*, *positive attitude*, and *enjoyment*. Each article in the literature review included a search term or another closely related term in the title; each article was full length, published within the 5-year time limit (in general) as required, and included a complete bibliographic source; and each article reported data from a previous study on the topic of the search.

Conceptual Framework

This section provides a discussion of the conceptual framework for this study. The HPW theory underpinned the study. The discussion of HPW theory includes its origin, major theoretical propositions, and related research that found positive as well as negative from the research. In addition, this section includes a discussion of how the HPW theory relates to the approach of the study and research questions. Numerous researchers have studied the HPW theory and associated concepts, reporting varied and inconclusive findings and insights about happiness and well-being (Hosie & Sevastos, 2009; Lyubomirsky et al., 2005; Straw, 1986; Taris & Schreurs, 2009; Wright et al., 2007; Zelenski et al., 2008).

Happy-Productive Worker Theory

The HPW theory formed the basis for this study. A foreshadowing of the HPW theory was within the influential Hawthorne studies (Parsons, 1974), in which an association existed between higher productivity among workers in an organization and the happiness level of employees. The opposite applies to the performance of unhappy employees. Research on emotions and happiness in the work environment emerged in the 1930s, with Hersey's (1932) research leading the way as a seminal work on emotions and performance in the workplace. Hersey was the first researcher to note a relationship between emotional state and workplace productivity among employees (Bowling, Eschleman, & Wang, 2010) and noted that job satisfaction as well as job dissatisfaction might relate to specific work events. Research relative to the connection between affective conditions and accomplishment derived from continuous disagreements about

meanings given to terms, measures, concepts of interest, and related issues. Since the 1930s, only a few studies have included data to support the belief that a relationship might exist between worker satisfaction and improved job performance.

These studies, along with the Hawthorne studies (Parsons, 1974), included assessments of job satisfaction and dissatisfaction. Belief in the HPW theory also relates to the Human Behavior School of the 1950s. Addressing organizational morale as it relates to employees was a method of increasing productivity. Proponents of the Human Relations Movement of 1970 influenced job redesign and loyalty to life connections through Herzberg et al. (1999). Herzberg, Mausner, and Snyderman's (1959) work is recognized as contributing to the initial HPW concepts.

Continued searches on the HPW theory revealed a connection between job satisfaction and employee productivity (V. E. Fisher & Hanna, 1931; Taris & Schreurs, 2009). Debates of this concept have differed on the idea that workers are either happy and productive or unhappy and unproductive. However, since the 1990s, literature on satisfaction-performance research has indicated that a relationship might not exist between happiness and productivity. Taris and Schreurs (2009) noted that most organizational psychologists supported the argument that satisfaction and performance might relate to the decisions individuals make within the work environment, such as decisions to participate and to produce.

Hosie and Sevastos (2009) found that a close link did not exist between satisfaction and performance. For this reason, researchers continued to pursue the HPW theory in a number of investigations (Taris & Schreurs, 2009). Even though researchers

attempted to show how managers achieve high satisfaction and productivity, they remained in a quandary about the HPW theory in the sense of believing that job satisfaction and team performance are complementary (Santora & Esposito, 2011). Therefore, sometimes researchers made assumptions that the possibility exists to use concepts similar to the HPW theory to achieve a work environment in which both satisfaction and performance are possible (Taris & Schreurs, 2009; Wright et al., 2007; Zelenski et al., 2008).

Employees with higher levels of performance had higher levels of satisfaction and happiness than employees with low performance did because higher performing employees' rewards were greater (Chi, Chung, & Tsai, 2011). Systems of the Human Behavior School and Human Relations Movement occurred in connection with the efficiency policies that trade and industry managers championed during the early 1980s. Concerns about the HPW theory reached a peak in the mid-1990s. However, researchers on HPW theory did not delve more deeply into emotions and happiness in organizations until after the mid-2000s (Brief & Weiss, 2002; Cropanzano & Wright, 2004; C. D. Fisher, 2010; Harter et al., 2003; Levering, 2000; Wright & Cropanzano, 2004).

As time passed, investigations into happiness and well-being indicated, for the most part, that the specific elements and factors that society valued, which relate closely to happiness, correlated with elements such as marriage and a stable, successful family; a higher level of income; physical and mental healthiness; and longevity (Burroughs, 2014; Diener & Chan, 2011; Lyubomirsky et al., 2005). As happier people seemed likely to acquire favorable life circumstances, happier individuals appeared to have the capacity to

handle managerial jobs better (Caruthers, 2011; Dzameshie, 2010). By rigorously testing the happiness–success link, Lyubomirsky et al. (2005) found that people with a high level of happiness were the ones who seemed to achieve a high level of success and flourished. Positive emotions and extended happiness were associated with valued resources and elements related to success and thriving equally. For example, positive emotions were related to desirable behaviors such as optimism, energy, originality, and altruism (Britton & Maymin, 2010; Bryson, 2010; Cropanzano & Wright, 2004). Definitions of happiness appear in the next subsection.

Happiness Defined and the Role of Positive Psychology

In further investigation of the HPW theory, this topic area includes some definitions of happiness. Rudin (2008) explained that a natural aspect of being human is the desire to be happy, but a problem in research continues to be difficulty finding a valid measure of happiness supported among researchers. Throughout the literature, definitions of happiness include synonyms such as *hardiness*, *joy*, *dispositional resilience*, or *a sense of psychological or subjective well-being* (Rudin, 2008; Silverblatt, 2010; Wright & Cropanzano, 2004; Wright, Cropanzano, & Bonett, 2007).

Although each of these terms has its own specific connotation as it relates to happiness and emotional health, researchers have tended to refer to happiness and well-being in a similar manner (Burroughs, 2014). The term *well-being* seems to be the preferred term researchers have used to reduce chances of misinterpretation of the meaning of happiness, which is the more common term of the two. In addition, some researchers have noted that happiness is too vague a concept for any appropriate measure

because when researchers and lay individuals use the word *happy*, the meaning of the user and the hearer might be quite different (Rudin, 2008; Silverblatt, 2010; Wright et al., 2007). Therefore, work continues in the scientific community to assess the meaning of happiness to gain insights and understanding of this phenomenon in the work environment. The definition of happiness in this study relates to personal well-being. Within the literature, happiness denotes a positive, subjective sense of well-being. Further, a common meaning of happiness includes the cognitive self-evaluation of an individual's life in addition to positive and negative feelings. A combination of satisfaction, positive feelings, and negative feelings results in a holistic view of an individual's perception of happiness (Schiffrin & Nelson, 2010).

A brief background of positive psychology includes the context for the ensuing topics identified for discussion because HPW theory has its roots in positive psychology. Positive psychology is the scientific study of the strengths and virtues individuals display in the midst of adverse circumstances and focuses on the emotional aspects of individuals to determine what works, what satisfies, and what improves (Froh, 2004; Seligman & Csikszentmihalyi, 2000; Sheldon & King, 2001). In making a determination of these factors, Froh (2004) explained that positive psychologists explore the nature of people who are successful by applying evolved adaptations and learned skills and who are living a life of dignity and purpose in spite of difficulties and adversities.

Even though Seligman introduced positive psychology to the American Psychological Association in 1998, Seligman and Csikszentmihalyi (2000) indicated that positive psychology focuses attention on valued experiences, including personal "well-

being, contentment, and satisfaction in the past; hope and optimism for the future; and flow and happiness in the present” (p. 5). In addition, Seligman and Csikszentmihalyi explained that positive psychologists attempt to provide an understanding of the lives of people who demonstrate favorable individual traits such as “the capacity for love and vocation, courage, interpersonal skill, aesthetic sensibility, perseverance, forgiveness, originality, future mindedness, spirituality, high talent, and wisdom” (p. 5). Seligman and Csikszentmihalyi noted that no one knows how and to what extent individuals are able to find happiness, contentment, and joy while living “under more benign conditions” (p. 5)

Yet another focus of positive psychology is how leaders build a sense of civic virtues within their organizations. This focus is at the group level. Civic virtues empower individuals within the organization to do their part to help others to move toward active citizenship. They do so by demonstrating “responsibility, nurturance, altruism, civility, moderation, tolerance, and work ethics” (Seligman & Csikszentmihalyi, 2000, p. 5).

Many positive psychologists maintain that, in general, individuals have an intrinsic desire to experience continuous growth and achievement, and therefore the focus of positive psychology should be on positive attributes such as courage, happiness, and love. According to Froh (2004), James questioned why some individuals were able to use resources to the fullest capacity and others were unable to do likewise. To explore this issue more deeply, Froh suggested investigating the limits of human energy to determine how to stimulate and release this energy to empower individuals to reach their ultimate potential productively.

In the 1950s, Maslow advanced the focus on the human aspect of the work environment. Maslow (1954) noted that researchers should delve into the study of healthy, creative, happy, and productive individuals to determine the lifestyles and personal motivation of self-actualized individuals. Maslow maintained that psychologists had a limited understanding of the potential that human beings have to achieve higher goals. According to Maslow,

The science of psychology has been far more successful on the negative than the positive side; it has revealed to us much about man's shortcomings, his illnesses, his sins, but little about his potentialities, his virtues, his achievable aspirations, or his psychological height. It is as if psychology had voluntarily restricted itself to only half its rightful jurisdiction, and that the darker, meaner half. (p. 354)

Maslow (1954) explained that researchers strive to further the study of personal well-being and happiness relative to excellence and optimal functioning. Self-actualization, as optimal human functioning, does not occur independently (Maslow, 1954). Self-actualization depends on the fulfillment of other factors. If humanistic and positive psychology could have a closer connection, Froh surmised, psychologists could witness the rise of powerful and important advancement among researchers who support the HPW theory in organizations.

Research Related to the Happy-Productive Worker Theory

A wide range of topics relate to the HPW theory. Some investigators have explored the relationship between happiness and productivity (Dzameshie, 2010; Fredrickson, 2004; Harter et al., 2003; Hosie, Sevastos, & Cooper, 2006). Others have

investigated a broader range of factors such as happy, productive workers (Taris & Schreurs, 2009); happy organizations; and fun in the workplace (Fluegge, 2008). Each of these studies included insights relative to the HPW theory (Hosie et al., 2006; Straw, 1986).

The relationship between happiness and productivity can vary depending on how researchers define happiness and productivity (Solberg, Diener, Wirtz, Lucas, & Oishi, 2002). Happy workers might be better at certain tasks that require creativity or helpfulness, and less happy workers might be better at other tasks that require an orientation to detail or simply completion. In the first study, Solberg et al. (2002) explored the relationship between employees' personal traits perception and performance in supervisors' ratings in a variety of jobs. Findings showed that personal traits predicted performance differentially, depending upon the area of performance researchers measured, the types of tasks workers performed on the job, and the relation between satisfaction and job performance (Solberg et al., 2002). In the second study, Solberg et al. explored the hypothesized mechanism underlying these relations using structural equation modeling. Findings from the second study were similar to the previous findings from the first study, which indicated that personal traits related to performance relative to the areas of performance assessed and the kinds of assignments completed.

Organizational leaders who make an effort to develop their own positive emotions and encourage the same in others do so not only for their own benefit, but also for the benefit of achieving organizational change, individual transformation, and optimal functioning in the work environment over time (Dzameshie, 2010; Fredrickson, 2004;

Harter et al., 2003; Hosie et al., 2006). The perception of positive emotions was the focus of a follow-up study Fredrickson, Mancuso, Branigan, and Tugade (2000) conducted. In this study, Fredrickson's (2004) broaden-and-build (BB) theory of positive emotions formed the context. Fredrickson et al. hypothesized that positive emotions could erase the problems negative emotions cause. In the first study, Fredrickson explored how positive emotions could change the problematic perceptions of negative emotion. This study included 170 participants experiencing anxiety-induced cardiovascular reactivity. The treatment was a film the participants watched to generate calmness, laughter, neutrality, or sadness. Calming and amusing films produced faster recovery from the created problems than did the neutral or sad films.

The second study, Fredrickson et al. (2000) included 185 participants who viewed the same films, but they did not have any anxiety-induced cardiovascular reactivity. Fredrickson et al. explained that positive emotions included a unique set of emotions that influenced changes in the cardiovascular system. Changes in the cardiovascular system emerged only when negative emotions occurred first. A recommendation was for further study to support the initial reliable findings. Additional study is also necessary to determine if positive emotions could reduce the cognitive and behavioral changes negative emotions produce and thereby restore flexible thinking and action. Individuals who express or report higher levels of positive emotions show more constructive and flexible coping, more abstract and long-term thinking, and greater emotional distance following stressful negative events. Fredrickson et al. concluded that many benefits result from the application of BB theory, among which the experience of positive emotions

build individuals' lasting personal resources. Therefore, positive emotions could optimize people's health and well-being in the work environment as an avenue to upgrade employees' productivity (Burroughs, 2014).

An assumption is that happy workers are also productive workers. Although this reasoning has support at the individual level, it is unclear what these findings imply for organizational-level performance. Controlling for relevant work characteristics, Taris and Schreurs (2009) presented a large-scale organizational-level test of the HPW theory, assuming that high individual well-being leads to high individual-level performance and translates to high organizational performance such as high efficiency and productivity. Taris and Schreurs measured job-specific employee well-being as job satisfaction and emotional exhaustion. Using data from 66 Dutch home care organizations, the relationships among aggregated levels of demand, control, support, emotional exhaustion, and satisfaction, as well as organizational performance, underwent exploration using regression analysis. A partial confirmation of the hypotheses occurred, especially regarding high aggregated levels of emotional exhaustion, which related to low organizational performance.

Research supported the reasoning that happy organizations are indeed productive organizations (Dzameshie, 2010; Hosie et al., 2006). However, more theorizing and longitudinal research on the associations between individual-level well-being and organizational performance should help organizational leaders understand these relationships (Fredrickson, 2004; Hosie et al., 2006), which indicated reasons why it is necessary to give attention to the enhancement of employees' well-being.

Fluegge (2008) investigated the concept of fun in the workplace and explored if a measure of fun at work improves job performance (e.g., task performance, organizational citizenship behavior, and creative performance). The participants in the study included 205 undergraduate students and their immediate supervisor. Fluegge used principal components analysis, confirmatory factor analysis, and usefulness analysis to assess the convergent validity of the measurement of fun at work. The result of these analyses indicated that fun at work is a second-order construct consisting of socializing with coworkers, celebrating at work, personal freedoms, and global fun. The findings from Fluegge's study included evidence to indicate that fun at work affects individual job performance. Specifically, fun at work related positively to organizational citizenship behavior and positively and indirectly to both task performance and creative performance.

As it relates to the work environment in organizational settings, the HPW theory is a part of management ideology, which indicates to some that individuals in both management and labor have had an enlightened self-interest in advancing the relationship that happiness at work leads to higher productivity (Hosie & Sevastos, 2009; Taris & Schreurs, 2009). In the organizational arena, a common belief is that satisfied and happy workers produce at a consistently higher level than workers who are preoccupied with issues that rob them of their inner peace and happiness (Taris & Schreurs, 2009).

Through various programs based on the HPW theory, management endeavors to reduce conflicts in the organization and keep production at a high level (Wright et al., 2007). Workers tend to draw on the theory in contract negotiations, often arguing that

increased pay and working conditions should apply in subsequent high performance (Zelenski et al., 2008). Researchers in academics explore the thesis also, not only for its simplicity but also for its opportunity to assign value to each individual in the organizational system (Zelenski et al., 2008). Believing that happy workers are also productive workers makes it easier for researchers to avoid the issue of having to take sides; with the HPW theory (Straw, 1986). Middle level managers can provide services to corporate sponsors of research with the understanding that the research is helping managers and workers alike (Taris & Schreurs 2009; Wright et al., 2007). Therefore, the HPW theory might continue to be a topic of inquiry among organizational leaders because the theory is unable to provide a seamless solution to competing interests of employers and employees (Hosie & Sevastos, 2009; Taris & Schreurs, 2009).

A specific concept and another part of the conceptual framework related to the HPW theory is BB, an idea that has its foundation in a subset of positive emotions, including joy, interest, contentment, and love, according to Fredrickson (2004), who founded the BB concept in the late 1990s. As BB relates to this study, the key proposition was that in the work environment, middle-level managers' display of positive emotions broadens or encourages reports' momentary thought–action repertoire of positive emotions. For example, Fredrickson explained, “Joy sparks the urge to play, interest sparks the urge to explore, contentment sparks the urge to savor and integrate, and love sparks a recurring cycle of each of these urges within safe, close relationships” (p. 1367). Such broadened intrapersonal feelings deriving from positive emotions among managers and employees in the work environment might serve as a direct contrast to the narrow,

negative dispositional mind-sets that disturb the peace and harmony of interpersonal relationships between managers and their reports (Fredrickson, 2004). Fredrickson added that a different mindset shows that by increasing an individual's feeling of belonging, in turn, builds that individual's personal resources.

Fredrickson (2004) also noted that being sensitive about one's surroundings is useful knowledge to encourage comfort and well-being. In addition, pleasant conversations and interactions with people can result in long-standing work relationships as well as friendships. Unplanned physical activity can result in needed physical exercise for a healthier and happier experience during the workday as well as beyond the structured hours at work (Burroughs, 2014). Negative emotions, which can be a common occurrence in the work environment, create disturbance and often result in managers as well as employees focusing on insignificant, selfish survival-oriented behaviors. For example, a negative emotion such as anxiety, according to Fredrickson, leads to negative responses for personal reasons. Positive emotions empower managers to aim for the best in the organization instead of using time unwisely in the organization on minor wishes and desires. Over time, the skills and resources broadened behavior and enhance resilience of managers and employees in spite of circumstances that might occur during the routine of the workday.

Specifically, the BB concept could open avenues for a closer working relationship between middle-level managers and their direct reports. The BB theory could enable managers to gain insights about how their own positive emotions empower their reports to function at optimal levels in the organization. In essence, Fredrickson conceptualized

that positive emotions (a) broaden individuals' attention and thinking, (b) undo lingering negative emotional arousal, (c) fuel psychological resilience, (d) build consequential personal resources, (e) trigger upward spirals toward greater well-being in the future, and (f) seed human "flourishing" (p. 1375). The BB concept relates to the approach of this study and the research questions by implying that direct reports can determine, from managers' perceptions, how their positive emotions influence the same in their reports and positively affect the levels of productivity resulting in the organization.

In summary, previous research on the relationship between perception and worker productivity, in general, showed mixed results. Employees' well-being is necessary for individual employees and might have positive consequences for the organization and the clients whom the organization serves. A number of researchers found that happy workers are more productive (Culbertson, Fullagar, & Mills, 2010; C. D. Fisher, 2010; Fluegge, 2008; Hosie et al., 2006, Hosie & Sevastos, 2009). Others found no relationship between the two elements (Horne, 2011; Taris & Schreurs, 2009).

Literature Review Related to Key Issues and Concepts

The literature review related to key issues and concepts includes studies that address the HPW theory (Straw, 1986). The studies include ways researchers approached the problem and the strengths and weakness inherent in their approaches. The rationale and concepts in these studies relate to the HPW theory. Key concepts and phenomenon under investigation identified the known, the controversial, and the issues that need further study. Finally, the literature review includes a review and synthesis of studies

related to the research questions and explained why the phenomenological approach selected is meaningful.

Employees' happiness and job satisfaction in the work setting are topics of high interest among middle-level managers and lower level employees (Avey, Luthans, & Palmer, 2010; Graham, Chattopadhyay, & Picon, 2010). Relative to happiness and satisfaction, problems include job demands, employee capabilities, resources, and needs of workers. Each of these elements could affect low levels of happiness and job satisfaction among employees (Fiore, 2010). Psychological disorders and other stressors that disturb individuals' emotional well-being, such as tension and fatigue when not addressed appropriately, lead to dissatisfaction and interpersonal conflicts (Domerchie, 2011). Maladaptive behaviors such as aggression, substance abuse, and cognitive impairment represent stressors that could also affect happiness and job satisfaction (Fredrickson, 2004). Fredrickson (2004) added that these conditions could lead to poor work performance, interpersonal relationships, and absences from work due to injury or other work-related issues.

Attention to job dissatisfaction leading to stress in the work environment increased in the wake of the U.S. economy's meltdown (Graham et al., 2010). The perceptions of the economic downturn on businesses, industries, and individual consumers captured the attention of researchers in organizations of all sizes. Determining how economic trends might adversely influence aspects of organizations such as work schedules, workload demands, job security, and the welfare of employees seems to relate to a risk of higher levels of job dissatisfaction and employee stress (Oswald et al., 2009).

Oswald et al. noted happiness and productivity are related elements in the work environment.

The factors that make one company a great place to work and another a stressful environment in which to make a living are the underlying themes that drive research on the HPW theory. Thilmany (2004) explained that executives and managers set the tone for organizations, and by speaking to employers with happy workers, it is relatively easy to determine how managers make organizations happy and productive environments. Levering (2000) drew a similar conclusion from a study conducted on the opinions of workers at thousands of companies to determine what provided the motivation and excitement workers felt in the organizational environment. Levering found that workers invariably wanted fair treatment, to contribute to the success of the company's immediate supervisor or middle-level managers, and to receive a fair share of the ownership and profits of the company.

Levering (2000) offered a pictorial glimpse of the characteristics of outstanding employers and middle-level managers. According to Levering, great employers and middle-level managers are sensitive to the needs of employees' happiness and well-being and make a concerted effort to demonstrate fairness in the treatment of employees to make the work environment enjoyable and productive. Levering added that great employers and middle-level managers share leadership responsibilities with employees and give recognition to employees for outstanding contributions to the organization. Employees have access to training and on-the-job support. Levering noted that great employers and middle-level managers give encouragement generously, provide

opportunities for workers to learn from their mistakes, and encourage open communication.

