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Implementation of Motivational Strategies in the Manufacturing Industry

Lucretia Antoinette Starnes
Walden University

Walden University

College of Management and Technology

This is to certify that the doctoral study by

Lucretia Antionette Starnes

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Review Committee
Dr. David Blum, Committee Chairperson, Doctor of Business Administration Faculty

Dr. John Bryan, Committee Member, Doctor of Business Administration Faculty

Dr. Rocky Dwyer, University Reviewer, Doctor of Business Administration Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
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Abstract

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Doctoral Study Submitted in Partial Fulfillment

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Abstract

Some leaders in the manufacturing industry face challenges in engaging employees to increase productivity. Manufacturing leaders who effectively engage employees can build meaningful communication and achieve organizational goals that can motivate employees to increase productivity. Grounded in Herzberg's two-factor theory, the purpose of this qualitative single case study was to explore motivational strategies manufacturing industry leaders use to engage employees to increase productivity. Participants included five managers at one manufacturing company located in northern Kentucky. Data were collected from semistructured interviews and company documents. Data were analyzed using Yin's five-phase cycle. Three themes emerged: building a culture of meaningful communication, holistic employee engagement to increase productivity, and motivating employees by setting clearly defined and attainable goals. A key recommendation for manufacturing industry leaders is to develop employee growth plans to stimulate meaningful communications and promote participation in leadership training that could lead to promotions and improved relationships to create a positive work environment and increase productivity. The implications for positive social change include the potential to promote employee work-life balance and healthy lifestyles, providing opportunities for employees to volunteer in the local community, and generating tax revenues to stimulate the local economy for community betterment.

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Dedication

Time has a way of showing us what really matters and that is family whether by blood or by choice. To all my family members and close friends who have influenced me, encouraged me, loved me, and believed in me beyond words, thank you. Everything that I do is an undertaking of love to honor my family and late parents Thurman and Lucille. My mother always encouraged me to apply myself and recognize that everything that I need to succeed was already within me. This is dedicated to my intelligent, beautiful daughters Anticia Alston (Henry), Michelle Bolden (Brandon), and Jasmine Huston (Davis), and to my grandchildren, Amareeyah, Sarai, Zion, Raya Antionette, and Lennox as a testament that with perseverance and determination anything is possible. This is also for my love, my most staunch supporter, Victor Rivers. Thank you for your selfless sacrifices and encouragement, I greatly appreciate you.

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Section 1: Foundation of the Study

Manufacturing jobs in the United States decreased by 1.4 million in April 2020 (U.S. Bureau of Labor Statistics, 2020). The loss of trained employees and the increase in responsibilities for employees who remain can have a negative impact on organizations. Leaders are instrumental in fostering practices to keep employees motivated and ensure a positive work environment (Walker, 2015).

Background of the Problem

Employee motivation is a topic of interest and concern for organization leaders across industries. Olafsen et al. (2015) proposed that some employees may be motivated by intrinsic factors (e.g., personal growth, and well-being), whereas others are motivated by extrinsic factors e.g., accomplishing a business goal and personal recognition). Employees are hired to perform specific jobs whereas leaders are tasked to find ways to keep employees motivated to perform at their optimal ability. Gateau and Simon (2016) indicated that finding employees who are diverse, capable, and high performing is a challenge.

Taylor (2015) determined that employee motivation fluctuates for many reasons, including lack of social and emotional support. Business leaders are impacted when employees are not committed to optimal performance and leaders are compelled to find strategies to keep employees motivated to work. An employee’s motivation can shift when personal interests and organization expectations change (Guclu & Guney, 2017). Employees’ lack of motivation can affect their personal performance and the overall productivity of the organization (Mafini & Dlodlo, 2014). Manufacturing industry leaders need motivational strategies to engage employees.

Problem Statement

In the United States, more than 50% of employees are disengaged at work, decreasing productivity (Menguc et al., 2017). Between 2014 and 2017, disengaged employees contributed to $450 billion in financial losses in the U.S. manufacturing industry (Rastogi et al., 2018). The general business problem was that some leaders lack strategies to engage employees to increase productivity. The specific business problem addressed in this study was that some manufacturing industry leaders lack motivational strategies to engage employees.

Purpose Statement

The purpose of this qualitative single case study was to explore motivational strategies some manufacturing industry leaders use to engage employees. The target population consisted of five leaders at one manufacturing company in northern Kentucky who have successfully implemented motivational strategies to engage employees. The implications for positive social change included the potential for community residents to (a) improve their well-being through career readiness, (b) participate in the school-to-work program that provides training to students while in high school and employment upon graduation, and (c) improve the local economies by remaining in the community and contributing through spending and volunteering. Manufacturing industry leaders could use the results of the study to develop a work environment that leads to employee engagement, assisting the local community in bringing about positive social change by helping employees maintain a balance between work and personal lives (Luke & Chu, 2013).

Nature of the Study

Researchers use three methodologies to conduct studies: qualitative, quantitative, and mixed (Srivastava & Chandra, 2018). I selected the qualitative method for the study. Researchers use qualitative methodology to explain a social phenomenon from a nonpositivist perspective to explore merging topics and themes (Yin, 2018). Quantitative researchers measure variables and test hypotheses about variable relationships or groups' differences (Tvinnereim et al., 2017). Mixed method researchers use aspects of qualitative and quantitative methodologies (Srivastava & Chandra, 2018). I did not seek to test hypotheses about variable relationships or group differences in the study, so quantitative and mixed method research methodologies were not appropriate for the study.

I considered three research designs for the study, which were case study, ethnographic, and phenomenological. Researchers use the case study design to explore a current phenomenon in-depth within a real-life context bounded by time (Heale & Twycross, 2018). I selected a case study design to explore the target population in a natural setting bounded by time and place regarding a real-life phenomenon. Ethnographic researchers explore a cultural phenomenon through shared patterns of beliefs or behaviors over an extended period (Krase, 2018). I deemed ethnography inappropriate, as I did not seek to explore a cultural phenomenon. In the phenomenological design, researchers seek to understand a phenomenon based upon the meanings of lived experiences of participants (Adams & Van Manen, 2017). Because I did not seek to understand participants' lived experiences, phenomenology was not appropriate for this study.

Research Question

The research question used in this study was: What motivational strategies do manufacturing industry leaders use to engage employees?

Interview Questions

1. What motivational strategies have you used to engage employees?
2. How did your employees respond to those motivational strategies?
3. What were the key barriers to implementing your motivational strategies for engaging employees?
4. How did your organization address the key barriers to implementing your motivational strategies for engaging employees?
5. How have you measured the effectiveness of your motivational strategies to engage employees?
6. How were motivational strategies to engage employees communicated throughout the organizational ranks and among stakeholders?
7. What, if any, modifications did you apply to any motivational strategy to improve its effectiveness in stimulating innovation?

8. Based upon your experiences, how did these motivational strategies contribute to engaging employees?
9. What additional information can you provide that manufacturing leaders may use to implement motivational strategies to engage employees?

Conceptual Framework

The conceptual framework used for the study was Herzberg et al.'s (1959) two-factor theory. In the two-factor theory, Herzberg et al. distinguished between motivators and hygiene factors. Herzberg et al. described hygiene factors as issues regarding working conditions, quality of supervision, good interpersonal relationships, or work environment that may affect employee dissatisfaction. Muslim et al. (2016) indicated that key constructs underlying Herzberg's theory are (a) intellectual stimulation, (b) individual motivation, (c) idealized influences, and (d) personal and professional goals.

According to Herzberg et al. (1959), intellectual stimulation occurs when employees expand their knowledge with additional training related to their position. Employees seeking advancement are motivated by incentives (Herzberg et al., 1959), which can be lower- or higher-level incentives (Muslim et al., 2016). Herzberg et al. suggested that motivational factors based on employee desire for personal and professional goals may have been created by the idea of advancement. Tan (2016) used the two-factor theory to determine that motivation is needed to engage employees to increase productivity. Damij et al. (2015) specified that the key motivation factors were directly attributed to the employee's ability to be challenged and achieve self-actualization, which was attributed to increased productivity. The two-factor theory provided a lens to explain motivational strategies manufacturing industry leaders use to engage employees.

Operational Definitions

Disengaged employees: Employees who are not satisfied with their job and or organization, report to work, and give the bare minimum effort (Ford et al., 2015).

Employee engagement: Employees who have an enthusiastic attitude towards their job and organization and perform duties at an optimal level (Schneider et al., 2017).

Self-efficacy: An individual's reasoning regarding personal capabilities to organize and execute processes to reach goals (Bandura, 1977).

Assumptions, Limitations, and Delimitations

Assumptions

Assumptions in a study are factors the researcher perceives to be true but which have not been verified as factual (Waller et al., 2017). The assumptions for this study were (a) individuals would be willing to participate in the face-to-face interview process during their time away from work, (b) participants understood the importance of engaging employees, (c) participants would respond to interview questions honestly, and (d) participants would be able to answer the questions based upon their relevant knowledge and experience.