Wright et al.'s (2007) research supported Levering's (2000) on how great middle-level managers address the needs of employees. Wright et al. then provided further clarification to the search for a better understanding of the HPW theory. Wright et al. explored the relationship between job satisfaction and job performance among employees who had a high level of psychological well-being and found a significant relationship between the two variables. The findings revealed that job satisfaction was a significant predictor of job performance, although job satisfaction has limitations as a predictor of job performance among employees with low levels of psychological well-being. Wright et al. explained, "What this means is that for even the most satisfied employees, if they are low in psychological well-being, high job satisfaction is less likely to be reflected in increased job performance" (p. 100). If workers view their job satisfaction as a positive circumstance, then job satisfaction could more closely relate to performance when psychological well-being is positive and have a weaker relationship to performance when psychological well-being is negative (Wright et al., 2007).

Hosie et al. (2006) reported results from a study of Australian managers to demonstrate how aspects of well-being associated with the managers' performance. The investigation included an aspect of human behavior to improve managerial performance to provide valid support for the HPW theory by "linking managers' well-being and intrinsic job satisfaction with their contextual and task performance" (p. 2). Hosie et al. contended that the capacity of managers "to develop emotional intelligence so that they

are more aware of the importance of positive and negative leadership styles has the potential to increase organizational productivity” (p. 2).

According to Hosie et al. (2006), some of the strengths of their study included “multiple measures of happiness, repeated measures (experience sampling), and prospective happiness measures allowing for analyses at both state and trait levels of analyses” (p. 2). By using these strengths, some of the details resulted from research on the HPW theory. For example, results indicated that an individual’s state of happiness could influence a higher level of productivity. The findings at the trait level of analysis showed that happy people tended to produce at a higher level than unhappy people did, and the same was true at the state level of analysis. A conclusion drawn was that people are more productive when they are in a happy mood than when they approach their work assignments in a low or negative mood.

Hosie et al. (2006) cautioned about accepting the findings from research on the HPW theory. It is important to understand what meaning associates to the word happiness because a word can have different meanings to different individuals, depending upon the circumstance of the usage of the word at the point in time of usage. Of the many ways to conceptualize happiness, positive perception linked to productivity. Hosie et al. noted strong conceptual reasons, which indicated that the literature based on research of happiness in the workplace continues to increase, suggesting a positive connection is present in workplace productivity, although the same might not be present across all occupations and with specific roles and responsibilities. In organizational research, in a discussion of the role of employee well-being, Wright (2010) provided a historical review

of how organizational theorists focused research studies on the role of employees' satisfaction on the job in predicting employees' performance on the job and staff retention.

The impact of managers' happiness and well-being on their direct reports was worthy of further investigation. Even though early theorists provided inconsistent results from their research, the interest in employee psychological well-being as an indicator of performance in the work environment continues to be a topic of importance among researchers (Hosie et al., 2006; National Institute for Occupational Safety and Health, 2010; Wright, 2010; Wright et al., 2007). The ensuing topic includes a deeper exploration into the issue of workplace happiness from the research of proponents of the HPW theory.

Influences on Employees' Happiness

Researchers have identified a wide range of elements that influence individuals' levels of happiness and well-being. A sample of these influences demonstrates the varied elements that individuals bring into the work environment. Subtopics described include psychological well-being; satisfying work environments; brain training and happiness; optimism, resilience, and autonomy; subjective well-being and productivity; job satisfaction and job performance; external influences on happiness; internal influence on happiness; emotional expression and its influence on happiness; and determinants of enjoyment and its influence on happiness.

Psychological Well-Being or Happiness

A continuous interest in the pursuit of well-being or happiness is an area of concern among managers in organizations (Wright & Cropanzano, 2004). Researchers have explored the HPW theory primarily in research of organizational effectiveness with a focus on determining how workers' satisfaction at the organizational level correlates with indicators of satisfaction among employees relative to their level of performance of assigned roles and responsibilities. Though investigations in research have targeted job satisfaction and psychological well-being, it remains unknown if any field research includes a comparison of job satisfaction and psychological well-being as indicators of employee performance.

Wright (2010) conducted a study that showed psychological well-being was an indicator of employees' performance. Wright collected data from 47 employees in the human services department in a large organization. Replications of Wright's findings in a second study included 37 officers in a juvenile probation institution. Wright explained that the research findings provided insights to verify the basic theory that happy workers' performance in a work setting is often more proficient. It is important for researchers to define happiness as psychological well-being because subjective well-being relates largely to performance ratings, which extends far beyond the perception of job satisfaction.

The interest in happiness extends to workplace experiences (R. Smith, 2008). For example, researchers at the University of Wisconsin at Madison have conducted research in an effort to discover what makes people happy. They are trying to determine how

feelings of happiness occur and can remain active even when labor statistics, unemployment rates, and a strained economy paint a negative picture of the work environment. Silverblatt's (2010), for example, included a review of findings from the Conference Board, a business research group, that indicated "only 45% of American workers are satisfied with their jobs" (p. 32), which indirectly indicated that many people in the work environment experience little or no happiness in the workplace.

Subjective Well-Being and Productivity

Lyubomirsky et al. (2005) conducted a study of the benefits of continuous positive perception to determine if subjective well-being or happiness leads to proficiency. Based on a review of 293 samples that included over 275,000 participants, a large number of studies showed that happy employees were proficient in a wide range of areas in life such as marriage, friendship, income, work performance, and health. Lyubomirsky et al. noted support for the theory that a happiness–success link does exist because the by-product of a successful experience is happiness, and positive perceptions encourage success.

To test their model, Lyubomirsky et al. (2005) documented three classes of evidence: cross-sectional, longitudinal, and experimental. Researchers in cross-sectional studies asked if happy people were successful and if long-term happiness and short-term positive perception associated with human activities that show a pattern of success, such as those patterns of success that include similar characteristics and skills. Researchers of longitudinal studies questioned whether happiness precedes success or if happiness and positive perception come before behaviors that symbolize success. Researchers of

experimental studies asked if positive perception resulted in behaviors similar to success. Results showed that elements of happiness related to and came before a wide range of successful outcomes and behaviors similar to success. In addition, the results from these studies indicated that positive perception, which is an important attribute of well-being, could be the reason for many meaningful indicators of happiness, valid resources, and successes closely related to happiness.

Categories of studies identified indicators of happiness for extended periods and limited positive perception, including positive perceptions of self and others, sociability, likability, cooperation, positive social behavior, physical well-being, coping, problem solving, and creativity (Chi et al., 2011). Relative to how managers influence their direct reports, Kjerulf (2010) referred to consultants from businesses as the chief happiness officers and identified 10 reasons why happiness at work is the number one asset of productivity. According to Kjerulf, happy people collaborate and cooperate better with others, are more creative, fix problems instead of complain about them, have more energy, are more optimistic, are more motivated, get sick less frequently, learn faster, accept mistakes, make fewer errors, and make better decisions.

Bowling et al. (2010) explored the relationship between job satisfaction and subjective well-being, which is a term used interchangeably with happiness. Results of the study revealed positive relationships between job satisfaction and subjective well-being at the individual level. At the group level, other relationships present included happiness, positive perception, and the absence of negative perception. Business practices continue to focus on maximizing material acquisition or material possession, even though

a continuous flow of literature indicates that in the organizational environment, it is almost impossible to generate the kind of commitment, dedication, and exuberance that is present among happy workers with offers of material possessions or money (Kaser & Sheldon, 2009). Kaser and Sheldon (2009) also proposed that business leaders consider other options of influence such as time affluence as an option for increasing employee well-being and a higher level of ethical business practice. In another study by Kelly (2013), similar results emerged, which showed that even after controlling for material affluence, the experience of time affluence related positively to subjective well-being. Document evidence also showed that, in general, when employees felt satisfied based on their psychological well-being, job performance improved.

Satisfying Work Environments

Creating satisfying workplace environments that bring happiness to employees is a task that captivated the minds of philosophers for centuries (McMahon, 2010). However, researchers have noted that increasing the level of happiness among coworkers is not a difficult task because unhappy workers need to make only minor changes to increase their level of job satisfaction (Bowling et al., 2010; Frankl, 2006; Fredrickson, 2004). An example is providing quiet time on the job for personal reflection. Providing public notice of good things happening and empower workers at all levels to think about their contribution to the workforce as a personal calling to fulfill instead of simply an assigned job (Graham et al., 2010; National Institute for Occupational Safety and Health, 2010). In addition, encouraging employees to set goals, to build quality relationships with

coworkers, and to take short coffee breaks or short breaks to listen to music together could lead to positive consequences (Britton & Maymin, 2010).

Brain Training and Happiness

Based on brain-based research, training can make the human brain feel happy. While comparing brain scans of Buddhist monks with those of novice meditators, researchers concluded that brain training empowers the brain to feel happy. This finding indicated that specific activities, when practiced habitually, nurture positive emotions that trigger feelings of happiness (Silverblatt, 2010). In addition, researchers linked increased levels of happiness to stronger immune system functioning and to decreased levels of stress. Silverblatt (2010) added that positive emotions are antidotes to negative emotions, and learning how to increase the level of positive emotion results in a higher level of happiness and being “less stressed, more resilient, less angry, and less anxious” (p. 34).

Optimism, Autonomy, and Resilience

The recession created many problems related to the level of happiness people experience daily. Therefore, researchers have offered insights about increasing happiness by dividing the concepts into different categories. However, individuals in the real world of work tend to sense an absence of optimism, autonomy, and resilience on the job. Maymin and Britton (2009) noted resilience denotes the ability to bounce back from adversity. Employees embrace adversity in the work environment by making a concerted effort to understand how they respond to threat. By understanding the normal manner in which they respond to adversity, resilient individuals learn how to calm themselves in moments of panic or anger (Maymin & Britton, 2009). Instead of focusing on the adverse

situation, they are able to focus thoughts on the ordinary resources in their lives, including situations and events surrounding family and friends.

The three-step process for handling intense negative emotions Maymin and Britton (2009) recommended includes first calming down by deep breathing or meditation. The second step is thinking about pleasant, positive, or grateful experiences. The third step is to turn attention to anything other than the challenging problem that caused the negative response. Even though this process is not automatic, Maymin and Britton noted that practicing resilience makes it become habitual to respond to negative situations in a positive manner. Resilience is ordinary creative thinking that can expand an individual's ability to resolve issues. Resilience also enables individuals to solve problems and build up personal resources in good times. Similarly, resilience can enable individuals to build positive habits, discover personal strengths, enhance relationships, and become more aware of the particular personal assets that can help them cope in difficult times.

The call to managers and leaders of organizations is to help individuals in the work environment to understand that happiness is directly under individuals' control. Whether happy or unhappy, the question that needs answering is how individuals relate to their own autonomy the work environment (Silverblatt, 2010). In addition, how resilient individuals recover from negative circumstances also determines their autonomy in the work environment.

Job Satisfaction and Performance

Happiness in the workplace is a phenomenon of continuous interest among researchers. However, determining a relationship between happiness and job satisfaction and performance is a consuming undertaking because the relationship or the absence of a relationship has formed the basis for researchers' fascination with the phenomenon for decades, including organizational scholars from the Human Relations Movement in the 1930s through the 1950s. Throughout this topic area, researchers noted that the HPW theory has implications for enhanced productivity in the work environment (Bowling et al., 2010; C. D. Fisher, 2003; Frankl, 2006; Fredrickson, 2004; Kaser & Sheldon, 2009; Lyubomirsky et al., 2005; Silverblatt, 2010; R. Smith, 2008; Wright & Cropanzano, 1998).

C. D. Fisher (2003) reviewed the literature to summarize the finding of a study on the relationship between job satisfaction and job performance to determine the extent to which individuals hold different beliefs about the same phenomenon. For example, if individuals indicated strong feelings about the variation between job satisfaction and job performance, the researcher would then identify reasons why the individuals interviewed differed in their beliefs from the findings within the researched literature. Based on the review of selected studies from 1930 to 2001, C. D. Fisher reported that reviews varied according to the nature and extent of comprehensiveness and measures used. The finding relative to "the mean uncorrected correlations is quite consistent—the average observed relationship between overall job satisfaction and performance is positive but relatively weak, in all cases between 0.14 and 0.25" (C. D. Fisher, 2003, p. 754).

C. D. Fisher's (2010) definition of happiness relative to well-being in an organization provided the encouragement needed to review the volumes of literature on happiness that continues to flow into the mainstream of research and development. C. D. Fisher noted that happiness meant that the individual demonstrated a pleasant mood, had a level of emotional well-being, and had positive attitudes and concepts used singularly and combined, which are attracting increasing attention through psychology research. C. D. Fisher concluded that managers as well as general employees seem to believe in the HPW theory. That is, they believe that individuals at work who are happy and satisfied with roles and responsibilities in the organization also have high productivity. Even though the data supported the theory that happy workers are more productive than unhappy workers are, the evidence to prove this theory is true does not show in the literature.

C. D. Fisher (2010) explained that happiness in the work environment extends to areas other than merely satisfaction on the job. A list including levels of happiness found in organizations could include task analysis and productivity, level of satisfaction, and commitment to the goals and objectives of the organization. Other elements of relevance to the level of happiness might address transient experiences, dispositional attitudes, collective attitudes, and other minor elements such as events, the job, and the organization (Briner, 2008; Bryson, 2010; C. D. Fisher, 2010). Thus, employees' levels of happiness at work have consequences for both individuals and organizations from both a positive and a negative aspect.

Henricksen and Stephens (2010) noted that although happiness relates to positive aspects of the organization as well as the individual employees, researchers should investigate ways to enhance and sustain happiness. International activities designed to enhance happiness could represent avenues of inquiry for enlightenment, but research in this area, especially among a growing population of older adults, was lacking or nonexistent (Costa, 2011). Henricksen and Stephens examined activities of older adults that were happiness-inducing events and collected data by interviewing 23 aging adults from 56 to 76 years old to determine themes. Emergent themes included focused, personal reaction and interests, thoughts and attitudes, and achievement-related activities. Spiritual activities and self-coordinated work spanned multiple themes.

External Influence on Happiness

External factors in the environment can have an influence on the happiness of individuals in the workplace (Graham et al., 2010). Graham et al. aimed to gain an understanding of the effect of the economic crisis, which has been an issue in the U.S. economy since the 1930s. The study involved determining if people in the United States were able to adapt to the forecast of positive and negative events first as a novelty and then realize the potential of recovery as simply a promising common feature used for a national calming strategy. Graham et al. also explored how quickly people adapted to such economic issues by assessing perceptions on the economic downturn regarding the level of happiness among the sample of approximately 1,000 individuals. The surveys provided data from January 2008 to July 2009 on how the crisis affected individuals' assessments of their own quality of life and the economic condition of the country as a

whole. How respondents felt about the future prospect of the United States from an individual standpoint and as a whole nation was also a consideration.

Graham et al. (2010) explored how data differed with key elements of the economic crisis and initiatives focused on the recovery, how the characteristics of individuals related to the same. Graham et al. also explored how the crisis affected particular cohorts such as employed individuals, individuals working in downsizing organizations, and individuals at or near retirement age, among others. Findings differed according to subgroups, leading researchers to conclude that, in general, most people were adapting successfully to the negative economic perceptions of crisis after uncertainty disappeared. In their investigations of the perception of the economic crisis on happiness, Graham et al. provided insights about how individuals adapt to adverse circumstances beyond their control. Even though the findings differed, the researchers addressed happiness relative to job performance in both studies (Graham et al., 2010).

Internal Influence on Happiness

Mohanty (2009) included samples from the National Longitudinal Survey of Youth in 1979. The study included a longitudinal data set from the United States. The findings from the study showed that positive attitudes among workers influenced wages positively, whether directly or indirectly, through a focus on the perceptions on happiness. These findings indicated that concerted effort to increase the potential earning power of employees should include the development of human capital endowments as well as improvement of attitudes among employees.

Oguz-Duran and Yuksel (2010) investigated coping humor and gender in the adjustment process to college of Turkish freshmen. The study involved determining the level of happiness relative to academic achievement as indicators of adjustment to college during the initial months of school, and data came from a sample of 574 students using the Subjective Well-Being Scale and the Coping Humor Scale. The results revealed that Turkish students reported a lower use of humor for coping compared to students in earlier Western studies. No significant differences in Coping Humor Scale and Subjective Well-Being Scale scores existed based on gender, but significant differences occurred in grade point average based on gender. The results also revealed a positive effect of coping humor on happiness.

Van Boven (2005) reviewed research on avenues individuals use in their quest for happiness and found that the pursuits of materialistic possessions served as a barrier to lasting happiness. For example, findings showed that large numbers of individuals strive to obtain materialistic goals. The less satisfied they are with life, the more they are at risk for developing psychological disorders. Van Boven noted, "Research from my own laboratory indicates that allocating discretionary resources in pursuit of life experiences makes people happier than pursuing the acquisition of material possessions" (p. 140). Although the research Van Boven conducted supported the idea that experiential pursuits foster happiness and materialistic pursuits diminish happiness, this research is preliminary and raises at least as many questions as it answers. Therefore, further research is necessary to answer the many questions about material possessions and the pursuit of happiness.

In van Boven's (2005) review, respondents to various surveys explained that when individuals make purchases to help them acquire life experiences, the purchases made them happy. However, when they made purchases with the intention of acquiring more or better material possessions, the purchase did not make them happy. Van Boven explained that the difference in purchasing a life experience and purchasing a material possession depends on each individual's personal needs and desires. Positive attitudes have a direct relationship to an individual's happiness and well-being (Mohanty, 2009; Oguz-Duran & Yuksel, 2010). However, it would be difficult to prove any underlying theory about whether experience or material possession is better, without controlling for demographic differences in the population under study.

Emotional Expression and Its Influence on Happiness

Glomb, Bhawe, Miner, and Wall (2011) focused on doing good deeds and feeling happy relative to the role of organizational citizenship behaviors in changing mood. The study involved investigating whether both altruism and courtesy, as elements of organizational citizenship behaviors, affected the general mood of employees in the work environment. Social psychological theories of mood regulation contended that individuals in the work environment who demonstrate helping behaviors maintain a positive mood because helping results in feelings of personal gratification and takes attention away from self.

In conducting this study, Glomb et al. (2011) took samples of the moods of managerial and professional employees in a Fortune 500 firm through a sampling methodology over a 3-week period before and after the enactment of organizational

citizenship behaviors. Findings showed a pattern of altruism associated with mood regulation during the 3-week period of the study. The results for courtesy behavior were only partially consistent with a mood regulation explanation. Glomb et al. reported, “Consistent with theories of behavioral concordance, interaction results suggested individuals higher on extroversion have much higher positive mood reactions after engaging in altruistic behaviors” (p. 191). Their findings relative to the interactions with courtesy were insignificant.

Safdar et al. (2009) investigated emotional display rules for some prominent emotions in humans, including happiness, surprise, sadness, fear, anger, contempt, and disgust. The goal was to compare emotional display rules of individuals from Canada, the United States, and Japan, as well as within these cultures regarding the specific emotion, the type of interaction partner, and gender. Data collected were from a survey of 835 university students. The results indicated that Japanese display rules permit the expression of power significantly less than display rules of North America. Gender differences were similar across all three cultural groups. Men expressed powerful emotions more than women did, and women expressed powerless emotions, such as sadness and fear, and happiness more than men did. The findings from the study indicated a need for qualitative data derived from samples in the home or work environment.

In addition to mood (Glomb et al., 2011) and emotions (Safdar et al., 2009), another element questioned in business research is the essence of engagement (Erickson, 2008). According to Erickson (2008), “The idea is ground-breaking, the strategy is

motivating, and the market is ready” (p. i). Even though effective middle-level managers realize the importance of forging a balance between available talent and organizational mission, goal, and objectives, capturing the hearts and minds of followers and empowering workers to engage totally in the daily operations of the organization is a much different type of complexity. For example,

Employee attitudes, morale, emotions, and buy-in are important. However, the solution is multifaceted and realization is challenging. The quest to harness these factors has led to a century of research on what drives employee performance. One finding is clear; employee engagement is a crucial element in this highly complex puzzle. (Erickson, 2008, p. i)

Employees’ performance on the job improves when the supervisor is “respectful, fair, and competent” (Erickson, 2008, p. 5). Managers, who clearly explain expectations, provide feedback relate to performance, and support employee development enable supervisor performance. Beyond these basics, Erickson (2008) noted, “Managers who focus on accomplishments and emphasize strengths, deliver results above that of managers whose feedback is more corrective or focused primarily on areas needing improvement” (p. 5).

Managers influence employees’ effectiveness on the job (Erickson, 2008; Glomb et al., 2011; Safdar et al., 2009). The HPW theory, as it relates to middle-level managers and the perceptions they have on the performance of their direct reports, is worthy of study. Other factors related to the HPW theory vary according to the focus of the studies. The next topic area includes some of the determinants of enjoyment and happiness.

Determinants of Enjoyment and Its Influence on Happiness

M. A. Smith and St. Pierre (2010) conducted a study to identify how American and English students in secondary schools described their enjoyment and happiness in athletics using Scanlon and Lewthwaite's enjoyment model as a conceptual framework. Open-ended semistructured interviews generated the data needed. The semistructured interviews lasted between 30 and 75 minutes. Analysis of the data occurred through open and axial coding, which resulted in four themes and five categories to report perceptions of enjoyment. Results showed that several themes emerged, including teacher-related enjoyment, activities completed in class, student specifics of interest, and the gymnasium environment.

B. Brown's (2010) prescription for happiness was for individuals to love with sincerity without expecting a reward for such love, demonstrate gratitude and appreciation, and increase the level of self-sufficiency and self-belief. B. Brown alluded to important issues that are meaningful to individuals as human beings, instead of what managers think are the important issues. B. Brown's research increased insights and understanding about aspects of positive psychology such as gratitude, joy, compassion, authenticity, resilience, faith, and play. B. Brown also suggested the need to gain insightful ideas about the intrinsic aspects of positive psychology, which are available to the lay population as well as to organizational leaders in powerful positions. Seligman (2011) suggested other elements of positive human functioning associated with joy and happiness.