Limitations

Limitations are potential weaknesses of the study that are not within the researcher's control (Durcikova et al., 2018). The limitations for this study were that (a) access to participants was limited based upon the criteria for the targeted population remaining with the company (i.e., retirement, resignations, or promotions), (b) the findings may only offer the perspective of leaders and no other employees, and (c) participants may have provided biased responses.

Delimitations

Yin (2018) defined delimitations as boundaries researchers create to focus on the scope of the study. The delimitations within this study included access to the organization, geographical location, and purposeful selection of participants. Because I selected only one company and one geographic location for this study, the results might not be transferable to other locations or similar industrial companies. The study did not include manufacturing companies in northern Kentucky. Another potential delimitation was the study only included participants who met the eligibility criteria. The scope of this study focused primarily on a specific type of manufacturer in northern Kentucky.

Significance of the Study

Contribution to Business Practice

Chumbley (2016) indicated that leaders in the manufacturing industry know that employees feeling supported, valued, and respected are highly engaged and more productive. The findings of the study might contribute to business practices by increasing leaders' awareness of motivational strategies to engage employees to reach optimal levels of productivity. Jarkas (2016) and Olusadum and Anulika (2018) indicated that the overall success of an organization depends on motivated employees proficiently performing their jobs, leading to an increase in productivity, profitability, and business growth. The findings of the study could be of value to manufacturing industry leaders seeking to understand how to develop and use motivational strategies to engage employees.

Implications for Social Change

The implications for positive social change included the potential for community residents to (a) enhance their well-being through career readiness, (b) participate in school-to-work programs that provide training to students while in high school and employment upon graduation, and (c) improve the local economy by remaining in the community and contributing through increased tax revenues and volunteerism. Manufacturing industry leaders could use the results of this study to develop a work environment that leads to employee engagement and assist local communities in bringing about positive social change by helping employees maintain a balance between work and personal lives.

A Review of the Professional and Academic Literature

U.S. employees actively disengage while at work continues to be an issue that negatively affects organizations, including the manufacturing industry (Alzyoud, 2018). Actively disengaged employees cost the U.S. economy $350 billion per year in lost productivity (Osborne & Hammoud, 2017). Employees who are disengaged are unwilling to commit to organizations, which might result in a decrease in performance and productivity (Jena et al., 2018). Disengaged employees could affect employee morale (Osborne & Hammoud, 2017). The need to engage employees to ensure commitment to the organization and increase productivity has become a major concern to leaders in the workforce (Sievert & Scholtz, 2017). The purpose of this qualitative case study was to explore motivational strategies manufacturing leaders use to engage employees.

For this literature review, I searched peer-reviewed journals, seminal books, and governmental reports. The academic databases utilized include ABI/INFORM Global, EBSCOhost, ERIC, Science, Academic Search Complete, Business Source Complete, Emerald Management, and ProQuest Central. The search keywords and terms included *Herzberg two-factor theory*, *job satisfaction*, *work engagement*, *motivation*, *employee satisfaction*, *extrinsic and intrinsic incentives*, *hygiene factors*, *commitment*, *leadership*, *productivity*, *performance*, and *manufacturing*. The 211 references that comprise the literature review include 96% scholarly peer-reviewed articles, six books, and two government websites. The 211 references that comprise my study include 186 (87.3%) scholarly peer-reviewed articles, two government websites, and three books published between 2015 and 2021 reflecting the last 5 years before the study completion date. The organization of the literature review includes the following: (a) Herzberg two-factor theory of motivation, (b) tenets of Herzberg two-factor theory, (c) motivation, (d) intellectual stimulation, (e) idealized influence, (f) personal and professional growth, (g) contrasting theories, (h) critical analysis of Herzberg's two-factor theory, and (i) manufacturing industry.

Herzberg's Two-Factor Theory of Motivation

Herzberg developed the two-factor theory of motivation in 1959. Also known as Herzberg's dual-factor theory and Herzberg's motivation-hygiene theory, this theory was influenced by Maslow's hierarchy of needs theory (Herzberg, 1965, 2003). Herzberg's two-factor theory specifies that intrinsic and extrinsic factors demonstrated by employees within the workplace might result in an employee experiencing satisfaction or dissatisfaction (Herzberg, 1965, 2003). Researchers using the theory can focus on hygiene factors and motivation factors.

Herzberg (1965, 2003) and Shaikh et al. (2018) explained that hygiene factors include salary, company policies, work conditions, supervision, relationships with peers, relationships with subordinates, relationships with supervisors, and a sense of status and job security. Other hygiene factors include extrinsic motivators related to the wellbeing of the employee (Herzberg, 2003; Shaikh et al., 2018). Herzberg (2003) noted motivator factors can be opportunities provided to employees for achievement, personal growth, recognition, advancement, and responsibility (Herzberg, 2003). The lack of hygiene factors might lead to employee dissatisfaction. However, providing hygiene factors does not ensure employees will demonstrate increased productivity or efficiency compared to engaged employees (Herzberg, 1965, 2003).

Saad (2018) examined Herzberg's two-factor theory to explain the premise that leaders can motivate employees in the manufacturing industry to increase engagement, performance, and productivity. The fundamental tenets underlying Herzberg two-factor theory of motivation are (a) motivation, (b) idealized influence, (c) intellectual stimulation, (d) personal growth, (e) professional growth, (f) recognition, and (g) advancement (Herzberg et al., 1959). Kumar and Pansarai (2016) found similar results from their research and explained how leaders in the manufacturing industry might improve productivity and competitive advantage by focusing on employee motivation factors. Leaders who actively commit to assessing factors that motivate their employees and find ways to incorporate these practices into their daily routines can influence their employees to improve performance (Kumar & Pansarai, 2016). Gbededo and Liyanage (2018) expounded on the importance of incorporating social initiatives to increase employee morale and productivity. When organizational leaders raise employee awareness about social and community issues and encourage them to volunteer and/or contribute donations to the cause, employees may take pride in their ability to help and contribute to a greater cause (Gbededo& Liyanage, 2018).

Some organizational leaders focused on financial incentives and rewards as they were perceived to be vital components of many reward and incentive programs designed to motivate employees (Dobre et al., 2017; Hur, 2018). Dobre et al. (2017) postulated that bonuses and wages were essential components for the overall satisfaction of employees and should be the leader's primary emphasis for engaging and motivating employees.

Hur (2018) articulated that leaders are limited in their ability to provide monetary rewards and focus on motivators to increase employee satisfaction. Dobre et al. and Hur, who argued that financial incentives motivate employees, differed from Herzberg (2003), who theorized achievement and recognition are the major factors for job satisfaction.

House and Wigdor (1967) reviewed facts and criticism linked to Herzberg's two-factor theory and concluded that job satisfaction can be determined on an individual basis. Age, culture, and occupation level are considered factors associated with employee engagement and job satisfaction (Lee, 2016). Jayasuriya et al. (2017) determined the level of impact factors such as career growth, recognition, and interpersonal relationships directly affected productivity and employee motivation. Jayasuriya et al. focused on identifying factors for implementing strategies to improve employee motivation in manufacturing. Mwangagangi and Nahashon (2018) indicated the importance of factors such as career growth, recognition, interpersonal relationships, company policies, job security, pay, and compensation benefits to motivate employee engagement.

Laxton (2017) stated the critical factors that contribute to the success of an organization are increased employee productivity and enhanced performance, which stem from a leader's ability to manage the culture of the organization. Laxton (2017) defined organizational culture as the set of values in which leaders provide employees with an organizational framework of beliefs to guide employee actions and thinking based on the mission statement.

Employee commitment and corporate culture are interconnected with employees' dedication and productivity (e.g., company policies, relationships, rewards, recognition, and work conditions), and leaders might have the ability to implement strategies to maintain and increase employee motivation (Ramdhani et al., 2017). Gbededo and Liyanage (2018) stated that the leader's responsibility is to provide employees a safe working environment. Leader engagement might motivate employee participation in programs that require feedback to enhance employee improvement programs (Mwangagangi & Nahashon, 2018). In contrast to Laxton (2017), Saltson and Naish (2015) postulated that an employee's perception of the organization does not increase motivation. Alfayad and Arif (2017) indicated the importance of allowing employees to state their perceptions and ideas regarding their work environment and procedures.