Determinants of joy and happiness vary according to an individual's inner wants, needs, and desires; both intrinsic and extrinsic (B. Brown, 2010; M. A. Smith & St. Pierre, 2010). Therefore, as managers strive to address joy and happiness among their reports, they would need to remember that no one factor addresses all issues that employees bring with them to work. For example, Seligman (2011) included other elements such as "courage, interpersonal skills, rationality, insight, optimism, honesty, perseverance, and realism; and capacity for pleasure, putting trouble into perspective, future-mindedness, and finding purpose" (p. 7).

Wright (2010) provided findings from previous research studies in organizational research that had a focus on the nature and extent of details about how job satisfaction related to job performance and staff retention. In a discussion, Wright indicated many inconsistencies resulted from earlier studies, leaving only a few studies of organizational behaviors that found employee well-being had a significant relationship to job satisfaction and job performance. From these earlier research studies, Wright indicated that the evidence showed employee well-being was more responsible for labor turnover than commonly realized. Wright added that later research showed a significant relationship between employee well-being and psychological well-being and between job performance and staff retention.

For example, Wright (2010) referred to Fredrickson's BB theory to indicate that positive states help people to thrive, to flourish mentally, and to grow psychologically. Wright noted that employees with high levels of psychological well-being and satisfied with their jobs have the inner capacity to broaden and build themselves. Satisfied and

psychologically well-adjusted individuals tend to experience additional benefits such as creativity, resilience, social connectedness, physical health, and a stress-free existence. Such employees derive a high level of meaning from their work and maintain the resources to initiate, foster, facilitate, and sustain high levels of job performance.

Helliwell and Putnam (2004) provided evidence to confirm that social capital associates closely to a sense of subjective well-being through many different avenues and in specific forms. For example, Helliwell and Putnam identified some of the common forms of social capital. The perception of social capital on subjective well-being is general to specific, whereas Helliwell and Putnam found that “the externalities of material advantage are negative because in advanced societies, it is relative, not absolute, is income that matters” (p. 14). Therefore, the influence of socioeconomic increases in affluence on subjective well-being is not clear.

Research shows (a) job performance is highest when employees have high levels of psychological well-being and job satisfaction, (b) job satisfaction predicts job performance but only if the employee also has high psychological well-being, and (c) the relationship between job satisfaction and retention is also stronger when employees have high levels of psychological well-being (Horne, 2011). Horne (2011) made some specific recommendations to help managers to enhance psychological well-being of their reports:

- Put people into appropriate work situations that maximize psychological well-being.
- Train people to help improve job fit.

- Adapt work conditions as much as possible to help employee maximize psychological well-being.
- Put psychologically well-adjusted, socially responsible, and ethically strong people into leadership positions; in turn, they contribute to creating healthy organizations.
- Provide stress management training.
- Emphasize social support at work.
- Implement family-friendly policies.
- Provide training and implement policies that emphasize the BB theory.

Leadership and Managerial Behaviors

Leadership and project management provide a context for further investigation of the HPW theory as it relates to BB theory in the work environment (Brutus, 2013). Dzameshie (2012) conducted a qualitative study to determine the most important leadership and managerial behaviors for successful male project managers and to measure the frequency with which these behaviors are practiced in the information technology industry. The project included 21 project managers in a metropolitan area in the middle states. The participants engaged in open-ended interviews about successful leadership behaviors used in project management. Analysis of the data indicated reinforcement of the successful leadership behaviors such as clarifying roles, monitoring operations, short time planning, consulting, supporting, recognizing, developing, empowering, envisioning change, taking risks for change, encouraging innovative thinking, and external monitoring supported successful leadership for increased

employees' productivity. A conclusion was that the managers in this project were more task and change-oriented and that more relationship behaviors may be necessary to enhance employees' productivity levels. Therefore, soft skills should be in managerial training to advance the HPW theory in the work environment (Dzameshie, 2012).

Krupa (2011) found that leadership practices contribute significantly to employee engagement, which includes vigor, dedication, absorption, discretionary effort, and organizational advocacy. Business, education, and government leaders complain about the lack of engagement among disengaged customer-contact employees, which leads to unengaged or disengaged customers and lower profits. In Krupa's qualitative, phenomenological case study, perceptions and experiences described the perceptions of leadership practices on customer-contact employees' engagement at a large private, nonprofit university consisting of three colleges, a graduate school, and approximately 11,000 students at its New England campus (Krupa, 2011).

A qualitative questionnaire, a semi structured interview, and observations generated the data in Krupa's (2011) study. Findings indicated customer-contact employees who worked with supportive, fair, and caring supervisors and middle-level managers expressed great cognitive, emotional, and behavioral engagement. Their peers who experienced less favorable leadership practices experienced less engagement. Participants described emotional engagement and internal locus of control as mediating factors between leadership practices and engagement. Recommendations included an exploration of the relationship between leadership practices and organizational engagement and the relationship between leadership practices and job engagement.

Understanding the relationships between engagement and leadership constructs becomes more important for future researchers as organizations depend more on employees in a knowledge economy.

Critical Reflection: Personal Assumptions, Presuppositions, and Meaning

Pandit (2011) conducted a mixed-method, descriptive study of middle-level managers' critical reflection. As Livingstone (2012) defined the term, critical reflection is the process of questioning personal assumptions, presuppositions, and meaning perceptions, and Livingstone explored its relationship to collective knowledge creation among employees in a state department of corrections agency. The purpose of the study was to explore how outcomes of individual reflection in the form of sense-making tensions can influence collective knowledge creation and how collective memory and meaning making serve as mediums for individual critical reflection. The findings revealed simultaneous existence of process reflection and critical reflection by the middle-level managers during the budget reductions. The findings further revealed that while individuals undertook process reflection on the collective values and assumptions, the critical reflections related to both collective knowledge and individuals' unique perceptions from collective values and assumptions that possibly created tensions for the collective. At the same time, several similarities between insights at both levels of analysis indicated a certain invariance of meanings across levels, thereby suggesting that tensions created by reflection could influence the collective. Finally, Livingstone highlighted the significance of the context, which could enable an understanding of the

reflection-related findings of the study as informing a number of reflections in such environments.

Leadership Ethics

Washington (2010) assessed the impact of leadership ethics on employees' productivity in business and industry. The purpose themes of high interest among middle themes of high interest among middle of the study was to explore the impact of leadership ethics on worker productivity in business and industry, determine what kinds of leadership ethics cause conflicts or disaffection among employees, and determine how this dissatisfaction affects the success level of the organization. The participants included 100 employees who completed surveys. Findings indicated that the employees strongly believed unethical leadership behavior results in poor work productivity. Washington also found the majority of employees felt that leadership ethics influenced working conditions. Common unethical behaviors of leaders included discussing personal business, harassment, stealing, abusing company time, cursing, and unfairly assigning work. Most of the respondents felt that leaders were less unethical at the time of the study than in the past, although many respondents never actually observed leaders demonstrate unethical behaviors. Washington recommended developing a stronger code of ethics, displaying the code of ethics and distributing it to all employees, developing consequences for unethical leadership behaviors, and treating all employees fairly (Kelly, 2013; Yang, 2014).

Humility

A similar study conducted by Ou (2011) investigated chief executive officer (CEO) humility and its relationship with middle-manager behaviors and performance. Ou's concern was that strategic leadership literature has little information regarding what humility is and how humble CEOs influence organizational effectiveness by creating a context to motivate employees. The self-concept framework integrated the humility literature. Ou proposed four mechanisms through which CEO humility related to middle-manager ambidextrous behaviors and job performance: CEO empowering leadership, empowering organizational climate, top management team integration, and heterogeneity.

After developing and validating a humility scale in China, Ou (2011) collected survey data from a sample of 63 organizations with 63 CEOs, 327 top management team members, and 645 middle-level managers to test the research models. Except for the top management team, heterogeneity, the other three CEO–middle level manager, mediating received moderate support. Ou found that humble CEOs were empowering leaders. Their empowering leadership behaviors positively associated with top management team integration, empowering organizational associated with tip management integration, and empowering organizational climate, which in turn correlated positively with middle-manager ambidexterity and job performance.

Justification for Selection of Issues and Concepts

This study included happiness, job satisfaction, job stress, and other concepts because these topics have an impact on job performance and affect productivity in specific ways. Green's (2012) findings revealed an association between employees'

happiness and their level of productivity. This present study was an extension of Green's study to explore the influence of middle-level managers' happiness and well-being on the performance of their direct reports. This influence was worthy of exploration because interest in employees' psychological well-being as an indicator of performance in the work environment continues as a topic of importance among researchers (Hosie et al., 2006; National Institute for Occupational Safety and Health, 2010; Wright, 2010; Wright et al., 2007).

Though investigations in research targeted job satisfaction and psychological well-being, researchers questioned whether middle-level managers' happiness and well-being influenced their direct reports' productivity. The theme or concept of happiness in the workplace pinpointed a phenomenon of interest among researchers, which indicates that the HPW theory has implications for enhancements and higher productivity in the work environment (Bowling et al., 2010; C. D. Fisher, 2003; Frankl, 2006; Fredrickson, 2004; Kaser & Sheldon, 2009; Lyubomirsky et al., 2005; Silverblatt, 2010; R. Smith, 2008).

The economic crisis was a theme selected because of concerns about how extrinsic entities influence relationships in the work environment. Researchers, in their investigations of the perception of the economic crisis on happiness, provided insights about how individuals adapt to adversities beyond their control (Graham et al., 2010). Positive attitudes and resilience, however, are themes and concepts because both have intrinsic relationships to individuals' happiness and well-being and can expand a middle manager's ability to resolve issues, to solve problems, to build positive habits, to discover

personal strengths, to enhance relationships, and to cope in times of adversity (Mohanty, 2009; Oguz-Duran & Yuksel, 2010).

The HPW theory, as it relates to middle-level managers and the perception they have on the performance of their direct reports, is worthy of much study in the future. Other themes and concepts related to the HPW theory vary according to the focus of the research. For example, themes and concepts of joy and happiness vary according to the intrinsic and extrinsic desires of each individual (Ericson, 2008; Glomb et al., 2011; Safdar et al., 2009). Therefore, the themes and concepts from the literature on happiness and well-being showed that no one theme or concept related to all middle managers, but the issues they experienced were similar. The themes and concepts in this research study were inclusive of psychological well-being, personal happiness, and job satisfaction.

Researchers invariably focused on lower level workers' happiness and productivity, with little or no data included relative to how the behaviors of middle-level managers affect the happiness and productivity of their reports. In addition, early theorists provided inconsistent results from their research. Dzameshie's (2012) qualitative study of the most important leadership and managerial behaviors for successful male project managers showed that the managers, in general, were task and change oriented, and leaders should add an increase in the relationship behaviors, including soft skills, to managerial training to advance the HPW theory in the work environment. Krupa (2011) described a need to explore the relationship between leadership practices and organizational engagement, which indicated that an understanding of the relationships between engagement and leadership constructs might be more important for future

researchers because organizations become more dependent on employees as a knowledge economy expands.

Pandit's (2011) mixed-methods, descriptive study of middle-level managers' critical reflection and its relationship to collective knowledge creation among employees revealed the simultaneous existence of process reflection and critical reflection related to both the collective knowledge and individuals' unique perceptions from collective values and assumptions that possibly created tensions. Certain invariance of meanings across levels indicated that tensions created by reflection could influence management behaviors as well as workers' happiness and productivity. In addition, Pandit highlighted the significance of the context, which could enlighten an understanding of the reflection-related findings of the study. Ou (2011) investigated CEO humility and its relationship with middle-manager behaviors and performance and found that strategic leadership literature has little information regarding what humility is and how humble CEOs influence organizational effectiveness by creating a context to motivate employees. Ou found that humble CEOs demonstrated empowering leadership behaviors positively associated with top management team integration.

Gap in the Literature

The study includes findings to fill one gap in the literature through extended knowledge in the discipline. Examining the factors that determine middle-level managers' performance has the potential to improve managerial behaviors in organizations to increase effectiveness and competitiveness. Findings from this study could be significant for middle-level managers in a variety of ways.

Happiness, job satisfaction, and job stress can have an impact on job performance and influence productivity in specific ways. Inconclusive findings resulted concerning the strength of the HPW theory. However, this theory has implications for enhancements in the work environment because middle-level managers can help their direct reports to thrive in their part of the organization. Even though theorists provided inconsistent results from their research on the HPW theory, one conclusion was that an interest in employees' happiness and psychological well-being is a theme includes opportunities for further investigation.

Summary

Major Themes Found in the Literature

Employees' happiness in the work setting are themes of high interest among middle-level managers and relate to subthemes such as job demands, employee capabilities, resources, and needs of workers as they influence low levels of happiness and job satisfaction among employees. Further, psychological disorders, maladaptive behaviors, and other stressors are themes associated with poor work performance, interpersonal relationships, and absenteeism. All these activities require an understanding for success in managing others. Researchers are giving attention to happiness and well-being in the work environment (Achor, 2012; 2013; B. Brown, 2006; Sgroi, 2010). Although some evidence showed that high levels of well-being and happiness contribute to performance, the specific role in performance is unclear (Brown, 2006). The role of positive attitudes and resilience relative to happiness and well-being are themes and concepts in the literature.

What Researchers Know and Do Not Know

Researchers continue to investigate the HPW theory. A gap in the literature was the lack of data showing the existence of a significant connection between middle-level managers' well-being and happiness and their direct reports' performance in the organization. From early studies of the relationship between workers' happiness and productivity, mixed findings have resulted, and leadership personnel, including middle-level managers, have been absent from these studies.

The central concept or phenomenon of the study was the HPW theory, and the gap in knowledge included the perceptions of managers' well-being and happiness on the performance of their direct reports. The experiences of the phenomenon derived from personal interviews of middle-level managers in organization in a metropolitan area in central Georgia. Chapter 3 contains a description of the methodology used to conduct the study and a description of the research design and rationale. The role of the researcher, the methodology, including participant selection logic, instrumentation for researcher developed instrument, procedures for field-test study, and procedures for recruitment, participation and data collection, data analysis plan, and issues of trustworthiness. A summary of the research methodology precedes a transition to the next chapter.

Chapter 3: Research Method

Introduction

The purpose of this phenomenological study was to explore perceptions of the impact of middle-level managers' well-being and happiness on the performance of their direct reports. Middle-level managers' well-being represented a state of satisfaction with life as it stands, which indicated a feeling of self-worth and a feeling that one has met all major needs (Fredrickson, 2004). Happiness represents how much individuals like the life they live (R. Smith, 2008). This chapter includes a description of the research design and rationale. A discussion of the role of the researcher precedes a description of the methodology, which includes participant selection; the instrument developed for the study; and procedures for field-testing, recruitment, participation, data collection, and data analysis. After a discussion of issues of trustworthiness, including ethical procedures, the chapter ends with a summary of the research method.

Research Design and Rationale

Research Questions

The research questions for the study were as follows:

RQ1: What is the impact of middle-level managers' well-being and happiness on their direct reports' performance?

RQ2: How do middle-level managers perceive the application of HPW theory and its impacts on social change within their part of the organization?

Phenomenological Tradition

Phenomenology, a qualitative research tradition, was the research method. The rationale for using the phenomenological tradition was its emphasis on the interpretation of lived experiences of a phenomenon. A phenomenological study design requires the elimination of prejudgments; an unbiased, receptive presence; imaginative variation; phenomenological reduction; and synthesis of all structural and textural descriptions (Creswell, 2012; Giles, 2007; Sikahala, 2011).

Data collection included semistructured interviews (see Appendix A). Merriam (2009) suggested entering the participants' environment, having friendly conversation, and seeking the participants' true meanings and perceptions. Interviews with middle-level managers occurred to obtain information directly. Information included participants' thoughts, feelings, intentions, and behaviors occurring during the interviews (Patton, 2011). Interview questions produced evidence of how middle-level managers' well-being and happiness influenced the performance of their direct reports. Interviews illuminated interviewees' perceptions on the topic (Creswell, 2012; Gall, Gall, & Borg, 2007; Merriam, 2009).

In this study, I used semistructured interviews to collect data from a purposeful sampling of 20 middle-level managers. Purposeful sampling, according to Merriam (2009), means selecting a sample of individuals who are able to provide the most useful information to answer the research question. The method of data analysis includes searching for information that provides a picture of the lived experiences of participants. Creswell (2012) explained that phenomenological data analysis results from analyzing

the information participants provide and meanings derived from the information.

Merriam noted that researchers must be sensitive to personal feelings, biases, and preconceived ideas respondents offer and make a concerted effort to keep the same from entering the data analysis phase of the study. Then researchers use content analysis to generate a description of the experience.

Role of the Researcher

My role as the researcher was as a data collector, using semistructured face-to-face interviews, which were the primary tool used to gather and analyze data. I used probing questions to clarify responses and increase the quality of responses. I used audio-recorded questions and responses from the interviews to minimize time and capture the direct words of the participants. As the researcher, I became the tool through which to generate data. The philosophical assumptions included in this study were ontological, epistemological, axiological, and methodological. After reading and gaining knowledge about qualitative research methodology and the approaches used to conduct qualitative inquiry, I gained an understanding of how the foundational assumptions could guide and direct the phenomenological study I chose to conduct. Therefore, with personal perspectives relative to the impact of middle-level managers' well-being and happiness on their direct reports' productivity, I began this study from an ontological framework. From this framework, I designed questions to gain knowledge about well-being and happiness from middle-level managers' lived experience. Building relationships with the participants and conducting interviews with participants enabled me to gain knowledge, which underscored the epistemological assumption. As I began to conduct the study, I

acknowledged personal biases as well as any biases in the interpretation of the data collected from the participants. In an effort to maintain and present research that demonstrated intrinsic and extrinsic value (i.e., elements valuable for their own sake and elements of value only as a means to something else. Each of these types of elements could be valuable, extrinsically or intrinsically) and represent an axiological assumption. I acknowledged these types of biases, which emerged through reflections.

Qualitative research is inductive and requires continual evaluation of the procedures used in the study. The research questions used to gain information about the influence of middle-level managers' well-being and happiness on their direct reports had the potential to change as the interview process progressed. This might have occurred if the five interview questions had not addressed the true essence of the influence of middle-level managers' well-being and happiness on their direct reports' productivity (methodological assumption).

Methodology

Participant Selection Logic

Population. The research population included middle management employees at businesses, public agencies, and educational institutions in a metropolitan area in the southeastern United States. Purposeful sampling (Simon, 2011) was the strategy applied to learn and understand the impact of middle-level managers' well-being and happiness on the performance of their direct reports. According to Merriam (2009), researchers using purposeful sampling assume that it is important to understand, discover, and gain insights into the study. Therefore, a sample should include individuals with the most

beneficial knowledge bases. Merriam explained that purposeful sampling is evident in the selection of “information rich cases” (p. 62). Information-rich cases can inform researchers a lot about issues that are key elements of the purpose of the research (Leedy & Ormrod, 2001; Simon, 2011).

Instrumentation

The mode of data collection for this study was participant interviews. The interview protocol derived from major findings in the literature. Others involved in the composition of the interview questions included members of the review committee and an educational consultant who reviewed and edited the interview questions for clarity, conciseness, and expert validity. During the process, simple words were used because, as Merriam (2009) suggested, using simple words allows the participants’ worldview to emerge and improves the quality of information generated. Three industry experts in HPW theory, who did not participate in the actual study, explored the interview questions for validity. One industry expert was a colleague from the health care industry, and two experts were from the field of education. All experts had a doctorate in their fields of interest, which were education and business management, as well as experience in research and development. The industry experts reviewed the questions and directions in the interview guide, made a judgment concerning the clarity and usefulness of the questions for generating information, and offered suggestions to ensure that the interview questions would generate information to answer the research questions. One expert suggested adding teamwork to Interview Question 1. All three experts had a similar comment about Interview Question 3 on the participants’ familiarity with the HPW

theory. They suggested modifying this question to include an explanation of the HPW theory for participants who needed further knowledge about HPW principles. In addition, one expert suggested changing Interview Question 4 to eliminate the assumption that the HPW theory had an influence on the participants' philosophy of management. During the final selection of the questions, I reviewed each interview question and made multiple revisions before approval, to simplify the process of eliminating unclear and unrelated questions prior to establishing the interview protocol.

Procedures for identification, contact, and recruitment of participants.

I advertised my intention of conducting the study. Then I identified, contacted, and recruited the participants in this study from business organizations in a central Georgia metropolitan area. Participants were middle-level managers with responsibility for supervising direct reports, recruited purposefully by e-mail, telephone contact, or face-to-face meetings. Purposive sampling was used for recruiting participants. This method provided an opportunity to choose participants based on their unique characteristics, experiences, attitudes, or perceptions. For this study, 20 participants volunteered through informal searches via the Internet, professional organizations, and professional relationships.

Online contacts of prospective participants initially identified individuals who might meet the inclusion criteria. Follow-up contact with participants involved telephone, e-mail, or face-to-face communication, depending on need. The initial contact with participants occurred through e-mail or telephone (see Appendix B). The reason for this choice was that middle-level managers in institutions had public e-mail addresses or

telephones to use to set up a time and a date for contact and to have the consent form (see Appendix C) delivered and returned. The participants had 1 week to review the consent form, and individuals who had questions had a chance to ask for a schedule for the interview time when they received the consent form or when they returned the form.

Informed consent procedures included identifying the affiliated institution and myself. I provided the title and the importance of the research and the reason the potential participant was a prospect to participate in the study. I expected that the participants would be willing to take part in the study by completing a consent form (see Appendix C) and agreeing to participate in an interview in an environment that was quiet, without disturbance, within 2 weeks of receiving the invitation to participate. Each interview occurred in person in a conference room in the public library, which was a private and safe environment. A confirmation or reminder letter followed to reiterate information, which included the purpose of the study, a description of the procedures of the study, and roles and responsibilities of participants, accompanied by an informed consent form.