Herzberg (2003) noted that the two-factor theory consists of two categories of motivators, which increase satisfaction and hygiene factors but decrease the satisfaction of employees. Herzberg's two-factor theory includes hygiene factors such as company policies, work conditions, and relationships (Alfayad & Arif, 2017; Herzberg, 2003). Shaikh et al. (2018) explored whether intrinsic motivation factors influenced employee effectiveness in job performance. Employees who can provide input to voice opinions or can express concerns felt valued, which led to increased motivation and engagement at the workplace (Alfayad & Arif, 2017; Herzberg et al., 1959). When employees have interpersonal relationships with leaders, the interactions result in employees contributing valuable feedback that can improve the organization (Alfayad & Arif, 2017; Herzberg, 2003). The practice of voicing concerns is not encouraged by some leaders with many employees remaining silent and disengaged out of fear of negative repercussions. Leaders who use employee engagement strategies can improve employee satisfaction related to overall job satisfaction (Deepa &Premlatha, 2015). Herzberg's two-factor theory does not provide information regarding overall job satisfaction. Dobre et al. (2017) applied Herzberg's two-factor theory to explore possible relationships between employee job classifications and level of motivation. Employee motivation varied based upon their positions within an organization.

The degree of hygiene and growth motivation factors that motivated employees varied based upon the employees' views of what factors were most important (Dobre et al., 2017). Dobre et al. postulated that hygiene and growth motivation factors have a positive influence on all employees within the organization; however, the factors varied in degrees based upon the position of employees. Incentives and rewards were highly relevant coupled with the most motivating factors, which included (a) responsibility, (b) knowledge/training, (c) rewards, and (d) wages (Hur, 2018). Hur (2018) noted that wages were the least motivating factor. Hur explained that Herzberg's two-factor theory does not address situational variables such as setting, consequences, time, and people. Employee personalities and interactions among colleagues based on situations were not included in the tenets of Herzberg's two-factor theory (Conte et al., 2016).

Employees can achieve personal and professional growth through additional training opportunities and increased job responsibilities (Sahito & Vaisanen, 2017).

Leaders who share information and provide instruction to employees might help employees to perform their duties enthusiastically and increase their work output (Alfayad & Arif, 2017). Employees who gained additional knowledge might feel a sense of empowerment especially when recognized by leaders in the organization (Sahito & Vaisanen, 2017). Empowered employees might experience an increased ability to motivate colleagues to participate in training opportunities (Sahito & Vaisanen, 2017). Researchers have found support for Herzberg's two-factor theory tenets of (a) motivation, (b) intellectual stimulation, (c) personal growth, and (d) idealized influence, which can lead to (a) employee engagement, (b) increased productivity, and (c) improved performance (Alfayad & Arif, 2017; Dobre et al., 2017; Herzberg, 2003; Sahito & Vaisanen, 2017). Mangi et al. (2015) noted the self-actualization component of Maslow's hierarchy of needs is included in Herzberg's theory. Mangi et al. explained that Herzberg's theory does not identify the different job factors that may result in job satisfaction or dissatisfaction. Other factors might be included in addition to motivation and hygiene factors.

Herzberg et al. (1959) identified factors that influenced goal achievement and factors that could potentially maintain levels of employee motivation. Employees' level of motivation coincides with their position in the organization (Hur, 2018). Harahap et al. (2017) and Hur (2018) found the type of job held within an organization impacted the level of motivation; however, the motivation factors among employees in organizations in the private and public sector also varied. Dobre et al. (2017), Herzberg (2003), and Hur noted hygiene factors for leaders and private sector employees were consistent with Herzberg's findings that job satisfaction is related to the work itself and not by working conditions and environment. However, Hur suggested that tenets of the two-factor theory such as (a) advancement, (b) training, (c) career development, and (d) increased responsibility did not significantly increase job satisfaction for public and private sector employees as indicated by Herzberg's findings, possibly because not everyone's necessities align with Maslow's hierarchy of needs. The hygiene factors are sufficient (Dobre et al, 2017). Hur noted that Herzberg fully addressed the issues in his theory.

Tenets of Herzberg's Two-Factor Theory

Leaders play an essential role in implementing the strategic goals of the organization and motivating employees to perform at optimal capacity to ensure the success of the organization (Saad, 2018). For leaders to be effective, they should be aware of the tenets introduced by Herzberg that might affect employee motivation to increase job satisfaction and performance (Harahap et al., 2017). Singh (2013) noted work-life balance, assigned responsibilities, and employee attitude toward work hours are factors that lead to employees being content or disgruntled with their jobs. Herzberg (1965) suggested satisfiers or motivators were factors that increased employee job satisfaction, and dissatisfiers or hygiene were factors that decreased employee job dissatisfaction. Harahap et al., 2017 found the tenets of Herzberg's two-factor theory include (a) advancement, (b) idealized influence, (c) intellectual stimulation, (d) personal growth, (e) recognition, and (f) motivation. Employees desire an enjoyable work environment where leaders encourage employee's personal growth (Harahap et al., 2017). Leaders who understand what motivates employees are better able to influence employee behavior in the work environment (Purvis et al., 2015).

Motivation

Shaikh et al. (2018) defined motivation as a process and an act. The process of motivation is to inspire or urge another person to remain loyal or committed, whereas the act of motivation is the undertaking of providing a purpose (Shaikh et al., 2018). In a work environment, motivation involves many factors, whether intrinsic or extrinsic (Kreye, 2016). One of the primary aspects of motivation is the direction of an individual's decision-making ability, intensity or strength of the decision, and persistence and follow through (De Vito et al., 2016).

Employees are intrinsically motivated when they have the desire to pursue an activity or goal, which they enjoy for the expressed benefit of self-fulfillment and personal satisfaction (Kreye, 2016). Ramdhani et al. (2017) noted Herzberg's theory does not address how employers should manage employees who do not feel the desire to pursue a goal. Extrinsic motivation occurs when a person performs a task to obtain external recognition or meet a goal (Hentrich et al., 2017). Herzberg et al. (1959) determined certain factors cause job satisfaction and specific factors cause employees to become disengaged. Herzberg (2003) indicated that motivators and hygiene factors are two distinctive influences that motivate employees. Herzberg (2003) described hygiene factors as issues regarding working conditions, quality of supervision, good interpersonal relationships, or work environment that might affect employee dissatisfaction. Employees who are motivated seek individual opportunities to fulfill their personal goals (Herzberg, 2003).

Employees seeking advancement are motivated by incentives (Herzberg et al., 1959). Muslim et al. (2016) explained incentives can be categorized as lower-level or higher-level. Lower-level incentives might include leaders honoring employees at a staff meeting, giving employee compensation time, and expressing a sincere thank you to the employee (Adeoye, 2019). A higher-level incentive might include providing opportunities to allow employees to work to their full potential while being encouraged by leaders (Mat et al., 2017). Leaders might also create a culture that promotes employee well-being with a healthy work-life balance, and compensation incentives such as raises (Adeoye, 2019). Herzberg et al. (1959) suggested motivational factors for employees are the idea of advancement based on desire for personal and professional goals. Yusoff et al. (2013) used the two-factor theory to determine if leaders need motivation to engage employees to increase productivity. Damij et al. (2015) specified that the principal motivational factors for employees are the ability to be challenged and achieve self-actualization, which can be attributed to increased employee productivity. An employee’s innate desire for growth contributes to the overall job satisfaction (Alshmemri, Shahwan-Akl, & Maude, 2017).

Schroer (2008) reached a different conclusion when using Herzberg’s two-factor theory to determine if demographical factors influenced job satisfaction. Schroer found that job satisfaction was linked to age and educational level. Mat et al. (2017) explored the learning behaviors of skilled and unskilled workers in a manufacturing company when completing simple and complex tasks either individually or as a group. Mat et al. (2017) found that unskilled workers were more motivated to complete tasks in groups and skilled workers were motivated to complete complex tasks separately. Leaders who appropriately assign duties individually or as a group may lead to employees who are more productive, committed, and satisfied with their jobs (Mat et al., 2017).

Leaders who implement training methods might be able to improve working conditions, encourage interpersonal relationships among leaders and peers, and increase employee satisfaction toward their jobs (Venkatesh & Sumangala, 2018). Motivated employees might (a) improve their work habits, (b) increase productivity, (c) participate in the decision-making process, and (d) participate in training to expand their knowledge (Venkatesh & Sumangala, 2018). Mat et al. (2017) found the level of job satisfaction for skilled and unskilled employees were increased as the result of working together or individually on simple tasks. Employees in the manufacturing industries agreed learning by doing was a motivation factor; however, only 50% of unskilled workers agreed that learning by doing complex tasks individually led to them being motivated and enhanced self-efficacy (Briganti, 2018).

Personal achievement and self-actualization are principles that Herzberg and Maslow identified in Herzberg's two-factor theories and Maslow's hierarchy of needs (Mangi et al., 2015). Employees who desire to further their careers might participate in learning opportunities to increase their knowledge, competencies, and aptitudes, which might motivate them to perform at an optimal capacity and increase productivity (Al-Shammari, 2013). Mangi et al. (2015) stressed that Herzberg's theory does not consider individual differences. When implementing Herzberg's theory, some obstacles may arise when specific employee personality types are not identified (Anitha & Aruna, 2016). For instance, if employees are not motivated by doing more complex work in a group, employees may begin to experience feelings of stress and become overwhelmed (Hentrich et al., 2017).

Leaders who realize employee growth potential might be motivated to support employees through mentoring and by providing training opportunities to help them meet personal goals (Chiu, 2018). Leaders who keep employees informed about specific tasks and duties and ensure the presence of the hygiene factors might increase the likelihood of employee job satisfaction and increased productivity (Chiu, 2018). Employees who are motivated are energized, happy, and committed to the job (De Vito et al., 2016). However, an employee who performs their job might not mean the employee is motivated (Bexheti & Bexheti, 2016).

Hur (2018) indicated that motivation plays a significant function in employee work performance and productivity. Hur's found that employee productivity might increase when employees received (a) recognition, (b) reached a level of achievement, and (c) had increased responsibilities. Bexheti and Bexheti (2016) determined that motivational and hygienic factors influenced the increase in productivity among retail employees. Hygienic factors such as (a) monthly salary, (b) relationship with others, and (c) job security was most important to retail employees (Bexheti & Bexheti, 2016). Influences of internal and external factors motivate individuals when employees are tasked with more responsibilities or allowed to demonstrate skills towards completing job duties (Mat et al., 2017). Leaders who incorporate the tenet of intellectual stimulation might create a work environment that is advantageous to employees seeking to expand their knowledge and increase self-efficacy (De Vito et al., 2016).

Intellectual Stimulation

Herzberg (2003) indicated that intellectual stimulation occurs when employees expand their knowledge with additional training related to their position. Loon et al. (2012) indicated when employees utilize new information, they are encouraged to be creative and innovative in determining diverse ways to perform their duties. Intellectually stimulated employees who are inspired to determine new ways to complete tasks can encourage employee engagement (Manafi & Subramaniam, 2015). Although some intellectually stimulated employees will be more likely to complete work-related tasks, Ogola et al. (2017) claimed a lack of evidence that they will be more productive.

Sánchez-Cardona et al. (2018) indicated that employees who are intellectually stimulated and encouraged by their leaders might think of original ways to approach and resolve problems and produce innovative ways to perform duties that might lead to increased performance and a positive work environment. Ogola et al. (2017) observed the influence of intellectual stimulation through leadership behavior regarding employee performance. Intellectually stimulated employees can (a) understand issues, (b) intellectualize, and (c) analyze conventional principles and viewpoints (Ogola et al., 2017).

Colbert et al. (2015) stressed leaders must effectively communicate with peers and subordinates to create positive work relationships. Pratama et al. (2018) explained that communication is the ability to transfer information from leaders to employees to ensure that employees understand the overall goals and objectives of their duties. Colbert et al. (2015) postulated that a positive work relationship might result when employees receive support from peers and leaders. Colbert et al. posited that positive work relationships and interactions benefit leaders and employees and might help with (a) work task and training, (b) provide emotional support, and (c) create meaningful relationships that allow employees an opportunity to give to others.

Leaders should cultivate a friendly work environment with policies that outline terms and conditions for employment to inspire convivial interactions and communication among employees (Ogbo et al., 2017). Kang (2016) theorized leaders should ensure that an adequate number of hygiene factors are provided and encourage knowledge sharing practices within the organization to increase employee satisfaction and maintain a high level of employee performance. Kang defined knowledge-related-territorial behavior as employees attempting to protect information from others. Kang (2016) found that knowledge sharing policies were futile when some employees withheld information or exhibited knowledge-related-territorial behavior. Yoon et al. (2015)

underscored the importance that leaders share knowledge with employees within an organization to encourage communication and to share knowledge, which might lead to employee intellectual stimulation and creativity for their jobs.

Employees treat the information as though personal property and advise others of their ownership while refusing to share (Kang, 2016). House and Wigdor (1967) argued that the presence of hygiene factors did not guarantee that employees would not be dissatisfied. House and Wigdor (1967) asserted that the satisfiers and dissatisfiers were generalized and what might satisfy one employee may cause dissatisfaction to another.

Employees might volunteer to participate in training courses in which they would be responsible for training and disseminating information to their peers (Kang, 2016). Ogbo et al. (2017) determined that work conditions and environment had an impact on employee performance. Groups of employees might form a network to provide encouragement and feedback to each other resulting in forging lasting relationships and creating a friendly work environment (Bexheti & Bexheti, 2016).

Herzberg (2003) indicated the presence of hygiene factors preceded employee (a) job satisfaction, (b) positive interpersonal relationships, and (c) meaningful communication between management and peers which might lead to employee career advancement. An effective leader provides employees with guidance and direction to achieve their desired goals, and employees can exert more effort into work completion (Ogola et al., 2017).

Tepret and Tuna (2015) indicated that an employee's job satisfaction and commitment to the organization impacts productivity and performance. Employees' commitment and obligation to the organization are incited by intellectual stimulation, which could lead to goals being achieved due to loyalty and hard work (Anjali & Anand, 2015). Boamah et al. (2017) asserted that intellectually stimulated employees offer their perspectives and opinions when leaders make decisions. Employees' commitment and obligation to the organization is sparked by intellectual stimulation, which could lead to achievement of goals (Anjali & Anand, 2015). Dialogue might encourage open communication and engagement between leaders and employees (Menguc et al., 2017).

Voineagu et al. (2017) suggested leaders who are aware of dissatisfied employee perceptions of the organization can address hygiene factors such as (a) company policies, (b) work conditions, and (c) relationships with supervisors and peers. Menguc et al. (2017) stated leaders might determine how best to address these factors to avoid employees becoming disengaged long term, which could result in a decrease in employee productivity and performance affecting the success of the organization. Israel (2018) indicated that transformational leaders could challenge followers by intellectually stimulating them to (a) develop their ideas, (b) establish values, and (c) enhance their skills for problem solving. Idealized influences and intellectual stimulation are often associated with transformational leadership (Breevaart et al., 2014).

Transformational Leadership

Nilwala et al. (2017) suggested the effectiveness of leaders is determined by their ability to fulfill the goals of an organization. Employees who seek growth within an organization may require encouragement, training, and support from their leaders to help employees realize their full potential. Transformational leaders could inspire employees to become an integral part of the organization by communicating the leaders' expectations and vision of the organization (Anyiko-Awori et al., 2018). Communication and interaction might result in employees' experiencing increased confidence to effectively perform the duties of the job (Anyiko-Awori et al., 2018).

Ogola et al. (2017) affirmed transformational leaders exhibited enthusiasm and optimism towards the employee's ability to effectively complete job duties and tasks, which resulted in increased productivity. Intellectual stimulation is an essential component of transformational leadership. Transformational leaders are leaders who challenge employees to think in ways that are creative and innovate (Ogola et al., 2017). Orabi (2016) determined transformational leadership has a significant impact on developing employee performance and improving productivity. Transformational leaders encourage employees to become more creative and innovative allowing for growth within the organization, which leads the organization to be competitive and adjust to the changing external environment (Ogola et al., 2017).

Transformational leaders' coach and inspire employees to achieve more than what is expected, to accomplish the overall goals of the organization, and to reach the employee's full potential (Bass, 1991; Boamah et al., 2017). Ogola et al. (2017) indicated that transformational leaders could intellectually stimulate followers by seeking new knowledge to teach and impart to others to improve their ability to problem solve and expand conceptual developments. Steinman et al. (2018) determined employees who work for transformational leaders are more committed to their jobs and employer.

Transformational leaders can motivate employees to progress beyond their interests (Israel, 2018). Transformational leaders can help employees achieve personal goals and develop ideas by being proactive in addressing the higher order of their needs (Israel, 2018; Steinman et al., 2018). A leader's ability to communicate effectively with employees allows for a working relationship that encourages employees to perform at peak levels (Herzberg et al., 1959). However, transactional leaders focus on employees meeting the expectations of the organization desired performance, and goals by taking corrective actions (Breevaart et al., 2014).

Transactional Leadership

Bass (1991) asserted that transactional leaders offered potential rewards based upon the successful outcome of a completed task. Odumeru and Ogbonna (2013) indicated that employees are motivated and managed by extrinsic factors such as rewards. Through transactional leadership, employees are often satisfied with recognition or exchange of rewards after completing a task or reaching an expected goal outlined by a leader (Hussain et al., 2017). Dalal et al. (2015) indicated that some employees were not motivated to do a good job in order to receive a reward. Some employees relied upon their perception to determine the immediate requirements of a specific situation and would act as necessary to provide leaders the appropriate response required to obtain rewards (Dalal et al., 2015).