Procedures for Field Testing

Field testing strengthened the validity of the interview protocol used to generate data to answer the research questions. Creswell (2009) noted that field testing supports the content validation of the data-gathering instrument and helps to improve questions for clarity. During the field-testing process, I took note of issues, including vague or confusing statements, and focused the questions before conducting the study.

Modifications to the interview questions included adding teamwork to Interview Question 1, explaining the principles of the HPW theory in Interview Question 3, and

rephrasing Interview Question 4. The initial interview guide used in this study is in Appendix A.

Interview Approach

A qualitative, general interview approach generated information from the 20 middle-level managers. The interview process generated a wide range of perceptions and provided the opportunity for instantaneous follow-up and amplification. The participants responded to five open-ended semistructured questions along with probes about perceptions of happiness and job satisfaction. Each interview lasted from 45 minutes to 1 hour; however, some participants followed up their interview conference with documents sent via e-mail to provide additional information.

Merriam (2009) explained that interviews are sufficient for data collection in a study that is more flexible and open to multiple perspectives. The interview approach helped to generate participants' lived experiences relative to the impact of their well-being and happiness on their direct reports' performance. The interviews also provided them a chance to share their perceptions regarding HPW theory. With the semistructured interviews, the participants were able to reflect on the questions I asked and then answer them accordingly.

An interview guide containing prepared questions for the participants guided the interview process. The contents of the guide provided directions to assist in focusing on the appropriate procedures in all the interviews, including questions seeking demographic information, interview questions, and final statements to the interviewees acknowledging their participation and thanking them for their willingness to take part in the interviews.

The quality of the interview improved through eliminating leading questions, questions answered by yes-or-no responses, and multiple-choice questions to ensure sufficiency of data (Merriam, 2009). Open-ended, semistructured questions provided an opportunity for interviewees to respond from their own lived experiences.

An audio recorder captured the participant responses. The audio-recorded interviews ensured sufficiency of data to transcribe the participants' responses verbatim, to maintain accuracy of information, and to reduce possible mistakes. Demographic data from participants' resumes ensured eligibility for participation. The primary data identified the participant's age, race, and years of employment as a manager, as well as the type of organization in which the participant worked.

Interview process. The interview process for data collection was informal and interactive, with open-ended questions and comments to allow the respondents to tell their stories at length in their own words. Before conducting the interviews, I developed a script to guide the interviewing process. The script enabled me to share with the participants the nature of the study, as well as information relative to confidentiality, informed consent, and future use of the results of the study.

To begin the interview, I began with the script, collected consent, and used an audio recorder while I took notes and maintained eye contact with the participant. I arranged to interview participants for 45 minutes to 1 hour in a quiet, private conference room in a public library. Throughout the interviews, to make the participants comfortable, I listened attentively, gave attention to nonverbal behavior, and kept the interview focused. I ended the interviews by thanking the participants for sharing their

information and letting the participants know that I would send them a copy of the interview transcript for them to review and to correct, if corrections were necessary. In addition, I gave the participants my contact number and let them know that other contact numbers were available if they had other questions or concerns relative to their participation in the study.

Member checking. After the interviews, member checking established authenticity of data collection and analysis. Member checking, also known as informant feedback or respondent validation, improved the accuracy of data collected and the applicability of the study. The participants in this study reviewed data collected and commented, as necessary, on the accuracy of the researched material. Participants reviewed the transcripts to ensure accuracy. Upon my completion of transcripts of the verbal discussions, participants reviewed a copy of the transcribed findings, which gave them an opportunity to analyze the findings critically and to provide comments if they chose to affirm or deny reflections of their responses.

Relationship between saturation and sample size. Qualitative researchers continue to collect data until they reach a point of data saturation (Bazeley, 2007; Creswell, 2012). In this study, data saturation occurred when I no longer heard new information, which was at the 21st interview. Therefore, the sample included 20 participants.

Procedures for Recruitment, Participation, and Data Collection

The criterion used to select organizations was if organizations included middle-level managers in daily operations of the business and if organizations were within the

metropolitan area of Georgia selected for the study. Participants were individuals with 3 or more years of experience serving as a middle manager and who volunteered to participate in the study. Within the selected organizations, procedures for recruitment including e-mailing prospective participants, providing an overview of the study, and inviting them to participate.

Summarizing and transcribing the interviews. Summarizing and transcribing each interview captured the essence of the experiences of each middle manager participating in the study. Transcribing included scanning the materials visually and transcribing the notes taken from the interviews. After the interviews, all participants received a transcribed copy their own comments for member checking. It was then necessary to sort, arrange, and reread the data to obtain a general sense of the information and to reflect on meanings again. Summarizing the information was necessary at this phase and included organizing the information into categories and topics before interpretation began. Information provided in the responses to the interview questions applied only to the responses given to avoid personal prejudices or assumptions. The qualitative software program NVivo 9 (2009) collated the collected data, identified key points, and assigned visual codes to key points. I used the coded information and made interpretative constructs based on the units of analysis in each interview question.

Data Analysis Plan

Data analysis. Data analysis involved repeated reading of all interview transcripts and field notes. I followed seven data analysis steps suggested by Morrissey and Higgs (2006). Morrissey and Higgs suggested the following steps in the data analysis process:

1. Read the entire description of the managers' experiences to get a sense of the whole by listening to the interview tapes, transcribing these tapes and reading all the transcripts.
2. Reread the description.
3. Identify transition units for themes and meaning, identify significant statements and quotes, and import the transcribed interviews and field notes into NVivo 9 (2009) to cross-view and compare similar themes.
4. Organize and categorize themes.
5. Reflect upon the themes and add the relevant language of the participants.
6. Transform concrete language into concepts of management science.
7. Integrate and synthesize the insights into a descriptive structure of the meaning of the experience, whether physical, emotional, educational, developmental, transitional, or influential.

Bracketing and phenomenological reduction. In conducting this study, personal presuppositions, meanings, interpretations, or theoretical views did not enter into the experiences of the participants in the study. Even though many comments were extensive, no changes occurred that could taint the research process. Participants had a chance to review a transcribed verbatim copy of their interview prior to input into NVivo 9.

Trustworthiness

Trustworthiness in qualitative research, according to Creswell (2012), supports the argument that the inquiry's findings are worth others' consideration. I paid attention to credibility, transferability, dependability, and conformability; therefore, the

trustworthiness of the study increased. Confirmability refers to the degree to which other researchers can confirm or corroborate the result by documenting the procedures for checking and rechecking the data throughout the study.

Credibility. Credibility is an affirmation of the research findings. The objective of data analysis was to analyze data collected in the research endeavor. Unlike quantitative data analysis, qualitative data analysis is a nonnumeric examination method of interpreting collected data (Creswell, 2012). In this study, an interpretative approach involved transcribing social action and human activity into readable text in preparation for analysis. The phenomenological method has the option of expanding data by various sorting or coding operations to uncover the essence of the account (Gall et al., 2007). A detailed, systematic examination and interpretation of the data collected applied for identifying patterns, themes, and meaning.

To ensure findings were free of preconceptions, bracketing was necessary for the study (Leedy & Ormrod 2005). Bracketing ensured my prior knowledge of the topics remained confined, which resulted in prior knowledge becoming useless in the study. The transcriptions included verbatim statements the participants made.

Confirmability. To establish rigor in a qualitative research study, researchers used confirmability. Confirmability, sometimes called an audit trail, strengthened dependability in this study (Gall et al., 2007). Creating an audit trail made external review possible, which also allowed other researchers to repeat the steps of the study. The audit trail included detailed descriptions of the data-gathering process and the comments participants made in answering the interview questions.

Transferability. Transferability means that middle-level managers in this study could invite other middle-level managers who did not participate in this study to make connections between elements found in this study that are applicable to their own experience. For instance, middle-level managers in one organization might selectively apply to their own departments the results from this study demonstrating that heuristic writing exercises help students at the college level. The research findings helped close gaps in the literature about the use and value of the HPW theory by describing the HPW theory in light of the participants' lived experience. Discussion of lived experience has the propensity to unfold new revelations on the influence of management on their direct reports' productivity.

Dependability. Dependability refers to accounting for the ever-changing context within which research occurs (Gall et al., 2007). In this study, I established dependability by remembering to account for the ever-changing context within which this research occurred. To check for dependability, I exhibited caution to minimize or eliminate mistakes in conceptualizing the study, collecting the data, interpreting the findings and reporting results. I described clearly the logic used for selecting middle-level managers to participate in the study. In addition, I described in detail the interview process. The more consistent I was in this research process, the more dependable were the results. In addition, an independent auditor reviewed my activities to insure that I was meeting the requirements for credibility and transferability.

Identifying themes. Themes emerged from a composite summary of participants' responses to the interview questions. Based on the focus of each research question,

categories emerged. Themes emerged from each category. Groenewald (2004) suggested that qualitative researchers go beyond the data gathered to illuminate new ideas.

Ethical Procedures

Ethical conduct reflected in the fact that approval to conduct the study from the Walden University Institutional Review Board preceded data collection. To ensure and maintain confidentiality throughout this study, the real names and e-mail addresses of participants or the organizations in which participants worked did not appear in the study. A verbal description of the study preceded each interview. Each participant received a written description of the study, which included the name of a Walden University contact in the event of questions or concerns, an overview of risks and benefits associated with participation, information related to confidentiality and anonymity, the fact that participation was voluntary, and the right to withdraw without penalty, consequences, or repercussions. In addition, no personal information used was traceable to any participant in the study. Secure storage of the data collected remains on a password-protected electronic file locked in a file cabinet at my home, where it will remain for at least 5 years.

Accuracy. In the present study, strategies such as member-checking, rich, thick description, and external consultants helped to ensure the validity of the study. Five participants reviewed the interview transcription to offer insights relative to how well the transcriptions represented accurate responses reported in the interviews. Suggestions the participants gave served as a guide for making corrections. Participants and other

interested community stakeholders will receive a one-page summary of the findings after degree conferral.

Summary

Chapter 3 began with the purpose of the study and a preview of the major sections of the chapter. Following an introduction, the topic areas included field-testing, sample demographics, data collection, and data analysis, evidence of trustworthiness, transferability, credibility, dependability, and results. Chapter 4 includes the results of the study. Chapter 5 includes an introduction, interpretation of findings, limitations of the research, recommendations, implications, and conclusions.

Chapter 4: Results

Introduction

I employed a qualitative phenomenological design to conduct this study. The phenomenological design was useful as a means to explore the lived experience of actively employed middle-level managers. Middle-level managers' *well-being* referred to a state of satisfaction with life, including a feeling of self-worth and a feeling that they had met all their major needs, and *happiness* referred to how much individuals liked the life they lived. The research questions were as follows:

RQ1: What is the impact of middle-level managers' well-being and happiness on their direct reports' performance?

RQ2: How do middle-level managers perceive the application of HPW theory and its impacts on social change within their part of the organization?

The chapter begins with a description of the setting, which was a metropolitan area in central Georgia. The demographics include a short personal profile of the 20 participants who volunteered to participate in the study. Following a discussion of procedures for data collection and data analysis, this chapter includes evidence of trustworthiness. The research results follow.

Setting

The setting in which the interviews took place was a public library in a metropolitan area in Georgia. Middle management employees from businesses, public agencies, and educational institutions met with me in a conference room. The conference room was a private and safe environment in which to collect data.

Demographics

Participants included 20 middle-level managers from varied industries across the metropolitan area. Distinguishing characteristics included gender, racial or cultural identity, number of years in management, and type of company in which the participant worked. Table 1 contains a summary of the demographic data.

Table 1

Participants' Demographics

Participant	Gender	Racial or cultural identity	Years in management	Type of company
M-1	Male	African American	12	Computer technology
M-2	Male	African American	10	Chemical laboratory
M-3	Female	African American	10	Public service
M-4	Female	African American	17	Health care
M-5	Female	Caucasian	19	Education
M-6	Male	African American	12	Military
M-7	Female	African American	12	Law enforcement
M-8	Male	Caucasian	30	Health care
M-9	Female	African American	12	Law enforcement
M-10	Male	Caucasian	9	Health care
M-11	Male	African American	12	Law enforcement
M-12	Female	African American	12	Human resources
M-13	Male	African American	10	Pharmaceutical sales
M-14	Female	Caucasian	18	Health care
M-15	Female	African American	17	Logistics
M-16	Male	African American	15	Education
M-17	Male	African American	12	Animal resources
M-18	Female	African American	5	Federal government
M-19	Female	African American	22	Internal revenue
M-20	Female	African American	31	Human resources

Data Collection

Participants were 20 middle-level managers from organizations in the central Georgia area. The interviews took place in a conference room in a public library from April 7, 2014, through May 6, 2014. I audio tape-recorded the interviews that occurred each week, Monday through Friday, from 9:00 a.m. to 10:00 a.m. Follow-up questions

with the interviewees allowed an opportunity to clear up any inconsistencies in reporting and provided an opportunity for me to compare the information collected. A summary of each interview comprised the transcribed copy used in the analysis. Transcribing the interviews included scanning the written notes, listening to the audiotapes, transcribing the audiotapes, and typing the notes taken from the interview immediately after each interview ended. In addition, field notes included demographics recorded during the interview process. Each participant received a summary of the transcribed interviews via e-mail to review and approve. After participants returned their transcribed interviews, a compiled copy of the transcriptions was the source for data analysis.

Data Analysis

I conducted content analysis in the data analysis process and included the basic functions, which consisted of word frequency counts and analysis, category frequency counts and analysis, and visualization (color coding). I used NVivo 9 to analyze the transcribed interviews, providing codes, clusters, and categorizes of information relative to the research questions. I also sorted the transcribed information relative to the HPW theory from participants' responses to generate patterns and themes. To move inductively from coded units to larger representations, including categories and themes, a review of the interview questions provided insights about the element of analysis to include in each. From each element of analysis, categories emerged in each of the responses from the participants. Themes emerged from similar responses or a consistent repetition of the same ideas in different participants' responses.

Some of the choices made during the implementation process describe boundaries in the study. During the literature review process, job satisfaction and dissatisfaction emerged as a related topic area; however, this topic area was not in the literature review because the research data from previous studies seemed exhaustive. In addition, a quantitative methodology did not provide an opportunity for face-to-face conversations with participants or provide an opportunity for other personal interactions in the data collection process.

Results

Results in this chapter include excerpts from the interviews to demonstrate the perceptions participants had concerning the impact of middle-level managers' well-being and happiness on the performance of their direct reports. A five-question semistructured interview guide provided the structure needed to generate the information necessary to answer the two research questions. A review of each unit of analysis revealed themes and subthemes for each research question. The next section contains the results of the interviews with the 20 middle-level managers. The results for each unit of analysis precede the research questions.

Research Question 1

Research Question 1 was as follows: What is the impact of middle-level managers' well-being and happiness on their direct reports' performance? Interview questions were in two parts. The first set of questions (Items 1-2) was designed to investigate how middle-level managers' well-being and happiness influenced their management style and their direct reports' performance, including their teamwork. The

second set of questions (Items 3-5) investigated middle-level managers' level of familiarity with the HPW theory, the ways this theory influenced their philosophy of management, and the ways middle-level managers' state of happiness and well-being appeared to improve the performance of their direct reports. Specific coded units established included (a) positive influences, (b) negative influences, (c) minimal influences, (d) indefinite influence, and (e) no influence. To move inductively from coded units to larger representations, including categories and themes, the analysis identified words and phrases the participants used in their descriptions and examples of actual interactions and the results of these interactions on their direct reports. Codes (e.g., M-1, M-2, and M-3) identified each participant to ensure anonymity.

Interview Question 1. Interview Question 1 was as follows: How do your well-being and happiness influence your management style and your direct reports' performance, including their teamwork? As a whole, participants agreed that their well-being and happiness influenced their management style as well as their direct reports' performance, including their teamwork. M-1, for example, identified a positive and productive environment as one way that his well-being and happiness influenced his management style and his direct reports' performance and teamwork. He explained,

I have been managing and supervising people for more than 20 years, and I have come to learn that people are most productive when they are in a positive and productive environment. Therefore, with that in mind, I consistently try to create an environment that makes my staff feel comfortable in approaching me. I also believe in the ideology that surrounding me with positive people increases my

chances on being a positive and productive person. I also believe that a well-balanced manager is one who can separate his personal life from his work life. For example, a manager who is not happy at home in his personal life can easily have that unhappiness spill over into his work environment. I believe in being consistently positive in my interaction with staff, and I am convinced that if you consistently project that type of vibe, you would consistently experience staff responding positively to you.

M-2 was definite about the impact his well-being and happiness had on his direct report's performance. M-2's well-being and happiness were a considerable influence on his direct reports' performance and teamwork. M-2 stated, "I believe that that my happiness in a work environment is a big influence on the employee that work for me. If I am happy and my employees are happy, then the workplace has a happy environment." M-2 explained that his employees seem to want to come to work and be productive when the environment is happy, and this atmosphere influences higher management. The performance of the team along with the moral of the work environment and the work ethic of the group under M-2's management were elements Smoot [M-2?] identified as positive, stating, "and that make my job easier when it comes to meeting deadline with reports and performance when I have to report to my supervisors."

Though positive, M-3 suggested that her external (home life) well-being and happiness only minimally influenced her management style. M-3 indicated that she tries to separate home life from work life, if it is possible. She explained,

I try my best to refrain from bringing my personal life and feelings to work. I leave it at the door. However, it is my goal to maintain professionalism and work ethic at all times. Unfortunately, I have grown to realize in my current role that my attempt to lead by example is not always effective. My attempt to show them that I will not ask anything that I, myself, am not willing to do is a part of me leading as well as being a part of the team. Instead, they will allow me as the leader do the work that they are getting paid to do because they have not been mentored and trained to do the job.

M-4 seemed more satisfied with her well-being and happiness, suggesting that her well-being and happiness derived from an intrinsic basis. She stated, “My happiness comes from being at peace with myself or with life or in harmony with life. I choose to be happy. I am a friendly and helpful person.” The harmony that M-4 has established within herself enables her to “motivate staff by providing them positive feedback, and I treat staff like they have a life outside of the workplace.” M-4 indicated that if an employee needs to take some time off, she “allows it without pushback.” In addition, M-4 called attention to the importance of letting the staff know that she appreciates them and the work that they do to keep the organization operating at a high level. She interjected, “I tell staff I appreciate them and how important they are to the team. Sometimes a simple thank you goes a long way and it makes employees want to go the extra miles because they know they are appreciated.”

M-5 also had definite feelings about how her well-being and happiness influenced her direct reports. In addition to expressing the positive aspects of well-being and

happiness, she also was able to show the negative side of feeling no well-being and happiness. For example, M-5 said,

My well-being and happiness directly affect those around me. If I do not feel good, I do not want to be at work, and I cannot do my job effectively.

Additionally, if I am unhappy in my job, I have the potential to say and do things that breed negative reactions/emotions. That somewhat negatively hinders performance and teamwork. When someone is negative, the team suffers. The desire to work together dwindles, and ultimately many are affected.

M-6 identified two ways that his well-being and happiness influence his management style. He had strong feeling about the fact that his behavior spills over in the work environment and contaminates the people under his supervision. He said,

The first way is that when I am happy, I see things clearly. Being able to see things clearly helps me focus that energy on what is best for the team. By focusing on my team and taking care of their needs, my team is able to perform at a higher performance level. The second way my well-being affects my team is that my team looks to me for guidance, direction, and inspiration. My team needs me to be fair, firm, and consistent. They do not all ways know what they need, but that is what they get when they see me. When they see that I am happy, my happiness allows them to say to themselves that everything is going to be all right. They can feel at ease and know that I have their backs in doing what is right.

The individual direct report feedback is easier to influence. The teamwork takes more time and preparation to influence. The team has to go through the

regular team issues and I can directly assist the team in that process. The team is harder to influence because they look at themselves compared to the other members of the team. They like to see if things are fair or not fair. That is when my happiness and well-being will be more beneficial to the team. The most important part of my team building to me is trust. I build trust with my team by appreciating their differences, doing what I say I am going to do, and having their backs in what is right. That foundation has helped me influence my team. I stay happy and am myself.

The issue M-7 addressed was the effect of having a bad attitude in the workplace. Whereas she was concerned about well-being and happiness, she used neither of these terms that were germane to the results of this study. M-7 focused on the importance of controlling personal issues and not letting them interfere with the work at hand. She explained, "I try to not let my personal issues influence how I interact with my staff. I do not treat my staff differently if I am having a bad day." Realizing how unprofessional it would be to allow personal issues to interfere with the work environment, M-7 admitted that it does happen. She said, "I have worked for managers who had bad attitudes and took their bad feelings out on the staff." M-7 concluded with these words: "Influence can be positive or negative, and many times it is negative."

M-8 thought that his happiness tended to generate an opposite result from what he expected. He explained, for example, that even though he tries to make sure that his personal state of mind does not affect his management style from day to day, "it is inevitable that if I am unhappy, I might come across to others as having less time or

tolerance for their issues.” He added that if his reports do not feel satisfied that he is there to support them, “their willingness to work together may be negatively impacted.”

M-9 indicated that her well-being and happiness “make it easier to create happiness for those I manage and produces productive teamwork.” M-10 was unsure about her well-being and happiness as an influence on her direct reports. Instead of looking within herself for an answer to the interview question, M-10 focused on her reports, crediting them with a sense of automaticity in performance as the norm with little influence from her in the workplace. She explained,

I am not sure that I have ever placed my management style in a box called “well-being and happiness.” However, it is quite important that as a manager, I am aware of my attitude in the workplace. To that end, I try to convey a positive attitude in carrying out of duties with our personnel. I have an outstanding group of individuals who work for me. I cannot recall a circumstance in which there was balking at the task. My direct reports are men and women of conscience with work ethics that are incomparable. Their desire drives them to ensure that our office/area does well when compared to other offices/areas. I have shared with others on numerous occasions, [and] I feel that my information with the utmost confidence.