Bass (1991) noted transactional leadership behaviors are intended to monitor and control employees by using financial incentives. In transactional leadership, also known as managerial leadership, the supervisor focuses on compliance through rewards and punishment. Transactional leaders do not encourage change or innovation but instead focus on employee work to find fault (Odumeru& Ogbonna, 2013). Idealized influences are transactional leaders who offer incentives of financial rewards and recognition encourage employees to share knowledge within the organization (Breevaart et al., 2014; Hussain et al., 2017). Herzberg (2003) established that employees are motivated by (a) personal growth, (b) rewards, (c) recognition, and (d) idealized influences they have on others.

Idealized Influences

Ogola et al. (2017) explained idealized influences occur when employees will follow leaders who (a) are perceived as role models, (b) exhibit attributes of trustworthiness, and (c) demonstrate ethical values; enabling employees to rely on the leader to provide support and resources. Leaders who possess idealized influences can set a positive example, gain the trust of employees, and encourage commitment to the organization by increased productivity and improved performance (Nyokabi et al., 2017). Leaders can demonstrate idealized influences on employees by strong commitment to the vision of the organization and the leaders' ability to inspire employees to set goals that meet or exceed expectations of overall performance (Nyokabi et al., 2017).

Employees who have confidence in a leader's ability to be fair and trustworthy is able to garner loyalty and trust (Ogola et al., 2017). Leaders who show concern for employee health, safety, and welfare gain commitment to work vigorously and perform at peak levels (Keulemans& Groeneveld, 2019). Leaders who lead by example and exemplify positive leadership abilities to be inclusive of employees in planning and decision making can encourage employees to have a deeper level of commitment to the organization (Keulemans& Groeneveld, 2019).

Otieno et al. (2019) denoted employees who demonstrate idealized influences have embraced behaviors that impart pride in following the leader's guidance. Leaders often speak about important values and beliefs and the importance of building trust (Otieno et al., 2019). When trying to advance within the organization, employees tend to emulate leaders (Otieno et al., 2019). Engaged leaders help employees stay motivated by providing personal and professional growth opportunities, which boost self-esteem (Tan, 2016).

Personal and Professional Growth

Employees should take advantage of opportunities to expand their careers by spending countless hours pursuing ways to improve themselves. Rahayu et al. (2019) stated that employees seek personal and professional growth by participating in training to expand knowledge and skills to further their careers.

Personal Growth

De Jager-van Straaten et al. (2016) indicated the act of an individual effectively and actively pursuing personal growth is termed personal growth initiative. Personal growth is the propensity of an individual to actively seek to learn, grow, and advance (Lee et al., 2018). Personal growth is achieved by changing oneself and is associated with higher psychological well-being and functioning while performing at an optimal level (Maslow, 1987).

De Jager-van Straaten et al. (2016) noted the personal growth initiative includes the progression of changing attributes of one's own life to accomplish set goals. Individuals have sought techniques and systems to improve upon themselves. O'Brien and Lomas (2017) indicated various approaches to achieving personal growth including developing desirable personality characteristics to psychological development such as self-efficacy and resilience. Anitha and Aruna (2016) indicated that motivation and personality factored into an individual's frame of mind or mindset attributed to their ability to succeed. Individuals could explore different techniques to gain the self-determination necessary to improve their quality of life (Dik et al., 2019). Mat et al. (2017) postulated that personal growth and development is acquired when individuals proactively engage in developing their own goals. Individuals can focus on self-efficacy, outcome expectations, personal goals, career choices, and performance to create a balanced life that has a sense of meaning (Joo & Jo, 2017).

Self-Efficacy. Bandura (1977) defined self-efficacy as the reasoning of an individual regarding personal capabilities to organize and execute processes to reach goals. Bandura (1977) evaluated self-efficacy as the difficulty of the goal in which an employee strives to reach. Many driven employees have determined that they might achieve self-actualization and personal growth by seeking higher education (Briganti, 2018). During the process of reaching goals, employees should balance work and other obligations and learn to practice self-efficacy to be successful (Briganti, 2018).

Bandura (1977) indicated that employees can acquire self-efficacy to implement the behavior necessary to succeed, and employees can perform a course of action to produce positive outcomes. Lee et al. (2018) proposed that employees endeavor to improve by learning skills and developing personal strengths. van Woerkom and Meyers (2018) stressed the importance of employees engaging in activities to increase their advancement and enrich job-related knowledge and skills. Employees might participate in training and development on the job to enhance their experience and skills (Al-Shammari, 2013). Employees who demonstrate self-efficacy are energetic and effective in completing their tasks (Xu & Thomas, 2011). Employees' level of work commitment increased when satisfied with the job and had achieved a higher level of personal growth (Al-Shammari, 2013). When individuals reach personal growth, they might feel more confident in their ability to broaden their outlook to include professional growth (Weigold et al., 2018).

Patalas-Maliszewska (2016) explored how manufacturing leaders might motivate employees to expand their knowledge by implementing the use of new technology. Patalas-Maliszewska determined that motivators included (a) internal communication between leaders and employees, (b) access to training, (c) a good work environment, and (d) coaching to improve outcomes and increase self-efficacy. Employees confirmed that comfort in communicating the difficulty of tasks to leaders and having a relationship with leaders who provided training and opportunities to implement the technology were crucial factors to increase employee motivation and self-efficacy (Patalas-Maliszewska, 2016). A correlation between the findings of Patalas-Maliszewska's as related to Herzberg's two-factor theory tenets was of (a) knowledge, (b) responsibility, (c) communication, and (d) personal growth, which could be attributed to employee motivation and increased productivity (Herzberg et al., 1959; Patalas-Maliszewska, 2016).

Professional Growth

Professional growth is the advancement in education, training, and expertise that empowers employee development of knowledge, skills, and abilities (Rahimaghaee et al., 2011). Employees who take a proactive perspective and make professional growth a priority remain a fundamental part of the organization (Hunt, 2018). Employees can provide optimal productivity and performance through professional growth (Tan, 2016). Leaders benefit from employees who proactively seek continuous improvement by participating in training and partaking in activities that contribute to professional growth

(Akrofi, 2016). Rahimaghaee et al. (2010) considered professional growth a gauge of success in manufacturing and an essential factor for individuals, organizations, and leaders. Leaders who ensure that employees are motivated and satisfied might contribute to the overall success of the organization. Leaders who simultaneously address motivation and hygiene factors such as work conditions, interpersonal relationships, and supervision might decrease the possibility of employees becoming dissatisfied with their jobs (Muslim et al., 2016). Anitha and Aruna (2016) indicated a plethora of activities in which employees might participate to pursue professional growth and development. Tan (2016) specified that when employees participate in continuing vocational education to acquire specialized training and skills, they might be better prepared to compete for better positions and monetary rewards.

Training and Development

Al-Shammari (2013) determined employee recognition programs could lead to positive financial outcomes more often than positive economic results lead to ethical practices. Training and development on the job can improve skills or enhance knowledge, and employees might be more agreeable with the requirements and demands of the position (Al-Shammari, 2013). Through training and development, employees might be encouraged to become more innovative (Al-Shammari, 2013). Mat et al. (2017) surmised that employees who participate in continuous learning opportunities within the workplace might increase their capabilities and skills in an ever-changing environment. Al-Shammari explained that training is a socialization method or a way of making the employee aware of the leader’s desired values, which would help create a healthy balanced work-life. Tan (2016) indicated that employees increase their knowledge and improve their professional competencies for possible career advancement and rewards and recognition.

Rewards and Recognition

Herhausen et al. (2017) defined performance-contingent awards as compensation employees receive based upon their performance. Employees are offered bonuses and recognition through compensation packages as incentives for motivation to increase productivity and encourage loyalty and commitment to the organization (Sharma & Jaiswal, 2018). Leaders might offer financial compensation as a reward to employees for high performance and increased productivity as reflected by employee performance or formal evaluations (Herhausen et al., 2017). Sharma and Jaiswal (2018) indicated leaders might utilize fringe benefits such as (a) payment for time off, (b) employee security, (c) workmen’s compensation, (d) health benefits, (e) voluntary arrangements, and (f) welfare and recreational facilities as a part of benefit packages. Mabaso and Diamini (2018) determined the impact of total awards on an employee’s organizational commitment had a significant correlation between rewards and an employee’s performance, recognition, career opportunities, and compensation. Mabaso and Diamini (2018) established the impact of total awards on an employee’s organizational commitment had a significant correlation between rewards and an employee’s performance, recognition, career opportunities, and compensation. Employees are motivated when leaders (a) acknowledge their performance, (b) give rewards, and (c) provide financial compensation; these factors might increase engagement and loyalty to the job and organization (Hwang et al., 2019; Mabaso &Diamini, 2018).