Speaking with a strong sense of assurance, M-11 supported the idea that his well-being and happiness influenced his direct reports’ performance on the job. M11 said,

I believe that my well-being and happiness does indirectly influence both my management style and translates to having an impact on my direct reports’

performance and teamwork. While managers endeavor to isolate their well-being and happiness from the performance of their duties, we are all human and even if minimally, how we feel flavor our emotions, concentration, and interactions. The outcome can be either positive or negative. A committed, mature, and capable team will gel to uplift each other if the relationship has had time to grow.

In an extensive description, M-12 seemed supportive of the HPW theory as it related to him as a middle manager. He explained that his happiness and well-being influenced his management style in some very profound ways. He stated,

When I am happy, I am more apt to go over and beyond normal expectations for someone in my position. One of my personal beliefs is that a good manager leads by example. A person who leads by example may not necessarily be happy but yet satisfied. Therefore, I do not necessarily have to be happy in order to be productive. There are many other factors to take into consideration when determining a person's motivation. In a leadership position, I feel that my subordinates feed from my energy, whether it is positive or negative. If I were to bash my company or senior administration in a negative manner, it would definitely influence the performance and discretion of my subordinates. They would be less productive and which would ultimately lead to my own demise as well as theirs. My sense of well-being and happiness allow me to go into work stress free and give 100%. I could still get the job done if I was not happy, but it would be a little bit more difficult and emotionally draining. Figuratively speaking, it feels good when I am happy and put forth a hard day's work. It is a

directly linked and correlated to my self-esteem as a man and overall happiness. When I am not happy, it would be stressful for me and affect more than just myself. An old cliché says that states, “s--- rolls downhill,” meaning, if my demeanor or influences are negative, then they will influence everyone that falls under my leadership. I have learned that the effects are sometimes lateral, affecting peers just as much as subordinates are. When I present a happy demeanor, I seem to get better results from my juniors. When I am feeling happy about work, I can definitely see the impact that it has on my subordinates, which ultimately comes back as a direct reflection of my leadership.

M-13 also supported the HPW theory relative to her influence on her direct reports' performance and teamwork. Giving an example of how her influence transcends to others in the workplace, she explained,

When I am unhappy about a decision or a change made by upper management, I have to work very hard to conceal my unhappiness so that I can lead my team effectively despite my personal feelings. I am a transparent manager with a positive rapport with my direct reports. It is easy for them to sense when I am unhappy about a decision or change on the job. I have found through trial and error that being open and honest with them is beneficial so long as I am clear that despite my feelings, the show must go on. If I choose to lament on the idiocy of the decision or change, then my staff will follow suit and implementation will become a nightmare.

M-14 described his sense of well-being and happiness as a feeling that passes from one individual to the next in the work environment, which indicated that his well-being and happiness tend to influence others in a direct manner.

When I possess a sense of happiness in the work environment, it passes through to the team that I manage. This in turn creates a positive work environment. A group with a positive dynamic is easy to spot. Trust among team members is important. They work towards a collective decision, and they hold one another accountable for making things happen. I have found that when a team has a positive dynamic, its members are nearly twice as creative as an average group. In a group with poor group dynamics, people's behavior disrupts work. As a result, the group may not come to any decision, or it may make the wrong choice because group members could not explore options.

M-15 indicated that he was sure that he was a more sympathetic and a better leader when “I’m feeling happy and have no personal distractions. I will likely spend more time with my team as well.” M-16 introduced the idea of work–life balance, suggesting the well-being and happiness in life are visible in the work environment. She explained, “I am an advocate of work–life balance. I understand that people are the future of any organization and to create synergy and keep positive momentum going, I have to be a role model for others.” She explained that she realized the influence she has on her direct reports and how that influence influences the overall teamwork of the organization. She concluded by adding, “In order for me to be a role model that is impactful, my well-being and happiness must be intact, and that is very important.” M-17 indicated that well-

being and happiness influence his management style and “have a direct impact on all facets of reports’ performance, to include teamwork, and are interrelated and each have a direct impact on the total outcome of my performance and those I work with.”

In an indirect manner, M-18 noted that he had come to understand that happiness is an inside job and that no one controls another individual’s sense of happiness. In using that same mind-set in the workplace when managing his direct reports and others, he held on to the belief that reports are responsible for their own sense of well-being and happiness. He stated, “When you’re happy and have a positive sense of well-being, you are more productive at work. Body, attitude, and appearance are also at a higher level than people whose well-being and happiness are at a low.”

Before answering this question, M-19 framed her definition of happiness and what she believed was her dominant management style. She said,

To me happiness means being satisfied and content with my present state. Happiness can shift based on situations and circumstances. I believe my predominant management style is democratic; I often involve the team member/members to give ideas and input on how to accomplish the end goal, whether it is a large project or a task requiring an immediate action. I use this approach to get buy-in early on. Again, I said this is my predominant style; however, I often adapt my style to the group and tasks because ultimately the end goal is to move and direct the group to accomplishing a goal.

Overall, I do not think my happiness influences my management style for several reasons. First, I separate my personal feelings from the tasks that I must

accomplish at work. My belief is that I am at work to accomplish a goal regardless of how I feel: happy, sad, angry, or indifferent. I used this skill to navigate through college, graduate school, past jobs, and church. Allowing emotions to control and dictate how an approach to work is a weakness. I believe that keeping my personal feelings in check allow the direct reports to feel comfortable to do their work alone and with their coworkers by showing, I am persistent and constant.

I also think that my leadership style as servant leader plays a big role as well. I believe I am at work to meet the need of those who report to me and to those I report to. I try to allow my values and integrity to be my driver. Again, for me this means doing what is necessary whether I am happy or sad.

I must also share that even though this approach works for me, I think it has its drawbacks as well. I think at times not showing when my emotions vary might send a message that things are always good. I think it is a thin line, and I am still learning how to mitigate the negative outcomes this poses. Sharing when I am happy is a problem because that is easy. However, learning how to show a little of when I am not happy to my direct reports is a challenge because I do not want to appear as a weak manager.

M-20 indicated that she considers herself a well-adjusted individual for the most part because of her spiritual grounding. She indicated that she is able to see the bright side of most situations:

This positive attitude flows from my personal life into my workplace. Although each employee has a different personality, [my?] management style is the same: upbeat and engaging. I treated each of my reports with respect, consistently stress the importance of harmonious teamwork, and I let reports know that their contribution/performance is valued. This management style has led to positive results for my organization.

Analysis of Interview Question 1

The qualitative software determined where the dominant themes existed in the interview questions. Based on findings from Interview Question 1, the dominant themes were that happy reports

- have better performance and higher levels of productivity than unhappy reports (12 responses),
- show more consistent self-motivation (four responses), and
- have increased inspiration and tolerance of others (four responses).

In addition to these dominant themes, Table 2 shows additional themes deriving from Interview Question 1.

Table 2

Themes: Management, Direct Reports' Performance, and Discrepant Cases

Direct report and performance	Discrepant cases
Happier reports	Unhappy reports
Are more positive than unhappy reports	Are negative
Have higher levels of productivity and	Bring personal issues to work
Have better performance	Are unprofessional at work
Demonstrate better work ethics	Have a bad attitude
Show more consistent self-motivation	
Have increased inspiration and tolerance of others	
Express higher level of satisfaction	
Are more willingness to work individually and in teams	
Demonstrate increased positive emotions	
Demonstrate increased cohesion among teams	
Have higher levels of commitment	
Can be trusted	
Support collective accountability	
Demonstrate synergy	

In answering Interview Question 1, participants gave examples of times when their well-being and happiness influenced their reports' productivity. Eighteen participants provided examples to show how their well-being and happiness had influenced their direct reports' productivity and teamwork; nine participants gave an example of a positive influence, nine gave an example of a negative influence, and two participants gave no example of an influence. In describing their state of happiness and well-being and its influence on their direct reports, managers frequently used descriptive words such as management style, professionalism, peace and harmony with life, spiritually grounded, friendly, positive feedback, appreciation, clear focus, energy, fairness, transparency, honesty, sympathetic leader, work–life balance, role model, goal oriented, and upbeat and engaging. Table 2 contained the themes that emerged from Interview Question 1.

Interview Question 2. Interview Question 2 was as follows: Please describe an incident, if there is one, in which your well-being and happiness affected the performance of your reports. This interview question generated specific examples to demonstrate HPW theory in the actual work environment relative to the influence of middle-level managers' well-being and happiness. For the sake of clarity, each example occurs as verbatim as possible.

M-4 explained that her supervisor asked her how she managed to motivate reports because they had high performance and worked well as a team. M-4 response was,

I treat employees as if they are as important as I am. I am approachable and have a level of respect for the work employees do on a daily basis. I came to a unit as a team leader and staff morale was at its lowest point. Once I conditioned the employee to get a feel of how I managed staff positively, I was able to start improving the way the employees felt about their job. Over time, I start receiving e-mails from employees stating that they were grateful to have me as their manager and if I had not come over to supervise them, they would have left and found a new position somewhere else. I had influence on staff and did not realize it because this is my natural behavior. I am who I am because it comes as a natural way of being.

In minute details, M-6 gave an extended example to demonstrate how his sense of well-being and happiness influenced his reports. He explained,

I deployed to Iraq as the company executive officer. I was second in charge of 235 soldiers. The situation was that my team of 235 soldiers completed our 1-year

deployment; we all packed up, and waited for our flight home in 2 days. The situation changed because instead of going home, our team was [continued] for an indefinite time. That information was shocking and depressing. The morale in our unit was decreasing at a very rapid rate and our team was in a panic. It was my job to speak to my team, stabilize the emotions, and start increasing morale. That was a very difficult task seeing how my morale dwindled.

The plan I came up with was that we had 2 days to mourn and cry about it. After that 2-day period, we would be ready to complete the mission that our country had for us. The mourning process helped us grieve as we needed and after the heart has a good cry it is healed and ready for what is next. With my well-being intact, I was better able to deal with my teams' issues and be the example they needed in a difficult time. My team did fine and we were able to complete our mission with honors.

M-10 provided the following extensive example. The details are useful to show the magnitude of a manager's well-being and happiness as reflected in the response of the reports under his direct supervision. M-10 explained,

Our agency has undergone a reorganization of staff. The reorganization became effective on November 3, 2013. The reorganization has been in place for a period of 6 months. The challenges with the reorganization are numerous; however, some of the more apparent challenges are:

1. Prior to the reorganization, the Area Veterinarian in Charge (AVIC) was either direct supervisor or second-line supervisor for all employees in the

office/area. Subsequent to reorganization, the new title, Assistant District Director (ADD), supervises the field personnel only; someone else supervised administrative personnel. For example, there are four administrative personnel in the South Carolina office. All four administrative personnel each have a different supervisor. With the exception of one employee, all four of the administrative personnel have virtual supervisors. This change has created a number of issues: (a) facilitation of dysfunction of the unit as a whole; (b) position descriptions don't currently reflect the changes in employee's work responsibilities; (c) restrictions on budget, due to lack of final budget allocations; and (d) cooperative spirit or *esprit de corps* among employees has been negatively impacted.

2. Some employees changed work responsibilities because of the reorganization. For example, Employee A was responsible for validating information on the live animal health certificates and animal product certificates (export certification). Subsequent to the reorganization, Employee B has this responsibility. When I became aware of the impending changes on the organizational charts, I approached management several times to report that Employee A should continue to do export certification work activities. Whether ignored or disregarded; the result was the same. It was not changed or modified. This led to some very unhappy employees and a need to continuously counsel and talk through the changes with the employees who are impacted.

There have been circumstances when the employees have openly shared their frustrations. These expressions have subsequently led to some outbursts. I

have managed those situations by having all involved/impacted parties come together to discuss how we will work through the frustrations and changes. My overall philosophy is that the work is still necessary; we have to determine how to complete the work and [that internal challenges occurred]; these changes and challenges should be seamless to the client base.

M-12 explained that many occasions occurred when he counseled someone for different reasons. He explained, “My approach to the sessions was dictated by the mood I was in at that time. Honestly, some of the conversations might have been altered had I been happy with senior management at the time.” M-12 concluded by pointing out that emotions played a significant role in his counseling sessions.

M-15 explained that when a family member was ill, she could not be at home with him. This illness in the family affected her work with her team. M-15 explained, “I wanted to spend less time with my team. I delegated more tasks to one of my team. She did not complain and did a good job. Hopefully she knows that I would do the same for her.”

M-16 also had an example of reorganization in the worksite and the stress it brought to the happiness and well-being of middle-level managers as well as their direct reports. M16 explained,

One example I can think of is when my organization experienced a reorg [reorganization] and my team and I were required to work long hours. I made a special effort to garner the support of my family during this time. It was important that my husband understood what was happening and why I would be required to

work long hours. As a result, I was able to come in and demonstrate a positive attitude with my team. I was also able to communicate to them the importance of garnering their family support at this crucial time in the organization. My attitude and support of the company's vision stabilized the team and caused them to rally around getting the work done. I really believe that I would not have been as successful if my work-life wheel on my vehicle was out of alignment.

Before answering this interview question, M-17 began by commenting that he believes in well-being. He explained, "When there is any event that takes my focus, my well-being and happiness are impacted. Well-being means a healthy balance of the mind, body, and spirit that results in an overall feeling of happiness."

M-18 stated that he always [demonstrated] a positive attitude in any situation. He explained, "My reports observe how I react to any given situation and feed off me. When an incident comes to me, I look at it from a positive view and resolve it with little or no negative emotion involved."

M-20 gave an example of how to change a stressful situation to a positive one for the sake of the reports who needs guidance. M-20 said,

One incident that comes to mind is a day when I had to provide feedback to an employee who missed the deadline for a particular assignment. The employee was extremely desponded because she seldom missed deadlines. While provided feedback to the employee, it was necessary to address the obvious impact, a delayed project. On the other hand, I also stressed the bright side of the situation: the missed deadline was not a matter of life or death. As a part of engagement, I

allowed the employee to present a revised strategy for completing the assignment.

This action allowed the employee to re-energize. Working together, we were able to move forward and quickly finalized the project.

M-3 provided details to show the negative influence that resulted from her lack of well-being and happiness in the work environment. She explained,

I was on annual leave for 2 weeks, which made me very happy to be able to enjoy life without stress about work. Unfortunately, when I returned to work, my supervisor was displeased with the performance of my team while I was out of the office. They rarely came to work. One or two called in each day. They were not productive, and this left me feeling resentment toward my team. Employees should always feel a level of respect and loyalty toward their supervisor if the person has earned it. Unfortunately, in today's workforce, government in particular, some lack work ethic and integrity so this type [of] situation negatively impacted my happiness at work and left me feeling resentment toward my team for making me look bad.

M-5's example demonstrated how she was able to conceal her negative feelings for the sake of the people in her team. She explained,

I was not an activist for a particular computer program that our county purchased. It is not child friendly and requires too much valuable time from my teachers. Therefore, when I presented the requirements and expectations of the program to teachers, I was not as positive and supportive of the program as I needed to be.

My negative delivery directly influenced teacher/student use. The usage report showed little to no time spent utilizing the program.

M-8 gave an example when his feeling of well-being and happiness, or the absence thereof, resulted in a negative influence as well as low productivity among his reports. M-8 explained the example as follows:

A few years ago, I went through a period where there was major change in the office, including the reassignment of many duties and roles. My stress level increased and happiness decreased to the point where I was rude and combative with others. My direct reports fed off my negativity, which caused them to be rude and combative in meetings. Our collective behaviors had a negative impact on productivity.

Not showing appreciation is as an example of an issue that creates negative feelings among reports, according to M-9. She explained, “Managers sometimes forget to show appreciation for support team members provide. I express gratitude towards administrative team members. It creates a positive environment; help gives optimism and encouragement to keep moving forward.”

The example M-13 gave identified how emotions set the stage for the outcome, which was negative and unfruitful for her direct reports. M-13 explained,

I have a middle management colleague who is responsible for X, Y, and Z. He was a member with our unit for 2 years, and during that time, he has not been successful in carrying out his X and Y duties. Recently, and despite my protest, our supervisor has reassigned duties X and Y to me. Furthermore, he gave me the

responsibility to break the news to my direct reports. When I gathered my team to explain the change, they were angry and felt as though I was a victim and that my colleague was unaccountable. Their feelings mirrored my feelings. As a result, the team's morale took a dive, as did productivity. We are still climbing out of the funk, and I anticipate that it may take a while to get back to where we were before the change. In hindsight, I could have avoided this setback by taking some time to adjust to the change before presenting it to my team. If I had done that, then my team might have been more receptive and cooperative.

M-14 gave a prime example of his work performance during a period when he was not experiencing happiness and sad emotions plagued him. He explained, The incident occurred after the death of my mother. Because of feelings of sadness and disrupted emotions, I was distracted and unfocused. My workers noticed my lack of focus and attention to detail and created an opportunity for those who would look for opportunity to slack or loaf took this time to become derelict in their duties. Under normal circumstances, I would be there to redirect and correct. My temporary lack of well-being did not allow me to recognize or initiate corrective actions. This created an unproductive environment, which spread throughout the department. I now realize the importance of keeping a positive environment in which all evolved can be happy and productive.

The example M-19 described happened years earlier when she worked as a laboratory scientist with responsibility over a small group of employees. She explained,

My direct manager, Mr. D, at the time was very demanding, insulting, and unreasonable at times. Providing him the results he needed meant putting pressure on the group. I clearly was not happy and dreaded coming into work each day. Knowing that I was not in the position to remove myself from his line of fire because I had to work, I put up with it. I was on the lookout for another job because this was not making me happy. I did what I had to do but complained and approached my work grudgingly. This dread and unhappiness was apparent on my face and in my tone when I had to translate directives from Mr. D into tasks for the group. The group's mood often mimicked mine. They complained when I gave them their tasks and felt unhappy and ready to find another job as well. During this time, I experienced a life-changing event that eventually changed how [I] approached work thereafter. I became pregnant and unfortunately, the stress and unreasonable demands of the job took its toll on my body, and I experienced a miscarriage, losing my baby at 4 months. I was away from work for about 2 months and received an assignment to a different department. During my respite time, I reflected on how I needed to manage my emotions going forward, for not only my well-being. Things were bad, and I [did not] like being responsible for that. One young woman, Miss K, even felt somewhat responsible for the outcome of my pregnancy. She thought her complaining made things even harder for me. This is why over the years I have approached work differently, separating how I feel from what I have to do. I never want to have my state of being to affect directly or indirectly those who report to me.

M-1 did not have a specific example, time, or incident because he described his well-being as it relates to work as constant. He explained,

Even when I am at my lowest in my personal life, I try to project a positive demeanor around staff. Most staff members that have worked with me over the years will tell you that I get excited about helping subordinates get to the next level and beyond. I am most happy when I can share an opportunity with someone and they go on to take advantage of that opportunity. I find that positive encouragement reinforces staff to strive for the best possible results. Staff is much more willing to work with a manager who is supportive of their career and not one who is only interested in them getting current work done.

M-2 had no example to share, stating, “I have never had an incident in which my well-being and happiness has affected the performance of my reports.” He added, “I have learned how to separate my personal life from my work life so that I don’t carry my personal issues into my work environment.” M-7 had no response and no example. M-11 gave no example.

Analysis of Interview Question 2

In the findings from Interview Question 2, the dominant themes were as follows:

- When managers showed positive demeanor or provided positive encouragement [reinforcements], they had the best possible results (nine responses).
- When managers showed feelings of resentment, their reports mirrored feelings of resentment (seven responses).

- When managers were approachable and had a high level of respect for employees, reports expressed gratefulness to others (four responses).

In addition to explaining how their well-being and happiness influenced their direct reports' performance and teamwork, participants gave examples of such influences. Participants suggested that their state of happiness and well-being influenced their direct reports within the work environment. Examples showed that when the manager demonstrated happiness and well-being, their direct reports demonstrated a similar behavior. The opposite was true when the manager felt stressed or otherwise out of sorts. For example, one manager related that happiness flows both up and down through an organization, from managers to their teams and back again, and has a link to confidence in their own performance. By monitoring and maintaining the happiness of their staff, organizational leaders can drive their performance and productivity. Similarities existed between managers' happiness and their perceived levels of performance. Table 3 contains examples of recurring incidents.

Table 3

Themes: Managements Incidents and Influences on Direct Reports

Management incident	Influence on direct report
When managers showed	Direct reports
Positive behaviors, positive encouragement	Had the best possible results
Feelings of resentment	Mirrored feelings of resentment
Approachable and level of respect for reports	Expressed gratefulness to others
Lack of enthusiasm	Demonstrated poor delivery directly
Negative feelings about reorganization in the company	Mirrored the same feelings
Stress, rudeness, and combative behavior with others	Mirrored the same feelings
Feelings of being unappreciated	Became distracted and unfocused
Unhappy and dreaded reporting to work	Mirrored the manager's mood
A challenge called for solving problem	Reorganized and worked together

Research Question 2

Research Question 2 was as follows: How do middle-level managers perceive the application of HPW theory and its impacts on social change within their part of the organization? Before investigating how the HPW theory influences social change, it was necessary to determine the extent of middle-level managers' knowledge about the HPW theory. For those participants who had never heard of the HPW theory, I provided an explanation of the theory.

Interview Question 3. The topic of Interview Question 3 was if the participant was familiar with the HPW theory. Researchers of studies on happiness in the work environment have defined HPW theory as job satisfaction, as the presence of positive influence (happy feelings), as the absence of negative influence (sad or disgruntled feelings), as the lack of emotional exhaustion, and as a psychological feeling of well-being. This section includes comments from participants who had heard of the HPW theory and participants who had not but agreed with the theory after learning of it during

the interviews. Among the participants in the study, more indicated that they had never heard of the HPW theory than the participants who were familiar with the theory. Only four participants had prior knowledge of the HPW theory, and 16 had no knowledge of the theory, including M-1, M-6, M-7, M-8, M-9, M-13, and M-16, for example. Other participants who had no knowledge of the theory were supportive of the HPW after I explained the theory to them. Comments follow.

M-2 stated, “I am familiar with the happy-productive worker theory and I believe that the HPW can be very effective in the work environment.” M-3 added, “Yes, I am familiar with the HPW Theory. M-14 explained that the HPW theory affects his general approach to managing people and organizations. He added, “Using this philosophy allows me to stimulate workers and get effective employee involvement and commitment to achieve higher levels of performance. It allows me to enhance the discretionary effort employees put into their work and to utilize their skills.”

M-17 stated, “I am familiar with the term HPW, and I agree with study from a lay point of view, which comes from the years I have spent in the workplace and many years of working with diverse populations.” He added, “Yes, I am familiar with a HPW at work. However, I believe that happiness in the home environment also influences a HPW.”

M-4 replied, “No, I have not heard of this theory, but I am glad that I strike people as being the [happiest] person they know. My happiness doesn’t fade; it’s there from the beginning to the end.” M-5 explained,

I was not familiar with HPW previously. However, I believe in the theory and am fully aware of the power happiness and well-being has over job performance and satisfaction. I try to keep our work environment a positive place to function.

M-5 indicated that it is her responsibility to set the tone for many teachers, staff, and students each day.

M-11 explained that, prior to this survey; he was not specifically familiar with the HPW theory and added, “However, it does seem intuitive that happier workers produce better outcomes based upon camaraderie and relationships.” M-12 was not familiar with this theory. He explained,

In looking at the brief description provided, I think it is somewhat correct in reference to productivity directly linked to happiness. Unhappy, disgruntled, and bitter employees often feel that their managers treat them unfairly. Once a person reaches this stage, it is difficult to get their productivity level where it should be and can sometimes cause a ripple effect. This person is probably going to produce the minimum amount in order to maintain employment. I have seen in some instances where as it was more effective to immediately fire the disgruntled employee or relocate them if probable cause existed.

M-13 explained, “No I am not familiar with that study. I am sure that with the shift in how employees are being managed, it should serve well in the workplace.” M-18 stated, “I am not familiar with this theory, but I do understand it after reading the description of the theory.” M-20 added, “I was not familiar with the HPW theory.

Nevertheless, after reviewing general information regarding this theory, I wholeheartedly agree with the concepts.”

Only one participant, M-10, did not support the theory. She explained that she was not familiar with the HPW theory and added that she used a far more simple philosophy in managing people. She explained,

It is critical that the manager recognizes that employees are people with feelings and emotions. They need respect and compassion. They understand that the mission of the agency is important in the workplace and that the mission comes first. If there are circumstances which arise, I as a manager will attempt to accommodate the employee’s needs, yet if there is a question of whether that accommodation will impede the objectives of the mission, then the accommodation is either not made, or some modified version of the request is provided, but in either case, the mission must not be compromised. I believe that one of the most important skills of an effective manager is that she/he must know what motivates her/his subordinates. Motivation is not a one-size-fits-all phenomenon. It is more appropriate to treat one’s employees fairly, not necessarily equally.

Analysis of Interview Question 3

Based on findings from Interview Question 3, 16 participants had no knowledge of the HPW theory and four participants had knowledge of the theory. However, after learning of the theory, most of the participants supported the theory. In addition to the

following dominant themes, Table 4 contains additional themes derived from Interview

Question 3:

- no knowledge of the HPW theory (16 responses),
- some knowledge of the HPW theory (four responses), and
- in support of the HPW theory (18 responses).

Table 4

Themes: Familiarity With the HPW Theory

Management	Discrepant cases
Comments in support of the HPW theory were:	
The HPW can be very effective in the work environment.	
Managers have the ability to set the tone for my reports each day.	
Employers are first, people who have feelings and emotions.	
Human beings need respect and compassion. Some of the skills of an effective manager include knowing what motivates subordinates.	
It does seem intuitive that happier workers produce better outcomes, based upon camaraderie and relationships.	
Productivity links to happiness. People who feel mistreated often become disgruntled. Once a person reaches this stage, it is difficult for them to get their productivity level.	
Using this philosophy provides an opportunity to stimulate a higher number of workers more effectively and to get more effective, direct reports' involvement and commitment in order to achieve higher levels of performance.	
With the shift in management of employees, it should serve well in the work place.	
I do understand it after reading a description of the theory.	
I wholeheartedly agree with the theory.	

Interview Question 4. In response to Interview Question 4, participants explained how the HPW theory influences their philosophy of management, if at all. Of the 20 participants, most indicated that the HPW theory influences their philosophy of management, two were unsure, and two emphatically stated that the HPW had no influence on their philosophy of management. Participants explained that the HPW theory influenced them to help direct reports to thrive and flourish on the job, which is an indicator of social change.

Recapping what he had already stated, M-1 felt strongly that a positive environment that results from the influence of the middle manager creates positive outcomes. M-2 indicated that the HPW theory greatly influences him in the position of

management. He stated, "Separation of the work life and the personal life has a great impact on the production of reports meeting deadlines and on how productive your employees are and the turnover ratio of your employees." M-3 felt that the work population does not allow others to influence their reports to be more productive. She explained that many reports are self-motivated and possess a strong work ethic. They do not need others to influence them, and leaders cannot influence those who lack a work ethic and self-motivation because they have a different agenda. "If the managing supervisor tries to hold them accountable, there is resentment, and resentment leads to low productivity." M-4 explained that well-being and happiness seem to "rub off on others." She added,

When people are in my presence, they cannot help but to be happy. My happiness helps me to manage people in a positive manner. My feedback to employees, though critical at times, still comes out to be positive. It is how a manager says it or approaches the situation that makes it a win-win for all, and the work still gets accomplished.

M-5's approach included, spending time celebrating even the small accomplishments. M-5's philosophy of management included the importance of reflecting on hard work and a job well done for the staff to know that everyone is working toward a common goal, even though responsibilities differ and some tasks are more difficult than others are. M-5 added, "My reports are in the trenches each day, so they must know that I am available to support them." She continued,

Support comes from physical items needed for the classroom, time to work collaboratively, meeting with parents, offering an extra hand, and sometimes just listening. Showing and telling teachers that they are wonderful, being thankful for all they do is imperative. They assume a difficult job with many factors to consider from one student to the next. Appreciation does not always come from the parents, in which they work tirelessly to meet their child's needs for success both academically and socially. It is important for teachers to be a part of the decision-making process and feel that their voice matters.

M-6 described himself as a very happy person, adding that his happiness comes from his daily outlook on the world. He explained that his state of well-being and happiness is within his own control, meaning, "I feel and know that I have the power to change my environment, my city, and many other things. What I set out to change, I change. That helps me to be happier and to set higher goals."

M-7 was sensitive to the fact that managers do influence job attrition in one way or the other. She responded, "I do believe that many times if an employee leaves a job and it's not to make more money, that it is because of how the manager treats the worker." M-8 added that he consciously attempted to convey and maintain a positive attitude as well as to provide a relaxed atmosphere in which "team members can joke with each other and feel comfortable to approach me and each other with their ideas and concerns."

In a similar manner, M-9 viewed the HPW theory as accurate and stated, "The theory is encouragement for me to continue my management style." In a quandary

relative to the HPW theory, M-10 felt that his theory of management differed in specific ways. For example, M-10 said,

I am not sure that the HPW theory necessarily influences my philosophy of management. However, when one considers being positive, it likely does. One of the things I've learned is that whatever vibes the leadership gives off, those vibes translate to the people that work in that environment. So if the leadership is negative, so will be the aura from the personnel that work in that environment. In terms of sharing positive energy, I share information with my personnel. These are often tips, tidbits, or even comical things to help brighten their day. I refer to these things as "Things to Help Get Your Day Off to a Roaring Start" or "Something to Help Get Your Day Started with A Smile" or some similar subject. Another way to describe these items is that they are mood elevators. Other ways to help one's personnel is to share those things, which you do not want to do.

M-11 stated that the HPW theory influences his management philosophy in that he makes conscious efforts to attempt and to maintain healthy relationships with all team members and provide support to the maximum extent possible to foster team unity and cohesion. Satisfaction, contentment, value, and appreciation were among the words M-12 used to explain that the HPW theory influences his philosophy of management, even if only about half the time. The other half of the time, he credited other beliefs. For example, M-12 explained,

I believe that a happy worker is a productive worker. I also believe that the word *happy* does not belong in the same sentence as the word *work*. It is my job as a

middle manager to find out what motivates my subordinates and keep them motivated. It is helpful if one of the character traits displayed is being happy and approachable. However, the word *happy* alone does not influence my work experiences because it is hard to grasp a true definition of happiness. It is also difficult for me to get a true measurement of what happiness really is in the workplace. My personal philosophy in terms of getting a true assessment of workers would include words such as *satisfied*, *contentment*, *valued*, and *appreciation*. Sometimes mitigating factors that could possibly make a worker happy may lie outside the realm of my capabilities. Therefore, if I can simply get a disgruntled report to the level of being satisfied, productivity should not be an issue.

M-13 digressed somewhat from the focus of HPW theory and elaborated at length on servant leadership, which has similar elements. In her effort to apply HPW theory to servant leadership, she explained her philosophy as follows:

It is my role as a middle manager to support my direct reports by being available to them and providing them with regular feedback and the tools necessary to do their jobs. Although I am not familiar with HPW, my experience in leadership/management includes examples that support the theory. I have found that when my direct reports feel appreciated, respected, and heard, they are much more likely to be highly productive. Likewise, in my experience as a front line staff, there were managers for whom I would go the extra mile because I knew that my contributions were important. Conversely, managers [who] were unavailable and

failed to acknowledge my contributions stifled my productivity and willingness to go beyond requirements.

Even though M-15 admitted to having little or no knowledge about the HPW theory, she did have some ideas about how emotional exhaustion and a psychological feeling of well-being could possibly affect performance. M-16 felt strongly that the HPW theory positively influences her philosophy of management. Her comment was, “I truly believe [the] cliché that says, ‘People may not remember your name or title, but they will always absolutely remember how you made them feel.’”

The HPW theory minimally influenced M-18’s philosophy of management. He stated, “Whether the problem relates to employees not agreeing with each other or a day filled with a plethora of issues, the HPW theory opens doors to opportunities for growth and development.” M-18 added, “I believe a good manager is equipped with a set of leadership skills, and well-being and happiness have a minimal influence.” Neither M-19 nor M-20 believed that HPW theory influenced their philosophy of management, although M-19 stated,

I do not believe the theory, as I understand it, influences *my* personal philosophy of management. However, I understand how this theory manifests itself in the work environment. Again, I reference back to my previous job about 15 years ago, where the work environment produced the exact opposite outcomes of the HPW theory.

M-20 initially indicated that she believed the HPW theory had no influence on her management philosophy. She believed, “The foundation for my management philosophy

is based on who I am as an individual outside of the workplace.” However, she also said, “Since I have been made aware of the theory, I must say that the concepts add credence to my current management style.”

Analysis of Interview Question 4

Based on findings from Interview Question 4, the HPW theory supports the belief that it is important for managers to

- maintain positive atmosphere and work environment to secure positive outcomes (four responses),
- separate work life and personal life (four responses),
- encourage job satisfaction, contentment, value, and appreciation (three responses),
- show concern for the feeling of direct reports (three responses),
- focus on growth and development of reports (three responses), and
- reduce emotional exhaustion and increase psychological well-being (three responses).

In addition to these dominant themes, Table 5 contains additional themes derived from Interview Question 4.

Table 5

Themes: How the HPW Theory Influences Philosophy of Management

Management	Discrepant cases
The HPW theory supports the belief that it is important for managers to Maintain positive work environment to secure positive outcomes Separate work life and personal life Manage reports in a positive manner Reflect upon hard work and a job well done Work toward a common goal Make change in the work environment Understand that managers can reduce job attrition Create an atmosphere that allows team members to engage in positive interactions Gain encouragement to maintain established philosophy of management Encourage job satisfaction, contentment, value, and appreciation Provide a higher level of support for team members Increase level of feedback Show concern for the feeling of direct reports Focus on growth and development of reports Reduce emotional exhaustion and increase psychological well-being Add credence to management style	

Interview Question 5. Interview Question 5 was as follows: How does your state of happiness and well-being appear to improve the performance of your direct reports? Even though the literature had many examples of the HPW theory relative to lower level employees, little information was available to show how the HPW theory applied to middle-level managers. Therefore, this interview question generated instances of lived experiences from real-world situations in which the HPW theory applied to middle-level managers in the organizational context. M-1 indicated that his state of happiness and well-being appeared to be an encouragement for the staff. He explained, “The staff is more willing work with a manager with a positive or happiness spirit. A happy or positive

demeanor creates an environment in which people are comfortable and productive from both from an individual or a team perspective.”

M-2 explained, “My happiness and well-being improve my performance because these elements allow me to focus on my job so that my deadlines are met on time or before time so that my direct reports are satisfied.” In contrast, M-3 thought her happiness and well-being created a negative effect within her employees. She explained, “If I appear happy and satisfied, my reports become at ease, which takes away from productivity because they are relaxed, lose focus of time, and have no balance between chitchat and productivity.”

M-4 explained that if she is happy, the staff is happy. To achieve a sense of happiness, M-4 explained that she occasionally gives out small incentives “to make the workplace fun and enjoyable.” In addition, during the closeout, she assigns an equal amount of work to staff at the same time and the first person to complete their assignments gets a free lunch of their choice. She explained that this productivity game not only makes work fun, “but it motivates staff to complete their work assignments timely and improved their performance. If managers are happy and enjoy the work they do, their influence they have on their reports will be exceptional.”

M-5 described several activities she used to create a state of happiness and well-being for herself, which spilled over to her direct reports. She explained,

Physically, we have tried several things such as Weight Watchers, exercises classes at school, and gym memberships to influence healthy habits among teachers. More recently, we have integrated get-moving strategies for the students

as well. However, I am a firm believer that everyone needs some chocolate at times. Attitudes, whether they are happy or sad, positive or negative, are contagious! I strive to be what I want my teachers to be happy and healthy!

M-5 continued, “It is vital for my staff to know we are in this organization to work together,” and she explained, “They are in the trenches each day, so they must know that I am here for them. Support comes through provisions for instruction, collaboration time, parental involvement, and sometimes just listening.” M-6 took a close look at himself to determine how his happiness and well-being appear to improve the performance of his reports. He explained,

I notice that when I am happy I give more complements and I appreciate more people. I have heard my teammates tell me that one complement can increase their morale and performance for a day or two. I know that motivation is just like deodorant, which requires a daily application. I speak to every member of my team three times a day, looking to catch him or her doing right. I have 44 members on my team and I make sure I talk to all of them three times a day. I find that when I build a good relationship with my team and remember their names and the names of the people that are important in their life, my team works better. They also take care of me better than I can take care of them.

Similarly, M-7 commented on the aspect of managerial motivation to demonstrate how her happiness and well-being appear to improve the performance of her direct reports. She said,

It is important to evaluate each employee individually and determine what motivates that person. I am not sure that I can say that my happiness and well-being will improve the performance of my direct reports because I do not let my personal feelings or issues influence how I treat my staff. I strive to remain professional at all times, regardless of what is going on in my personal life.

M-8 added, “A positive attitude, peaceful workplace, and relaxed atmosphere make the team at ease, willing to work together, and supportive of each other. We have a high-functioning team whose members feel empowered to be a part of the solution.”

Similarly, M-9 added, “My state of happiness and well-being does improve performance by creating a positive work environment, which increases productivity and teamwork.”

M-10 explained the value of having an open door policy, stating that having one,

Conveys that I am available at any time to discuss whatever issue is. Of course, sometimes it is indeed necessary to close the door for conference calls. Closed doors are in order when it is necessary to be discreet in discussing personnel matters.

M-11 stated, “Management’s state of happiness and well-being can contribute to improved team members’ performance; however, that is merely part of the team equation.

Buy-in, commitment, and dedication must also be an integral part of the team.” In addition to the factors M-11 identified, he explained that his state of happiness and well-

being appeared to make his direct reports keep their productivity high. M-11 added,

I believe that leading by example sets the tone for my direct reports. If I do not complain about my workload, then neither do they complain to me about theirs.

Some of the most inspiring people in my life have been those who persevered through intense workloads and struggles but never gave up. I try to set that same example to my direct reports and peers in hopes that their performance would stay high because of the example laid before them. Therefore, I cannot pinpoint if their performance is high because of happiness or behavior modeling. Companies in which promotions, bonuses, and disciplinary systems are in place could mask happiness behind other motivating factors such as the likelihood of receiving one of the before-mentioned actions if they do or do not comply with company standards.

M-12 spoke positively about how his happiness and well-being affect his management style. From a personal as well as an executive stance, M-12 noted that when he is happy, he is more apt to go beyond normal expectations for someone in his position. He explained,

A good manager leads by example. A person who leads by example may not necessarily be happy but yet satisfied. Therefore, I do not necessarily have to be happy in order to be productive. There are many other factors to take into consideration when determining a person's motivation. In a leadership position, I feel that my subordinates feed from my energy, whether it be positive or negative. If I were to bash my company or senior administration in a negative manner, it would definitely influence the performance and discretion of my subordinates. They would be less productive and which would ultimately lead to my own demise as well as theirs. My sense of well-being and happiness allows me to go

into work stress-free and give 100%. I could still get the job done if I was not happy, but it would be a little bit more difficult and emotionally draining. Figuratively speaking, it feels good when I am happy and put forth a hard day's work. It links to my self-esteem and overall happiness. On the other hand, if I were not happy, it would be stressful for me and would definitely influence others. If my demeanor or influences are negative, then it will influence everyone that falls under my leadership. I have learned that the effects are sometimes lateral, affecting peers just as much as subordinates are. When I present a happy demeanor, I seem to get better results from my juniors. When I am feeling happy about work, I can definitely see the impact it has on my subordinates, which ultimately comes back as a direct reflection of my leadership.

M-13 described herself as a transparent leader. She emphasized the fact that her enthusiasm and apathy are equally infectious. Therefore, when she is enthusiastic about a project, change, or decision, she is able to “rally the troops and achieve the goal. It's like Peter Senge in the book *Presence* stated, ‘When our work is informed by a larger intention, it's infused with who we are and our purpose in being alive.’”

However, whenever she is unhappy about a project, change, or decision, she has learned to take time to adjust to the directive and to highlight the positives before presenting any information to her team. M-13 commented, “I set the tone for productivity and compliance. If I am neither productive nor compliant, then I cannot expect my team to meet the goal, nor can I hold them accountable for falling short.”

M-14 related that happiness flows both up and down through an organization, from managers to their teams and back again. Therefore, happiness links to confidence in personal performance. By monitoring and maintaining the happiness of their staff, organizational leaders can drive their performance and productivity. A direct correlation exists between a manager's happiness and perceived level of performance. M-14 added,

I have found that happier managers believe they are performing to a higher standard, creating a more positive working environment. Therefore, effective leaders and managers are able to communicate a clear vision and, most importantly, translate it into something tangible and attainable. This creates the kind of positivity, which aligns psychological well-being with high performance.

M-15 stated, "Even though we try to be professional, it is easier to do that when we feel happy and emotionally fresh." M-16 commented that her state of happiness and well-being is a feeder system for her direct reports: "When I come into the office with a positive attitude each or approach our team's task with a 'together we can attitude,' I am convinced that my posture is contagious." In a similar manner, M-17 described his state of happiness and well-being as a factor "which appears to improve the performance of my direct reports."

On the negative side, M-18 explained that it was impossible to see how her happiness influenced the behavior of her direct reports because she made an effort to separate the personal state of her being from the work she has to do and the interactions with those direct report in the workplace. M-19 explained,

However, I do believe that having a positive attitude reflects in the atmosphere of the workplace and the employees. I try to maintain a positive attitude so that in turn those working with me feed off that positive energy. If I have a low point in my day, I step away from my desk, find a quiet spot alone to cry if I need to, and get it out of my system. Sometimes, I may even draft an e-mail sharing my unhappy feelings. In either case, doing it allows positivity to continue to [manifest] in my interactions with others

M-20 was surer about how his state of happiness and well-being appeared to improve the performance of his direct reports. He explained his process and procedures in providing the leadership for his team, stating,

My reports know that they can approach me any time with any issue because I will greet them with in a positive manner—no ranting and yelling, despite the issue. In addition, on not only issues but advice as well, be it career related or personal. I feel [it] helps with their overall performance. It can be motivating to your direct reports if they are already a HPW. If not, again, your positive attitude has a minimum effect unless you have good managerial skill sets to complement, then it can create a big difference in the work environment.

Analysis of Interview Question 5

Interview Question 5 revealed that middle-level managers believed their state of well-being and happiness appeared to encourage their reports to be

- more willing to work and more comfortable;
- more satisfied, at ease, and productive;

- happier, more motivated, and eager to be time-focused;
- more involved in supportive job-sponsored activities;
- more at ease and more willing to work and have higher functioning teams; and
- more productive (the highest number of responses). Table 6 includes additional themes.

Table 6

Themes: Happiness, Well-Being, and Direct Reports' Performance

Managers	Discrepant case
<p>If managers appear to have high levels of well-being and happiness, direct reports seem:</p> <p>More willing to work and more comfortable More satisfied, at ease, and productive</p> <p>More involved in supportive job-sponsored activities</p> <p>More productive (the highest number of responses)</p> <p>To have a higher level of compliance and support in the work environment</p>	<p>If a manager appears to be happy and satisfied, direct reports tend to take advantage of the situation and become lax on the job.</p>

Summary of Themes

The data collection process included two research questions, and the summary contains answers to the two research questions. In addition to descriptive answers, word Tables 2-6 present the summary. The summary provides the findings from the research questions.