Sharma and Jaiswal (2018) postulated that leaders who offer fringe benefits (a) allow an organization to remain competitive, (b) make employees feel they have an advantage, and (c) have a positive effect on employee behavior, creativity, and productivity, which would benefit the organization. Employees were motivated to create opportunities for advancement and be recognized based on productivity (Sharma & Jaiswal, 2018). Sharma and Jaiswal specified the probability for incentives spurred employees to set goals and remain motivated and engaged to perform at an optimal level to receive a reward. Sharma and Jaiswal denoted that compensation packages are useful tools to ensure that employees are motivated to increase their productivity and performance; however, compensation was not the single motivating factor.

Herhausen et al. (2017) revealed extrinsic motivators, such as performance-related rewards and benefits packages, were not enough. Herhausen et al. indicated that autonomous and controlled motivations operate independently of one another. As a result of independent motivation (e.g., high personal interest), employees are more willing to accept a leader’s policies and values, coupled with controlled motivation (e.g., reward system), which might result in an employee’s increased productivity. Leaders indicated that motivating employees to maximize productivity is one of the most important duties; however, leaders often have limited input regarding benefit and compensation packages, which is an essential tool to garner the desired results (Sharma & Jaiswal, 2018). Wamweru and Makokha (2018) suggested a direct correlation between a total reward management system and employee engagement. Wamweru and Makokha listed compensation, benefits, personal and professional development, and work environment as significantly impacting productivity and employee engagement.

Researchers have implied that reward packages are practical tools if strategically combined to meet the needs of employees (Herhausen et al., 2017; Sharma & Jaiswal, 2018; Wamweru & Makokha, 2018). Work-life balance is an essential component of any employer's compensation packages, which include (a) adjusted work hours, (b) family-supportive programs, and (c) family-friendly policies that could lead to an employee's sense of job satisfaction, increased productivity, and commitment to the organization (Sharma & Jaiswal, 2018). The total reward package that replaced the compensation and benefits package included components of recognition, learning and development, benefits and compensation, and work-life balance (Wamweru & Makokha, 2018).

Advancement

Employees might seek advancement opportunities associated with success for (a) promotion in their career field, (b) increased salary, (c) obtaining better benefits, and (d) the prestige of title and position (Serbes & Albay, 2017). Employees might spend years attending college and job specific training after work to expand their knowledge. Employees expand their knowledge and skills through training and education in preparation for opportunities for advancement (Venkatesh & Sumangala, 2018).

Employees are motivated to learn additional skills outside the scope of duties and participate in mentoring new employees for the opportunity to advance.

Contrasting Theories

Maslow's Hierarchy of Needs

Maslow (1987) postulated that the concept of classification of the hierarchy of needs on the basic level such as food, shelter, and clothes should be satisfied and fulfilled before moving onto a higher pursuit. Maslow identified five levels of needs, which include (a) physical needs, (b) safety, (c) love and belonging, (d) self-esteem, and (e) self-actualization (Bouzenita & Boulanouar, 2016). The foundation of the hierarchy of needs pyramid is physiological needs, which includes the main physical requirements humans need to survive (Maslow, 1987). Physiological needs are similar to the hygiene factors mentioned in the Herzberg two-factor theory. Maslow's expression of human needs for safety, love, and belonging correspond with Herzberg's concern for work conditions, and the desire for relationships with peers and supervisors. Shaikh et al. (2018) noted salaries, compensation, along with company policies, are needed for the success of employee survival within a company.

The second layer above the foundation of the hierarchy of needs pyramid is safety. Maslow (1987) classified safety needs as emotional needs, financial security, personal safety, and health and well-being. Shaikh et al. (2018) mentioned that Herzberg two-factory theory includes safety and well-being factors that employees seek along with advancement in a company. The third layer of the pyramid involves love and the need to be socially accepted (Maslow, 1987). Maslow explained the theory of human motivation involves individuals needing friendship, intimacy, and family to be successful. Herzberg did not state whether love and belonging are necessary for employee satisfaction in the two-factor theory. The fourth layer of the pyramid is self-esteem. Maslow (1987) portrayed self-esteem as the need for recognition, status, importance, and respect from others. Similar to the hygiene factor of the two-factor theory, Gbededo and Liyanage (2018) suggested the self-esteem layer of Maslow's hierarchy pyramid encompasses the idea that employees are likely to be satisfied with their job if they are recognized, respected, and rewarded. The top layer of the pyramid is self-actualization. Maslow described self-actualization as the desire to accomplish all that one can to become the most a person can be.

Unlike Herzberg's (1959) two-factor theory, Maslow (1987) suggested that individuals have the potential to achieve their best, whereas, in Herzberg two-factor theory, individuals desire and a plan for personal growth. Herzberg did not provide classifications for motivation and hygiene theory as Maslow specified with the theory of human motivation. The primary focus of this study was how leaders can motivate employees to increase productivity. Maslow's theory denotes that five factors could contribute to individuals becoming their best selves, which was not relevant to this study.

Vroom's Expectancy Theory

Vroom's (1964) expectancy theory was founded and grounded based upon management science, cognitive psychology, decision making, and leadership in the workplace. Vroom's expectancy theory was established to explain the reasons employees are motivated to select one pattern of behavior over another (Vroom, 1964). Purvis et al. (2015) listed the three variables of the expectancy theory as (a) expectancy, (b) instrumentality, and (c) valance.

Purvis et al. (2015) stated that expectancy relates to the level of confidence and ability of an employee to successfully do the job and achieve personal goals. Purvis et al. (2015) and Vroom (1964) explained instrumentality is the expectation that an employee's reward will be equivalent to the level of performance, and the employee's belief that job performance or positive behaviors will result in receiving a reward. Valance is the valuation of goals and outcomes (Purvis et al., 2015; Vroom, 1964). Baskaran et al. (2018) validated Vroom's expectancy theory to explain employee motivation, engagement, and performance. Vroom suggested clarifying how employees make decisions that encourage them to strive to excel and achieve the level of performance desired. Baskaran et al. determined that employees associate the type of rewards that they receive to the quality of their work and performance, but the Herzberg two-factor tenets do not base the quality of work on the type of rewards.

Herzberg's two-factor theory includes hygiene factors, which are extrinsic motivators that attribute to the well-being of employees (Herzberg, 2003). Herzberg (2003) identified factors that lead to engaged and motivated employees and include salaried compensation, employee relationships with leaders, work conditions, and employee sense of status and job security. Purvis et al. (2015) and Vroom (1964) noted

Vroom’s expectancy theory focuses on employee beliefs in their ability to perform a job for an equitable reward. The focus of Herzberg two-factor theory is on hygiene factors that lead to an employee being motivated and remain engaged, which leads to increased productivity (Herzberg, 2003). The intent of this research was not to explain the reasons employees are motivated to select one pattern of behavior over another but rather to determine how leaders can motivate disengaged employees and increase productivity, as such Vroom’s expectancy theory was not appropriate for this study.

Critical Analysis of Herzberg’s Two-Factor Theory

Kotni and Karumuri (2017) indicated the hygienic factors that create dissatisfiers for employees were (a) company policies, (b) work conditions, (c) lack of interpersonal relations with supervisors, subordinates, and peers, (d) salary, (e) factors in personal life, and (f) job security. Garcia et al. (2018) corroborated with Herzberg’s two- factor theory that relationships between co-workers and supervisors, and working conditions led to employee dissatisfaction. When employees are unable to express concerns regarding processes or recommend alternative ways to improve their work environment, they become disengaged and less productive (Garcia et al., 2018). Fauziah et al. (2013) repudiated Herzberg claiming the presence of hygienic factors was the principal explanation for preventing employee dissatisfaction. Fauziah et al. argued that employee needs differ, what satisfies or dissatisfies one employee may displease or gratify another. Employee necessities change frequently and the circumstances that please individual employees vary (Ogbo et al., 2017).

Holmberg et al. (2017) contradicted Herzberg's tenets that indicated career advancement and incentives as factors to motivate employees. Holmberg et al. suggested that incentives such as higher wages and promotion opportunities relating to career advancement led to demotivated employees. Singh (2013) stated employee satisfaction depends on motivators, and dissatisfaction is the result of hygiene factors. Employees indicated that continuing education to obtain specialized degrees would not change the job duties or responsibilities, and the uncertainty of a distinct career trajectory within the field made the possibility for advancement undesirable (Singh, 2013). Name (year) noted (a) achievement, (b) responsibility, (c) advancement and (d) the possibility of growth were demotivating factors instead of motivators as indicated by Herzberg's tenets. Miller (2016) indicated that organizational leaders could create programs that focus on employee engagement to stabilize the labor force and expand the business (Herzberg, 2003). Organizational leaders should focus on clear growth opportunities for employees to maintain employee engagement and productivity (Osborne & Hammoud, 2017).