Research Question 1 was as follows: What are the perceptions of middle-level managers' well-being and happiness on their direct reports' performance? A summary of responses showed that 16 of the 20 participants felt that their well-being and happiness

had positive influences on their direct reports. The other four participants thought that their well-being and happiness had either a negative influence, minimal influence, or no influence on their direct reports' performance. In addition, middle-level managers gave an equal number of positive and negative examples of how their well-being and happiness influenced their direct reports' performance.

Research Question 2 was as follows: How do middle-level managers perceive the application of HPW theory and its impacts on social change within their part of the organization? Based on results from the third interview question, most of the respondents had no knowledge of the HPW theory. However, after learning of the HPW theory during the study, all participants except two indicated that they supported the HPW theory and could relate to its principles, which indicated that their well-being and happiness influence their direct reports' performance and level of teamwork, empowering them to move toward their potential.

Though having no prior knowledge of the HPW theory, many participants indicated they supported the principles of the HPW theory after learning about it. Their responses exemplified the support, in general, that participants had of the HPW theory after I explained the magnitude of the theory. Respondents agreed that after they heard the description of the HPW theory, they thought it reflected the real world of management in that productivity not only links to the skills and abilities of employees but also links to HPW theory. One manager noted that people who feel mistreated often demonstrate bitterness toward managers and the members of their teams. After employees reach this stage, it is difficult to get their productivity level where it should be,

and one unhappy manager or direct report can create a ripple effect that can reduce productivity and create far-reaching effects throughout the organization and beyond.

Conclusions

Participants in the study felt that their well-being and happiness influenced their direct reports in specific ways. Participants provided examples to show how their well-being and happiness influenced their direct reports' productivity and teamwork. Even though almost half of the participants' reported a negative influence, the major positive influence was that when direct reports felt valued, they felt motivated to do their best and their productivity improved. A conclusion drawn from this finding was that if middle-level managers give attention to their own level of well-being and happiness, they could not only influence the atmosphere and working relationships among their reports but also make a difference in the overall success of the department under their charge. Most of the participants had no knowledge of the HPW theory but still supported its principles after becoming aware of the theory. A conclusion was that the HPW theory should be an element in training programs for middle-level managers as well as for their direct reports to influence social change within their part of the organization.

Chapter 5 includes a restatement of the purpose and nature of the study, the reason for the study, and a summary of the key findings based on an analysis performed with NVivo 9. Following an introduction of the key findings, Chapter 5 includes an interpretation of the findings. The chapter also includes the limitations of the study, recommendations, implications, and conclusions.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this study was to discover middle-level managers' perceptions of the impact of their well-being and happiness on the performance of their direct reports. Middle-level managers' levels of well-being and happiness denoted a state of satisfaction with life, as noted by Fredrickson (2004) and Achor (2013). Happiness referred to how much individuals liked the life they lived (R. Smith, 2008; Veenhoven, 2006). I used a qualitative phenomenological research tradition to conduct the study. The rationale for selecting phenomenological research was that a phenomenological study could enable intimate involvement with the phenomena studied (happiness and productivity). In a phenomenological study, emphasis is on interpretations of the lived experiences of a phenomenon. The key concept and phenomenon investigated were the perceptions of middle-level managers concerning the impact of their well-being and happiness on their direct reports' performance. Interviews conducted in the data-gathering process lasted at least 60 minutes each, and I used a content analysis approach to analyze the data.

Data Analysis for Interview Questions

The qualitative software used in this study was NVivo 9. The software determined where the dominant themes existed in the responses to the interview questions. Content analysis included analyzing answers to five open-ended interview questions from textual data to determine frequencies and code responses into categories to build up inferences and determine themes. In this section, the dominant themes follow a restatement of each interview question.

Interview Question 1. Interview Question 1 was as follows: How do your well-being and happiness influence your management style and your direct reports' performance, including their teamwork? Results showed that if managers appear to have a high level of well-being and happiness, direct reports are productive, happy, and satisfied. Direct reports are also motivated, eager, and time focused. Participants also indicated that their direct reports were likely to demonstrate behavior similar to that of their supervising manager. For example, when the manager demonstrates a high level of personal well-being and happiness, direct reports are high in compliance; reflect a positive, contagious spirit; have better performance; and maintain higher levels of productivity than unhappy reports.

Interview Question 2. Interview Question 2 was as follows: Describe an incident, if there is one, in which your well-being and happiness affected the performance of your reports. Examples used indicated that when managers showed a positive demeanor or provided positive encouragement (and reinforcement), they had the best possible results on the job among their reports. However, when managers showed feelings of resentment, their reports mirrored the feelings of resentment. When managers were approachable and had a high level of respect for employees, their direct reports expressed gratefulness to others.

Interview Question 3. Interview Question 3 was as follows: Are you familiar with the HPW theory? Only four of the 20 participants were familiar with the HPW theory, but after learning about its principles, 18 supported the theory. Sample comments in support of the HPW theory indicated that the HPW theory could be effective in the

work environment because middle-level managers have the ability to set the tone for their direct reports each day. Participants indicated that happier workers do produce better outcomes and productivity does link to happiness.

Interview Question 4. Interview Question 4 was as follows: How does the HPW theory influence your philosophy of management, if it does? The HPW theory supports the belief that it is important for managers to maintain a positive atmosphere in the work environment to secure positive outcomes. The HPW theory enables middle-level managers to focus on job satisfaction, contentment, value, and appreciation. The HPW theory enables middle-level managers to be sensitive to the needs of their direct reports and to show concern for the feeling of everyone in the work environment, focus on growth and development of reports, reduce factors that cause emotional exhaustion, and increase psychological well-being.

Interview Question 5. Interview Question 5 was as follows: How does your state of happiness and well-being appear to improve the performance of your direct reports? Based on findings from Interview Question 5, middle-level managers indicated that their state of well-being and happiness appeared to encourage their reports to be willing to work, feel comfortable, feel satisfied, feel at ease, and be productive. Middle-level managers' state of happiness empowered their direct reports to be happier, more motivated, eager, and time focused. Middle-level managers had higher functioning teams when their state of happiness and well-being was positive. Direct reports were also more involved in supportive, job-sponsored activities and were more at ease, more willing to work, and more productive.

A Summary of Key Findings

Analysis of responses to five interview questions generated the key findings from this study. The responses from 20 middle-level managers included insights into how their well-being and happiness influenced their direct reports' productivity. In addition, responses identified how middle-level managers perceived the application of HPW theory to affect how well their reports thrived and moved toward their potential within their part of the organization.

Research question 1. In RQ1, I asked what the perceptions of middle-level managers were concerning the impact of their well-being and happiness on their direct reports' performance. Results showed that of the 20 participants, 16 felt that their well-being and happiness had a positive influence on their direct reports' productivity. The other four participants thought that their well-being and happiness had either a negative influence, a minimal influence, or no influence on their direct reports' productivity. Examples of times when their well-being and happiness influenced their reports' productivity added details to the findings. In describing their state of happiness and well-being and its influence on their direct reports, participants frequently used descriptive words such as *management style, professionalism, peace and harmony with life, spiritually grounded, friendly, positive feedback, appreciation, clear focus, energy, fairness, transparency, honesty, sympathetic leader, work-life balance, role model, goal oriented, and upbeat and engaging.*

Research question 2. In RQ2, I asked how middle-level managers perceived the application of HPW theory and its impacts on social change within their part of the

organization. Indicators of positive social change include a flourishing lifestyle and an impact on the communities in which people live. Findings showed that all participants except two supported the HPW theory and believed that they could relate to its principles. Participants perceived that their state of well-being and happiness influenced their direct reports' productivity and level of teamwork, as well as their philosophy of management. In addition, findings showed that the HPW theory influenced them to help direct reports to flourish on the job, which is an indicator of social change.

Implications and Recommendations for Action

Implications. Middle-level managers' well-being and happiness had positive influences on their direct reports in specific ways. The implication was that the HPW theory applies to middle-level managers as well as to their direct reports in the work environment because this theory derives from management principles, meaning that happiness in the work environment leads to higher productivity. For example, an implication is that a happy worker is an asset to an organization. Positive emotions among managers and employees reduce negative interpersonal relationships in the work environment, increase time on task, and create a pleasant work environment.

Findings from this study indicated that if middle-level managers gave attention to the HPW theory from a personal perspective, they could increase the number of positive influences and reduce the number of negative influences they have on their direct reports' performance and productivity. Therefore, as managers strive to address joy and happiness among their reports, they need to remember that no one factor addresses all issues employees bring to work. An implication is that the happiness and well-being of middle-

level managers empower them to be sensitive to employees' levels of happiness and well-being and in doing so influence their reports to feel satisfied and productive.

Recommendation for action. A recommendation is that middle-level managers adapt work conditions to increase the psychological well-being of each individual and give psychologically well-adjusted, socially responsible, and ethically strong individuals leadership positions to improve the work environment in the organizations. Middle-level managers could provide stress management training, social support, family-friendly policies, and training to emphasize the BB theory, which has less to do with [self and more to do with others] as a couple, a community of neighbors, a work team, a school or company, a nation or society as a whole" (Grenville-Cleave, 2014, para. 1). A manager's well-being is important, but how middle-level managers connect with their reports and build long-lasting, positive, and mutually beneficial relationships among teams is the theme that seemed to exist in the chapters of this research study.

Throughout the study, including the literature review as well as the data analysis, the need was evident for a focus on positive emotions and relationship building in the world of work. To address the HPW theory at the middle management level, a recommendation for practice is to break away from self-absorbed or selfish thinking and focus on others such as direct reports, making an effort to view issues from others' points of view. Findings from this study might challenge middle-level managers who participated in this study to change how they think about management and remember the need of each individual to be productive, to flourish, and to thrive as they move toward their potential.

Interpretation of Findings

Findings in this study derived from two research questions. Five semistructured interview questions generated answers to the two research questions. An interpretation of the findings follows a restatement of each research question.

Research Question 1

In RQ1, I asked about the perceptions of middle-level managers' well-being and happiness on their direct reports' performance. Results showed that of the 20 participants, 16 felt that their well-being and happiness had a positive influence on their direct reports' productivity. The other four participants thought that their well-being and happiness had a negative influence, a minimal influence, or no influence on their direct reports' productivity. Examples of times when their well-being and happiness influenced their reports' productivity added details to the findings. In describing their state of happiness and well-being and its influence on their direct reports, participants frequently used descriptive words such as management style, professionalism, peace and harmony with life, spiritually grounded, friendly, positive feedback, appreciation, clear focus, energy, fairness, transparency, honesty, sympathetic leader, work–life balance, role model, goal oriented, and upbeat and engaging.

Inasmuch as middle-level managers felt that their well-being and happiness had a positive influence on their direct reports' productivity, my interpretation is that it is important for middle managers to be sensitive to how they interact face-to-face with their direct reports to influence them in a positive manner. For example, findings showed that when participants responded to Interview Question 2, which asked for examples of times

when their well-being and happiness influenced their reports' productivity, half of the participants gave negative examples. This finding could mean that a high level of negativity exists within the leadership style that middle-level managers demonstrate within their day-to-day interactions with their direct reports. In describing their state of happiness and well-being and its influence on their direct reports, participants frequently used descriptive words such as management style, professionalism, peace and harmony with life, spiritually grounded, friendly, positive feedback, appreciation, clear focus, energy, fairness, transparency, honesty, sympathetic leader, work-life balance, role model, goal oriented, and upbeat and engaging. Within these terminologies, middle-level managers appeared to be supportive of the HPW theory, but how the HPW theory related to their own practice was not certain.

Research Question 2

In RQ2, I asked participants how middle-level managers perceive the application of HPW theory and its impacts on social change within their part of the organization. Indicators of positive social change include a flourishing lifestyle and an impact on the communities in which they live. Findings showed that all participants except two supported the HPW theory and felt that they related to its principles. Participants perceived that their state of well-being and happiness influenced their direct reports' productivity and level of teamwork and their philosophy of management. In addition, findings showed that the HPW theory influenced them to help direct reports to flourish on the job, which is an indicator of social change.

Even though all participants except two supported the HPW theory and believed that their state of well-being and happiness influenced their direct reports' productivity and level of teamwork as well as their philosophy of management, their lack of knowledge of the HPW theory indicated a need for further understanding of the HPW theory from a managerial perspective. From a managerial perspective, the HPW theory could enable middle-level managers to help direct reports continue to flourish on the job, which is an indicator of social change. As managers strive to address well-being and happiness among their reports, they have to be mindful that no one factor addresses all issues employees bring with them to work. For example, this finding calls attention to the importance of interpersonal skills, rationality, insight, optimism, honesty, perseverance, realism, and purpose. The finding also showed that effective middle-level managers give encouragement and recognition to employees for outstanding contributions, provide opportunities for workers to learn from their mistakes, and encourage open communication. The interpretation of this finding is that middle managers' well-being and happiness empower them to influence happiness within their direct reports.

Limitations of the Study

The research included several limitations. Middle-level managers who did not have supervisory experience for 3 or more years were not a part of the study. Few people were willing to participate in the study. Assessing their own management philosophy relative to the HPW theory seemed to threaten the way some participants perceived effective management. Even though the sample size was appropriate for a phenomenological study, a larger sample size could produce different results, which

represented a limitation in the present study. In addition, a quantitative methodology could produce a better representative distribution of the population and could produce useful results to generalize or transfer. A lack of reliable data was another limitation. The absence of reliable data reduced the scope of my data analysis and was an obstacle in discovering a trend and a meaningful relationship. For example, most of the dominant themes derived from six to eight responses, which were therefore unreliable results. To enhance reliability, future researchers could employ a survey to assess more middle-level managers regarding their views of the HPW theory as it relates to the productivity of their direct reports.

Another limitation was a lack of prior research studies on the HPW theory relative to middle-level managers. Even though wide ranges of authors have addressed the HPW theory, a limited number of empirical studies emerged from the reviewed literature published between 2000 and 2014. Thus, a need existed for this study, as well as for future research, based on the absence of empirical studies on the HPW theory as it related to middle-level managers.

The interview questions used to gather data represented a final limitation. After answering the five questions, additional questions could minimize some of the participants' tendency of self-disclosing details of their management procedures, which failed to address the research question as objectively as possible. Additional questions could extend the data beyond recalling or not recalling experiences that actually happened and exaggerating or reporting biased information to paint a positive picture of self rather than providing information that described reality in the work environment.

Future researchers could avoid this type of biased responses by using more questions that require objective responses.

Recommendations for Future Study

In their responses to the interview questions, participants continuously referenced their own management style, which included force in some cases. Therefore, one recommendation is to conduct further research on the relationship between workplace well-being and middle-level managers' philosophy of management. A second recommendation for future study is to conduct a quantitative study using statistical tools to identify cause and effect relative to the happiness and well-being between middle-level managers' performance gaps and direct reports' productivity. A third recommendation is to focus on learning organizations in industries that offer opportunities for employees to learn, grow, and thrive and to determine how middle-level managers' well-being and happiness influence the achievement of strategic objectives because the ability to learn permanently and collectively is a necessary precondition for thriving among direct reports in this organizational context. A study of this nature would be worthwhile because the capacity of an organization for learning needs to be more concrete and institutionalized, so that the management of such learning can be more effective. A fourth recommendation is to conduct large-scale survey research among Fortune 500 organizations or a comparable group of large organizations to generate empirical data relative to middle-level managers' well-being and happiness on the success of their direct reports. A fifth recommendation is to investigate a different mix of racial and ethnic

groups to include a substantial number of Hispanic or Latino managers and other cultural groups frequently underrepresented in business management studies.

Implications

Positive Social Change

Relative to the individual direct reports, an implication from the findings of this study was that creating a satisfying workplace environment could increase feelings of happiness and well-being among individual reports and increase their productivity. For example, spending time acknowledging accomplishments could enable direct reports to feel valued and to realize that everyone is working toward a common goal, even though responsibilities differ and some tasks are more difficult than others are. Encouraging employees to set personal goals and to build quality relationships with other individuals on the team could increase feelings of psychological well-being and individual happiness. Even though some participants in this study highlighted incentives and other business practices focused on material acquisition or material possession, other participants indicated that in the organizational environment, feeling appreciated motivates reports to strive for higher productivity on the job. Middle-level managers should choose other options of influence to increase employee well-being and happiness to ensure a higher level of ethical business practice. An implication drawn from findings is the belief that the HPW theory relates to the work environment in organizational settings because its roots are in management ideology, suggesting happiness at work leads to higher productivity in both management and labor.

Recommendations for practice. A recommendation for practice is that middle-level managers should pay attention to how the HPW theory applies to middle-level managers as well as their direct reports. In this study, when middle-level managers gave examples of times when their well-being and happiness influenced their direct reports, more than half of the examples were of a negative influence. An implication is that it is important for managers to give attention to their own level of well-being and happiness in the work environment. Then they might be able to influence the way they work and the messages they send through tone, facial expressions, and other negativity on a daily basis, without realizing the influence it has on their direct reports. Interacting with their direct reports in a positive manner could empower their direct reports to feel joy as they move toward reaching their ultimate potential and feel that they are thriving in the work environment.

When participants responded to the interview question that asked for examples of times when their well-being and happiness influenced their direct reports, half of the responses contained a negative influence. Therefore, a recommendation for practice was to explore ways to decrease negative influences by reducing or eliminating behavioral demeanor, which when direct reports mirror, negatively affect their performance. To decrease negative influences and increase positive influences, middle-level managers could increase the number of sources of positive messages sent to direct reports each day by leading with positive messages and creating meaningful and productive interactions. For example, frequently used terms in the responses from participants analyzed using NVivo 9 included appreciation, respect, and approachable. These terms highlighted

elements middle-level managers use to influence their direct reports' performance in a positive manner.

Conclusions

Happiness among middle-level managers in the workplace counts and leads to positive social change and empowers direct reports to move toward their potential and feel that they are thriving at work. Happiness influence job performance and productivity in specific ways. For example, teamwork, cooperation, and other indicators of job-satisfaction are present in a happy work environment. Therefore, it is important to maintain a sense of and personal happiness because middle-level managers', happiness, and other aspects of emotional intelligence and stability influence employees' behavior, and thus could have an influence on productivity.

Finally, happiness at its simplest level is about feeling good, and living safely and healthily. In essence, this means not allowing work to undermine basic purposes and principles in life. In this respect, well-being and happiness are important aspects of work and careers. Middle-level managers of organizations are in a position to empower their reports to succeed in the work environment, to flourish in life, and to influence social change by improving teamwork, cooperation, work ethics, and performance in the area of the organization in which they serve as well as in the communities in which they live. Based on the findings from this study, a conclusion was that managers have within their power the ability to influence their reports to feel happy for the moment in the work environment and to establish a level of sustained happiness and well-being that translates to improved economic levels and better lives. The key for middle-level managers is to

move the focus from total individual happiness and well-being toward societal well-being and social change.

Middle-level managers are in a position to educate others as they strive for self-improvement and advancement on the job by creating opportunities on the job to focus on happiness in the workplace. In carrying out their roles and responsibilities, middle-level managers are in a position to demonstrate how sustainable happiness is more likely to occur in relationships than in retail operations, cultivating happiness that endures through times of difficulty. The level of happiness in an organization increases when managers pay attention to their own well-being and happiness

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Appendix A: Interview Questions

Directions: the following open-ended semi structured interview questions will generate insights about how your own well-being and happiness influences the performance of your reports. The interview will be audio recorded, and I will take notes after you respond to each question. If at any time during the interview process you would like to discontinue the interview, you may do so without penalty to you. If you would like a question repeated, I will be happy to do so. Please read each question, and when you are ready, I will begin the interview.

RQ1. What is the impact of middle-level managers' well-being and happiness on their direct reports' performance?

Interview question 1. How do your well-being and happiness influence your management style, and your direct reports' performance, including their teamwork?

Interview question 2. Describe an incident, if there is one, in which your well-being and happiness affected the performance of your direct reports.

RQ 2. How do middle-level managers perceive application of HPW theory impacts social change within their part of the organization?

Interview question 3. Are you familiar with the HPW theory? (I will provide the following summary of the HPW theory, if necessary). In studies of happiness in the work environment, researchers have defined HPW theory as job satisfaction, as the presence of positive influence (happy feelings), as the absence of negative influence (sad or disgruntled feelings), as the lack of emotional exhaustion, and as psychological feeling of well-being).

Interview question 4. How does the happy-productive worker theory influence your philosophy of management, if it does?

Interview question 5. How does your state of happiness and well-being appear to improve the performance of your direct reports?

Thank you for your willingness to participate in this study.

Appendix B: Invitation to Participate in the Study

January 6, 2014

Dear _____:

I am a doctoral student at Walden University, and I am conducting a study of the Happy Productive Worker theory as it relates to middle-level managers in organizations. I am inviting you to participate because your insights will be very helpful to me. The title of the study is, *A qualitative study of perceptions of middle managers' well-being and happiness on their direct reports performance.*

If you are willing to participate in this study, please let me know immediately, and I will provide you with further details about the study and your role and responsibility as a participant. If you have questions, please contact me.

Sincerely,

Respent Green III

Appendix C: Consent Form

I am inviting you to take part in a research study of middle-level managers' perceptions of their well-being and happiness on the performance of their direct reports. The title of the study is *A qualitative study of perceptions of middle managers' well-being and happiness on their direct reports performance*. The researcher is inviting middle-level managers with three or more years of experience in business organizations to be in the study. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

I am Respent Green III, a doctoral student at Walden University, and I will conduct the study. Your insights, as a middle manager of an organization, will be very helpful to me.

Background Information:

The purpose of this study is to discover middle-level managers' ideas about how their general attitude, approach, manner, demeanor, and so forth influence the performance of the employees they supervise. Middle-level managers' well-being will be defined as a state of satisfaction with life as it stands, suggesting a feeling of self-worth and a feeling that all major needs are being met; and happiness will be defined as how much one likes the life one lives.

Procedures:

If you agree to be in this study, you will respond to five open-ended semistructured interview questions along with probes about perceptions of personal happiness and job satisfaction. Each interview will last from 45 minutes to an hour.

Here are some sample questions:

1. How do your well-being and happiness influence your management style, and your direct reports' performance, including their teamwork?
2. Describe an incident, if there is one, in which your well-being and happiness affected the performance of your reports.
3. How does the happy-productive worker theory influence your philosophy of management, if it does?

Voluntary Nature of the Study:

This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at your work site will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind during or after the study. You may stop at any time.

Risks and Benefits of Being in the Study:

Being in this type of study involves some risk of the minor discomforts such as those occurring in daily life, such as fatigue, stress, or becoming upset. Being in this study would not pose a risk to your safety, job security, or personal well-being.

The potential benefits of this study are to the larger community and not to the individual participant. Managers who make an effort to develop their own happiness and well-being and encourage the same in others, do so for the benefit of achieving change in the organization and optimal functioning in the work environment over time.

Payment:

To show my appreciation for having you as a participant, you will receive a \$10.00 gift card for a lunch treat at a location near your worksite. You will receive the gift card when you return the signed consent form showing that you will participate in the study. Even though I would like you to remain as a participant in the study, if for any reason you decide not to continue in the study after you return the consent form and receive the gift card, you may keep the gift card without penalty of any kind.

Privacy:

Any information you provide will be audio recorded and kept confidential in a password-protected document. I will give you a typed copy of the information you provided in the interview to review for accuracy and to make any changes you want to make. The researcher will not use your personal information for any purposes outside of this research project. In addition, the researcher will not include your name or anything else that could identify you in the study reports. I will keep the data secure in a password-protected electronic file and locked in a file cabinet in my home for a period of at least 5 years, as required by the university.

Contacts and Questions:

You may ask any questions you have now, or if you have questions later, you may contact the researcher via telephone at (706) 536-1490 Cell, or e-mail at respent.green@waldenu.edu. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 1-800-925-3368, extension 3121210. Walden University's approval number for this study is 04-03-14-0109980. The researcher will give you a copy of this form to keep.

Statement of Consent:

I have read the above information, and I feel I understand the study well enough to make a decision about my involvement. By replying to this email with the words "I Consent," I am agreeing to participate. I understand that I am agreeing to the terms described above.

Curriculum Vitae

RESPENT GREEN III

***Strategic Business Planning – Project Management, Business Analysis
Records Management, System, Application, Products (SAP),
Leadership and Development – Organization Development, VTrckS***

Business Management Analyst: Manager-strategic planner with experience in business planning development, and training; strong managerial skills, organizational leadership experience and staff development, with added emphases on client satisfaction, and employee training. I took the responsibility of identifying new processes, finding gaps in existing processes, arranging training modules for new process development and implementation.

- **Business Analyst** – As a B.A. I am involved in various system operations of VTrckS, and helped the organization to achieve cost-effective production with increased quality, efficiency and satisfied customer service, documenting the business process by identifying the requirements and in finding the system requirements. In addition, I am implementing a program to incorporate uPerform in our daily operations to enhance our effectiveness. I have provide business process related training to users and was responsible for implementing the same 2012-2014.
- **VTrckS Training Lead** – Manages five VTrckS training personnel 2012-2014.
- **Training and Development** – Trained State Grantees how to place vaccine orders electronically using VTrckS management system 2012-2014.
- **SAP** – (System, Application, Products) Configuration of Data, Master Data, and Transactional Data 2013-2014.
- **Excellent communication and analytical skills** – Conducted monthly VTrcks training to Pilot Grantees during Go-Live 2012-2013.
- **Customer Service/Customer Relations** – Focused on new goals of quality services, not quantity of services provided. Established solid customer relations in 2004-2014.

PROFESSIONAL EXPERIENCE

Management and Program Analyst

Business Analyst: Located in the National Center for Immunization and Respiratory Diseases (NCIRD) Responsible for management and program analysis of assignments that; require utilization of qualitative and quantitative methods for detail analysis and evaluation of internal, organizational program and administrative operations in order to determine their efficiency and effectiveness. Analyzes and evaluates the management practices and methods, and administrative operations of the Vaccine Training System (VTrckS)/business training team. Day-to-day responsibilities include; Identifying and analyzes issues, problems, and challenges facing state grantees. Interprets findings resulting from studies and drafts possible courses of action for resolving them; draws tentative conclusions based on relevant facts; and proposes solutions to management. Proposals include work method or procedural changes, systems variations, and acceptance of new technology developments. Responds to formal contacts and provides guidance and direction concerning management of contract information. Analyzes and prepares administrative status reports for review at all levels. Reviews internal processes and procedures, making recommendations for improvements to promote efficiency and cost savings. Evaluates, processes, and makes proposals or recommendations for organizational changes. Performs cost analyses such as development of life cycle or other cost analyses of projects, or performance of cost benefit or economic evaluations of programs.

Major Duties and Responsibilities: Business Analyst Currently Serving as VTrckS Training Team Lead:

- Supervise six training personnel.
- Provide technical VTrckS training for CDC Staff.
- Have trained over 315 grantees on various VTrckS functions.
- Provide direct support to State Health Providers.
- Develop training VTrckS SOPs and guidelines for grantees.
- Develop VTrckS mock trainings for 4 CDC Business Analysts.
- Validate sample grantee and provider data in VTrckS.
- Participate in scheduled VTrckS status calls with CDC Command Center.
- Conduct VTrckS Modules and Manuals training to Grantees/Providers.
- Maintain VTrckS training library for support.

Analyze and evaluate the efficiency and effectiveness of a health care, health regulatory, or human services related program, or a segment of a program, within a HHS organization. Identify routine problems and challenges facing the program; proposes possible courses of action for resolving them; draw tentative conclusions based on relevant facts; and proposes solutions to management. Perform data cleanup of required data within VTrckS. Implement data conversion plan to CDC management team and validate converted data.

Apply qualitative and quantitative methods for assessing the efficiency and effectiveness of a health care program, or a segment of a program; program policies, practices and procedures; and program-level administrative operations, processes and mechanisms. Use qualitative and quantitative methods to assess progress toward program goals and objectives. Prepare reports and briefs for program management; develop provider transition plans, complete pre go-live checklists, and access to VTrckS by end users.

Provides Communication and Technical Advice on Training Procedures. Advises management and program officials on routine aspects of VTrckS training needs. Identify and ensure VTrckS Super User(s) trained on VTrckS and understands their role and responsibilities as a super user within the program. Communicate strategies and plans to grantee staff, providers, and project officers. Communicate to providers how they should document and submit issues during initial go-live period. Train and communicate to providers how/when provider should use the Vaccine Management Contact Center and provide contact details for ongoing VTrckS support. Communicate applicable business rules within VTrckS to providers – both CDC required and Grantee required.

Develops and Recommends Operational Policies and Procedures. Develop methods of how to notify providers when they can begin using VTrckS. Develop training announcement to providers that VTrckS is alive and vaccine order requests received. Developed and delivered initial communication regarding vaccine order blackout dates to prepare for go-live:

- Direct-ship
- Direct state funded bulk order replenishment
- Provide vaccine orders to the distributor
- Develop provider checklist (Module 8 provider readiness)
- Participate in Grantee on-site supplemental training

Complete data validation activities as instructed by CDC data team. Develop schedule for training providers that will use VTrckS for vaccine ordering. Communicate training schedule to providers.

Grantee Training Development and Operational Procedures

Conducted eight modules and manuals training for Grantees/Providers, which included a module with topics related to testing VTrckS.

- Provided overview and background
- Discuss initial schedule and timeline
- Introduce grantee change readiness
- Created communication plan

- Developed and published local communications using the Grantee Communication Toolkit.

Program Specialist

Located in the National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention (NCHHSTP). Administrative Services Unit (ASU), Atlanta, GA. Serves as a special projects advisor to the director. The advisor perform complex crosscutting reviews and analyses of business management and operational programmatic-administrative, technical-financial and security-related missions, functions, strategic plans, goals and objectives through the conduct of unique study projects and employee training.

Major duties and responsibilities. Serve in numerous roles, including Personnel Training Administrative, Facilities, Space, Training Coordinator, Special Projects, Program Management and Advisor to the Director. Conduct substantive independent reviews and analyses, carrying their focus to increased levels of detail, unique to NCHHSTP/ASU (i.e. business management and operational administrative, and security related programs' missions, functions, policies, strategic plans, goals, and objectives projects that involve highly technical, controversial and novel crosscutting, multi-faceted, multi-functional considerations). Serve as project coordinator on a variety of projects, special events, initiatives and organizational or business process changes. As such, tasking may include responsibility and authority over project staff, planning, execution, problem solving, delivery of outcomes, and integration and other efforts.

ASU - Responsibilities include procurement/acquisition, property, and facilities business analysis services and personnel administration. Provide personnel management administrative support to a serviced organization. Coordinate actions with the human resources office. Provide administrative guidance to managers on personnel matters related to staffing, classification, leave, employee relations, performance management and training. Manage implementation of performance appraisal system, including assisting supervisor's in developing new elements and standards, while at the same time, tracking initial development of performance plans for new employees, biannual periodic reviews, and final appraisals ratings and assuring that annual appraisal ratings occur in a timely manner. In partnership with managers, review vacancy announcements, prepare specialized experience statements, paid advertisements, and track final selections. If required, with input from the manager, prepare superior qualifications packages, relocation packages, retention bonuses, and so forth.

- Facilities operations – Oversee the physical and routine maintenance of corporate square facilities and interior design. Maintain the upkeep of BFO requirements and workflow analysis.
- Ensured that organizational charts and mission and functional policies are up to date and maintained.

- Monitored individualized learning accounts to track utilization and budget implications.
- Responsible for employee training on core functions of the ASU.
- Conducted evaluations, examinations, or other fact-finding studies to ascertain information.
- Maintained coordination and control through effective communication and evaluation.
- Conducted evaluations, examinations, or other fact-finding studies to ascertain information.

Program Specialist,

Located in the Centers for Disease Control and Prevention, Coordinating Centers for Infectious Diseases, Strategic Business Unit, Atlanta, GA. Serves as a Special Projects Advisor to the Director. The advisor performs complex crosscutting reviews and analyses of business management and operational programmatic-administrative, technical-financial and security-related missions, functions, strategic plans, goals and objectives through the conduct of unique study projects.

Major duties and responsibilities. Served in numerous roles, including Personnel Training Administrative, Facilities, Space, Training Coordinator Special Projects, Program Management and Advisor to the Director.

SBU - Responsibilities included procurement/acquisition, property, and facilities business services and personnel administration. Provided personnel management administrative support to a variety of customers within CCID organizations; acted as a liaison with the human resources office and coordinated personnel actions. Provided administrative guidance to CCID managers on personnel matters related to staffing, classification, leave administration, employee relations, performance management, and training. Managed the implementation of CDC performance appraisal system, which including assisting supervisor's in developing new elements and standards. Tracked initial development of performance plans for new employees, biannual periodic reviews, and final appraisals ratings and assuring that annual appraisal ratings occur in a timely manner. In partnership with managers, reviewed vacancy announcements, prepared specialized experience statements, prepared paid advertisements, and tracked final selections.

United States Army Reserves – Fort Gillem Georgia, OCT Officer – Active. First Army (mobilizes, trains, validates), and deploys Reserve Component (RC) units IAW

Combatant Commander, Department of the Army, and FORSCOM directives. As directed, provides training to Joint, Combined, and Active Army Forces on the following:

- Developing, implementing, and maintaining agency programs to safeguard personnel security or physical security.
- Conducts routine assessments for eligibility for access to classified or sensitive information.
- Conducts routine technical inspections of facilities to ensure compliance with security programs and objectives.
- Train combat forces personal on security issues and procedures.
- Evaluate, risk assessments, compliance with laws, regulations, procedures, etc.
- Conducts evaluations, examinations, and other fact-finding studies to obtain vital information.

Fort Valley State University – Adjunct Professor for Business Administration and Economics. 2007- 2008.

The Professional Development/Leadership course was for students to acquire skills that are important to being a professional regardless of the profession they choose. Concepts and theories of human development in an organizational setting applied. A primary focus of this course is to help students become better acquainted with themselves in order to enhance their confidence and self-worth. This course is about exposure- exposure to “life” and the realities of the world of work. Successful business relationships rely more than ever on dynamic leadership and personal contact; therefore, excellent attitude and service are necessary in all of our business and personal relationships. Interpersonal, communication, decision-making, leadership skills, and technical skills applied.

Georgia Academy for the Blind – Assistant Director of Business Operations and Facilities 2006 - 2008

Georgia Academy for the Blind – The mission of the Office of Business Operations is to facilitate and support student and academic life through effective management of the physical infrastructure of the campus and the timely delivery of goods and services. Employing the highest of ethics, the division seeks to manage efficiently available funding and resources in order to meet the growing needs of the Department of Education and the Academy. Manage a variety of fiscal and administrative support functions for a moderate-size institution. Responsible for the day-to-day operations for the following departments: Accounting, Transportation, building maintenance, Housekeeping,

Warehouse, Food services, Postal operations and Grounds maintenance. Business functions include complex accounting and budget development/monitoring.

- Facilities operations – Oversees the physical and routine maintenance of the campus, including residence halls, academic buildings, landscaping, roadways, campus signs, housekeeping, and interior design. Maintaining the upkeep of campus requires a great deal of positive attitudes and effective communications. Conducted technical inspections of facilities to ensure compliance with security programs from the state department.
- Managed over a million-dollar renovation project, while serving as project manager.
- Managed a 7.5 million dollar budget and developed short/long range capital outlay goals for the Academy.
- Managed and maintained all vendor and personal contracts, using a contract database system, which totaled over 300,000 thousand dollars.
- Directly managed requisitions and purchase orders placed on Peoplesoft software.
- Managed all aspects of budget/finance for the department, while working with contractors and vendors.
- Directly responsible for all aspects of procurement, property accountability and distribution of warehouse supplies.
- Responsible for all equipment and property accountability.
- Reviewed new construction plans concerning sewers, irrigation, drainage and new building layout.
- Managed the day-to-day maintenance, transportation, and supply operations.
- Managed all bids on state construction projects for the Academy.
- Responsible for staff development of managers and supervisors through various on campus self-study programs.
- Conducting evaluations, examinations, or other fact-finding studies to obtain or verify information.

Muscogee County School District – Operations and Safety Manager, Columbus, GA, 2006

Was responsible for Safety management, facility housekeeping and maintenance and vendor/contractor management. Developed safety policies and procedures for the school district, while monitoring cleaning chemicals and material safety data sheets (MSDS). Managed the property book and conducted inventory of property assigned to (MCSD). Monitored and contracted (pest control, waste management, carpet cleaning, gym maintenance, and transportation, etc...)

- Supervised two building inspectors and one finance clerk.
- Was responsible for leading, supporting, and augmenting the best in class safety.
- Maintained a safe, healthy, and accident-free environment through planning and implementing safety policies and procedures.
- Developed and conducted training programs for managers and employees.
- Oversaw the prevention and identification of hazardous workplace conditions.
- Demonstrated project management skills.
- Determined eligibility for access to classified information.

Columbus State University-Assistant Director of Plant Operations 2003-2006 (position abolished)

Turned around campus services, initially by providing training programs, improving recruiting of new employees and implementing established policies and procedures. Adapted, and trained employees on software that allowed quality productivity, while providing faster service to customers. Developed and launched an inventory supply management. Instrumental in establishing formal HR policies, job descriptions, pay scale, and annual written performance reviews.

- Provided direction for six departments (100 employees) with separate accounts, including Grounds & equipment, Environmental, Custodial Services, Vehicle Maintenance, Transportation and Postal Services.
- Developed and conducted training programs for managers and employees.
- Managed a University facility on 230 acres.

- Oversaw the prevention and identification of hazardous workplace conditions.
- Responsible for staff development of managers and supervisors through various on campus self-study programs.
- Coordinated all campus construction projects within campus services totaling over 2.5 million dollars.
- Managed all aspects of budget/finance for the department, while working close with outside agency on various projects.
- Reviewed new construction plans concerning sewers, irrigation, drainage and new building layout.
- Facilitated all environmental and OSHA concerns and policy changes. Maintain records on inspections and Right to Know.
- Developed all short/long range goals for each department. Developed customer services surveys in order to understand the needs of our customers, and deliver quality service.

Muscogee County School District - Transportation Manager, Columbus, GA, 2001-2003

Promoted to Assist the Director of Transportation and oversee; personnel, budget, policies, training, recruitment and public/employee relations. Supervised over 100 employees and 2 finance clerks.

Muscogee County School District - Logistics Coordinator, Columbus, GA, 1998 - 2001

Assisted in managing all non-construction activities of a 170 million dollar, six-year school construction/capital improvement project.

- Delivered timely openings of facilities and within budget.
- Inspected all buildings containing asbestos.
- Facilitated all environmental and OSHA concerns and policy changes. Maintain records on inspections and Right to Know.

- Oversaw the prevention and identification of hazardous workplace conditions.

United States Army Infantry Center – Plans Officer, Fort Benning, GA 1997 - 1998

Responsibility: Managed a highly stressful and self-sustaining 24-hour Emergency operations center (EOC). Developed detail policies and procedures to encounter various emergencies. Developed emergency plans and procedures for the use of Army resources during no-plan situations. Ensured support annexes for plans and operations orders developed to compliment emergency contingency plans of higher headquarters. Coordinated all directorate and special staff input to the development of garrison plans and in areas concerning combating terrorism and force protection issues. Wrote and conducted annual terrorist exercises. Provided military assistance to coordinate with civil authorities for domestic emergencies. Program was in operations other than war (OOTW). Researched, prepared and presented briefings on force modernization plans to garrison command groups and others on a need-to-know basis. Facilitates for the garrison executive agency responsibilities in the areas of combating terrorism/force protection and domestic emergencies. Coordinates with other activities in regards to weapons of mass destruction/nuclear, biological, chemical type incidents and homeland defense.

- Managed critical resources to include personnel during activation.
- Evaluated, monitored, or ensured compliance with laws, regulations, and procedures.
- Established standard protocol for outside agencies; FBI, CID, GBI, FEMA and Red cross.
- Responsible for all activities focused on reduction of the immediate hazard, saving lives and property, establishing situational control, and restoration of normal operations.
- Transportation of hazardous material – Course U.S Navy 1998.
- Conducting evaluations, examinations, or other fact-finding studies to obtain or verify information.
- Developed and issued assignments, plans, procedures, and protocols; established specific, measurable data to attain them, in support of defined strategic objectives.\
- Determined eligibility for access to classified or sensitive information.

United States Army Air Defense Artillery – Battery Commander/ Staff Officer S4, Fort Bliss, TX 1995-1996

Commanded a newly formed Headquarters Battery. Responsible for operations, plans organization, and training of a battery that was deployable in the event of a national threat and capable of supporting test and evaluation requirements of the THAAD Missile System. Also responsible for preparing and publishing the battery's tactical SOP; recommending priorities for allocating critical resources for the battery, which included personnel, supplies and equipment. At the same time, I developed training programs, which included safety, physical fitness training, soldier care, upgraded soldiers living quarters and professional development. Nuclear, Biological and Chemical (NBC) operations were properly evaluated prior to deployment. In addition, as S4 Staff Officer – I was responsible to the battalion commander on all matters of funds, government credit cards, procurement and supply. Managed a 2.5 Million dollar quarterly budget for the command. Supervised 15 logistical personnel, and managed the battalion logistics, distribution and training ranges (small arms) operations.

- Earned Post/Brigade Command Supply Discipline Inspection Award for best supply program.
- IPBO Officer for Supply, Reports of Survey, Repair parts and Arms Room (small arms weapons).
- Managed Transportation, procurement, requisition, distribution of supplies and equipment.
- Developed SOP's for Maintenance operations.
- Served as senior officer for all Nuclear, Biological and Chemical training.
- Managed and evaluated all MOPP level training
- Managed the training and evaluation for CS Gas training.
- Developed NBC documents and training for three batteries (companies).
- Managed all chemical personnel within the battalion.

Battalion Staff Officer / Controller/ Logistics (NBC), Fort Bliss, TX 1993-1996

Squadron Chemical Officer/ Property Book Manager of a FORSCOM Regiment Cavalry Squadron consisting of 3 Cavalry Troops, 1 Heavy Tank Company, 1 Howitzer Battery, Headquarters and Headquarters Troop (HHT), and an attached Engineer Company.

Responsible for all levels of NBC training, property management, Unit Status Readiness, which was classified and top secret information that was briefed monthly to the Post Commander and Senior level leadership, transportation, inventory management, quality assurance, facilities and property disposal; building maintenance, manpower, Integrated logistics support (ILS).

EDUCATION

PhD – Management/Organizational Change – Walden University, Minneapolis, Minnesota –2014

Project Management (Certification) – Completion Date: September 2009

MPA - Masters in Public Administration, Columbus State University, Columbus Georgia, 2006

BA - Psychology, Albany State University, Albany Georgia, 1992

R.O.T.C - Commission

Diploma – Chemical Officer Basic Course (Logistics, NBC Environmental Damage assessment, and NBC training)

Diploma – Chemical Officer Advanced Course (Radiological, Environmental Safety Cleanup, Logistics, Facility, resource security assessment and incident management)

Diploma – Managing and Transporting Hazardous Materials (A-822-0012)

Certificate 2884 – Inspecting Buildings for Asbestos – Georgia Institute of Technology, Atlanta, GA