Muslim et al. (2016) indicated that leaders could effectively communicate with employees. Leaders who were effective communicators might (a) improve relationships within the organization, (b) create an environment where employees feel that they are a part of the decision-making process, (c) make employees feel needed, and (d) avoid communication failure (Muslim et al., 2016). Herzberg identified the five determinants of job satisfaction as (a) achievement, (b) recognition, (c) work itself, (d) responsibility, and (e) advancement (Hilmi, Ali, & Nihal, 2016). The effort an employee utilizes is related to the satisfaction of the job (Deepa & Premlatha, 2015). Employee engagement is the level of commitment an employee has toward the job (Deepa & Premlatha, 2015).

Employees

Deepa and Premlatha (2015) indicated three types of employees as (a) engaged employees who are aware of the desired expectations and meet or exceed them, (b) employees who do not participate and are not focused on the duties or the desired goals, and (c) actively disengaged employees who are consistently unhappy and are generally focused on their unhappiness rather than the job. An estimated 70% of the workforce is disengaged, which creates an enormous financial burden that negatively affects business organizations (Allam, 2017; Rastogi et al., 2018). Allam (2017) stated organizational leaders have the responsibility to seek ways to motivate and inspire employees. Leaders engage employees and motivate them to feel good about their work experience and treatment in the organization (Deepa & Premlatha, 2015). Engaging employees involves leaders connecting through demonstrating of concern for employees as individuals (Deepa & Premlatha, 2015). Herzberg et al. (1959) used a critical-incident method to identify trends based upon responses from volunteers about a positive or negative experience at work and termed these tenets hygiene and motivator factors.

Rastogi et al. (2018) insisted that some employees will not give their best efforts regardless of how hard leaders try to engage them. Alfayad and Arif (2017) applied Herzberg's two-factor theory to understand employee voice, which is the practice of an employee articulating wants and needs to leaders that could improve job satisfaction.

Employees are an essential component of any organization that provides services or produces products (Alfayad & Arif, 2017). When employees are not encouraged to express concerns or offer input to leaders within the organization, employee satisfaction ebbs (Alfayad & Arif, 2017). Alfayad and Arif found a positive correlation between employee voice and job satisfaction, which led to an environment where leaders acknowledged employee concerns and welcomed employee input to improve the overall work environment. Leaders who encourage employees to offer feedback and voice suggestions to improve the organizations are said to be motivated and improve leader and organizational effectiveness (Alfayad & Arif, 2017).

Employees who recognize their leader’s ability to engage in open communication might deem their opinions matter, and their input is considered (Alfayad & Arif, 2017). When there is an increase in communication between employees and leaders, employee self-confidence might improve, leading to increased engagement, and improved job satisfaction (Alfayad & Arif, 2017; Laxton, 2017). Employee voice and open communication between employees and leaders are vital elements to improve motivation (Alfayad & Arif, 2017; Laxton, 2017). The increased interaction between employees and leaders might strengthen their interpersonal relationships and lead to a positive working relationship and work environment (Alfayad & Arif, 2017; Garcia et al., 2018; Laxton, 2017). Employee dissatisfaction could decrease, and motivation could increase when the employees communicate freely with leaders (Alfayad & Arif, 2017; Herzberg et al., 1959; Laxton, 2017).

Leaders

Leaders play a significant role in creating an environment where employees feel safe and are motivated to perform their jobs (Kreye, 2016). Leaders who create trusting relationships with employees are more engaged and productive (Ariyabuddhiphongs & Kahn, 2017). Leaders who eliminate workplace competition between employees and practice humility can effectively engage employees (Laxton, 2017). Leaders who are not effective communicators and exhibit poor management skills might cause employees to become frustrated, which might result in an employee's lack of motivation (Kaliannan & Adjovu, 2015). A leader's role is to support employees and build assurance to foster a positive work environment (Kreye, 2016). Leaders have the responsibility to the organization to motivate employees and ensure peak performance (Davison & Smothers, 2015). Kreye (2016) stated that highly motivated employees produce at a higher quality rate than disengaged employees. Kaliannan and Adjovu (2015) indicated that employee engagement is critical to an organization's success. Kaliannan and Adjovu (2015) determined that employee engagement was a key factor and a direct correlation to motivated employees, increased productivity, and high performance resulting in increased revenue.

Jayasuriya et al. (2017) indicated that the primary purpose of leadership is to focus on achieving the overall objective of the organization by motivating employees to maximize productivity in the manufacturing industry. Jayasuriya et al. (2017) claimed employees in the manufacturing industry have behaviors specific to the industry. Leaders should be able to identify and understand those behaviors to implement strategies that increase employee productivity (Jayasuriya et al., 2017). Leaders who develop an effective motivation system might increase employee motivation toward work (Pang & Shan Lu, 2018).

Leaders who implement motivation strategies drive program improvements, enhance performance, and increase productivity (Gbededo & Liyanage, 2018). Leaders should evaluate aspects of social, economic, and environmental influences interdependently to make decisions that could lead to motivating employees (Gbededo & Liyanage, 2018). Social development affects employee interpersonal development, commitment to work, and productivity. Singh (2013) indicated that leaders who encouraged social development influenced employee interpersonal development, commitment to work, and productivity. Leaders helped strengthen interpersonal relations and bolstered employee self-confidence by encouraging a partnership with the organization and to volunteer within the community (Gbededo & Liyanage, 2018).

Alhazemi and Ali (2016) indicated that a healthy work-life balance affects an employee job satisfaction and performance. Work-life balance occurs when employees effectively manage multiple responsibilities at home, in the community, and at work (Alhazemi & Ali, 2016). When leaders established relationships with employees and expressed concern for their well-being, employees felt valued for their contributions and actively participated in organizational functions (Gbededo & Liyanage, 2018).

Manufacturing Industry

Manufacturing is an industry with high risks of negative social impacts that directly coincide with dissatisfied employees (Gbededo & Liyanage, 2018). Deepa and Premlatha (2015) stated that the manufacturing industry is vital to any economy. Some manufacturing industry leaders have experienced growth in productivity, employment, and service sectors (Deepa & Premlatha, 2015). Small city leaders in the United States have benefited economically from the resurgence of manufacturing industries (Vitner& Iqbal, 2019). Herzberg et al. (1959) indicated the presence of motivation and hygiene factors might motivate disengaged employees. Chiat and Panatik (2019) confirmed that motivation factors are needed to produce favorable outcomes. Chiat and Panatik identified childcare, salary/relationship peers, workload, and disability benefits as motivation factors. Andersson (2017) determined motivation factors were different for employees from the United States than Japan. U.S. and Japanese employees were motivated by factors such as achievement, recognition, tasks, responsibility, and advancement; however, the countries differed between individual and group focus. Andersson indicated U.S. employees viewed motivators as (a) surviving long term in a problematic industry, (b) earning trips, and (c) receiving awards. In contrast, Japanese employees expressed motivators as (a) contributing positively to customers and society, (b) having accomplished a great deal and desiring to do more, and (c) achieving the target as a team (Andersson, 2017). The U.S. employee responses were mostly individually centered, and Japanese employee responses were based more on the result of benefiting others in the community and society (Andersson, 2017). Herzberg's two-factor theory does not account for individuals who are primarily motivated by the greater good for others in community and society.

Transition

Section 1 included (a) background of the problem, (b) problem statement, (c) purpose statement, (d) nature of the study, (e) research question, (f) conceptual framework, (g) operational definitions, (h) assumptions, limitations, and delimitations, (i) significance of the study, (j) review of the professional and academic literature, and (k) transition statement. The goal of this study was to explore how manufacturing leaders in northern Kentucky implemented motivation strategies to engage employees to increase productivity. Section 2 includes (a) purpose statement, (b) role of the researcher, (c) participants, (d) research method, (e) research design, (f) population and sampling, (g) ethical research, (h) data collection instrument, (i) data organization techniques, (j) data analysis, (k) reliability and validity, and (l) transition and summary. Section 3 includes (a) introduction, (b) presentation of findings, (c) application to professional practice, (d) implications for social change, (e) recommendation for action, (f) recommendation for further research, (g) reflection, and (h) conclusion. Results from this study might extend the existing literature on strategies to motivate employees to increase productivity.

Section 2: The Project

Purpose Statement

The purpose of this qualitative single case study was to explore motivational strategies some manufacturing industry leaders use to engage employees. The target population consisted of five leaders at one manufacturing company in northern Kentucky who have successfully implemented motivational strategies to engage employees. The implications for positive social change included (a) the potential for community residents to improve well-being through career readiness, (b) participation in the school-to-work program that provides training to students while in high school and employment upon graduation, and (c) improvement of the local economy by remaining in the community and contributing through spending and volunteering.

Role of the Researcher

I was the primary data collection instrument for this study. The researcher's role is to collect data to answer the overarching research question in a study (Palinkas et al., 2015). As the primary instrument, my purpose was to use voice over internet protocol (VoIP) semistructured interviews and open-ended questions, triangulate data, conduct transcript reviews, and develop themes to address my research question. Before collecting data and doing data analysis, I recruited potential participants and obtained Walden Institutional Review Board (IRB) approval. I selected five participants who were willing to participate based on the criteria in the invitation to participate.

I was familiar with the study topic because I worked at a manufacturing company and was responsible for supervising employees. My experience spans over 9 years in several manufacturing companies within the southcentral region of the United States. During the time of my employment, I observed the lack of active engagement with employees. However, I did not have a relationship with anyone at the cooperating organization.

Researchers are responsible to adhere to ethical standards to ensure the confidentiality of all participants (Hetzel-Riggin, 2017). The assurance of protecting the identity of participants might allow them to speak freely. The principles of the *Belmont Report* were used as a guide for ethical research to ensure respect for persons, beneficence, and justice (U.S. Department of Health & Human Services, 1979). I respected participant confidentiality by ensuring that individual and company names were not identifiable. Researchers obtain informed consent from participants to adhere to the principle of respect for persons (U.S. Department of Health & Human Services, 1979). Before beginning the research, I asked each participant to review and sign the informed consent. Participants had the option to sign or decline to sign the consent form. Researchers adhere to the principle of beneficence by taking efforts to mitigate risks for participants and maximize benefits for participants and society (U.S. Department of Health & Human Services, 1979).

Researchers should ensure reliability and validity by reducing the possibility of bias, which can affect data collection and analysis (Yin, 2018). Elswick et al. (2016)

suggested researchers use an interview protocol to guide the interview process and ensure consistency. I used an interview protocol (see Appendix) as a guide to conduct VoIP semistructured interviews to collect data regarding strategies leaders use to engage employees. The interview protocol included a script to welcome participants, and participants were asked the interview questions in the same order. I asked carefully constructed interview questions of each participant and asked relevant follow-up questions.

To reduce bias, I completed enough interviews to reach data saturation and prepared transcript reviews before data analysis. Data saturation transpires when the researcher is unable to ascertain any new (a) themes, (b) categories, (c) insights, or (d) perspectives for coding (Boddy, 2016). Naidu and Prose (2018) indicated that researchers who incorporate transcript reviews during the data collection process could increase reliability and validity. A transcript review is a process where researchers provide participants with a copy of the interview transcript to verify accuracy, correct any errors, and clarify and validate responses (Yin, 2018). Transcript review is done before coding and can help the researcher reach data saturation through obtaining comprehensive information to increase academic rigor (Yemini & Sagie, 2015; Yin, 2018).

Participants

I recruited participants from one manufacturing organization using purposeful sampling and snowball sampling to obtain the number of participants required to conduct my study. Purposeful sampling is a technique to interview participants who can provide in-depth insights into a specific phenomenon (Denzin & Lincoln, 2018). Fusch and Ness (2015) indicated that participants should meet criteria to be eligible to participate in the study. Researchers recruit participants who (a) have knowledge as related to the interview questions, (b) have relevant experience, and (c) possess acumen in the field (Palinkas et al., 2015).

I received a signed letter of cooperation from the director of technical engineering at the potential organization granting me permission to engage with potential participants in the manufacturing organization. I requested a list from the leader with email addresses and direct phone numbers of potential participants who met the eligibility criteria. Participants in this study needed to (a) have worked in the manufacturing industry for a year or more, (b) have been a leader for at least 1 year, and (c) have been a leader who has successfully implemented employee motivational strategies in the Commonwealth of Kentucky. I selected five potential participants from the list of willing individuals based on responses to the invitation to participate. I contacted the cooperating organization by telephone to explain the goals of the study and how the findings might offer further understanding associated with motivational strategies to engage employees. I selected five potential participants and emailed invitations to participate along with informed consent forms to each individual to explain the purpose of the research. After I received the signed informed consent forms from the potential study participants, I contacted each potential participant via email or phone to schedule a VoIP semistructured interview.

I built a rapport with participants by communicating the intent of the study, formalizing the research process, answering any questions from participants, obtaining verbal intent to participate, and explaining the benefits and significance of their contribution. Participants should be able to offer input without fear of coercion or retaliation (Yemini & Sagie, 2015). Researchers should establish a trusting relationship with participants; however, building trust is not a straightforward process (Celestina, 2018; Yin, 2018).

Researchers should establish and maintain a working relationship with participants to ensure respect for participants' points of view, beliefs, and opinions (Nguyen et al., 2017; White & Hind, 2015). Breitkopf et al. (2015) indicated that consistent communication is a crucial component to build trust. I made an effort to make the participants feel comfortable enough to offer open and honest information by (a) starting the interview with an icebreaker, (b) providing my undivided attention while participants were speaking, and (c) being flexible in scheduling initial interviews and follow-up appointments.

Research Method and Design

Research Method

The three research methods available to researchers are qualitative, quantitative, and mixed methods. Qualitative researchers explore a specific topic or phenomenon focused on participant thoughts, experiences, beliefs, and ways of thinking to answer questions related to a phenomenon (Hampshire et al., 2014). Researchers who use qualitative methods seek to answer *how*, *what*, and *why* questions (McCusker & Gunaydin, 2015; Yin, 2018). Researchers use qualitative methodology to explain a social phenomenon from a nonpositivist perspective to explore merging topics and themes (Yin, 2018). The qualitative researcher builds knowledge by exploring a specific experience or phenomenon (Cypress, 2017). I used qualitative research methods to study the explorative nature of the research question.

By contrast, quantitative researchers (a) test theories, (b) draw logical conclusions, (c) examine causes and effects, and (d) measure variables to determine relationships between variables (Gunasekara & Zheng, 2019). Quantitative researchers focus on objective data and facts that can be quantified (Gunasekara & Zheng, 2019). Tvinnereim et al. (2017) stated that quantitative researchers use closed-ended questions, which frequently lack comprehensiveness permitted through open-ended questions, and therefore do not have the opportunity to explore in detail the human understanding through the interaction of participant involvement. I used open-ended questions to obtain a comprehensive understanding of the phenomenon. The quantitative method was not optimal for this research.

Mixed methods research includes qualitative and quantitative methods for exploring the same phenomenon within the same study (Urban et al., 2015). Mixed methods research is suitable for answering research questions that quantitative or qualitative methods could not answer alone (Shorten & Smith, 2017). The component of closed-ended questions in quantitative methods may not allow the researcher to gain a comprehensive understanding of the phenomenon. The quantitative aspect of mixed methods research methodologies was not appropriate for the study.

Research Design

I selected a single case study design for my research. The case study design is appropriate for organizational and management studies (Le & Needham, 2019). Researchers who use a qualitative case study explore a contemporary phenomenon within a real-life setting to find meaning and gain a thorough perspective based on expert participants (McCusker & Gunaydin, 2015). Researchers use case study when they want to study a phenomenon indepth by collecting data, interviewing participants, and observing participants in real-life settings to understand the complexity of a case (Mills et al., 2017). I used open-ended questions to thoroughly explore the human understanding of a phenomenon. A qualitative case study was appropriate for this study since my focus was to explore an in-depth situation of a phenomenon bounded by time and place.

I also considered phenomenological and ethnographic qualitative research designs for this study. Phenomenological researchers seek to find lived experiences within a group or with individuals (Narag et al., 2013). However, because I did not seek to understand participants’ lived experiences, phenomenology was not appropriate for this study. Researchers use ethnographic design to study an intact group or culture in their day-to-day lives (Fusch & Ness, 2015). The researcher can participate in the lives of the group or culture while maintaining a professional distance (Fusch & Ness, 2015). I deemed ethnography inappropriate as I did not seek to explore a cultural phenomenon.

Researchers can reach data saturation by collecting various forms of documents or reports (Le & Needham, 2019). I used interviews, artifacts, and company documents to reach data saturation. Researchers who exhaust the available data might ensure that a thorough investigation has occurred (Fusch & Ness, 2015). Fusch and Ness (2015) stated that researchers could reach data saturation when (a) there is enough information to duplicate the study, (b) no new information is possible, and (c) additional coding is no longer needed. Interviews are tools used by researchers to reach data saturation (Fusch & Ness, 2015). I structured my interview questions so that the same questions were given to multiple participants to reach data saturation.

Data saturation is about gathering rich data results and methodological triangulation is necessary to achieve data saturation through multiple data sources (Fusch & Ness, 2015). Methodological triangulation is beneficial in confirming findings, obtaining more comprehensive data, and increasing validity and a detailed understanding of the phenomenon (Makrakis & Kostoulas-Makrakis, 2016). I used VoIP semistructured interviews and company documents such as policies, procedures, employee performance, production reports, and other supporting documents to reach data saturation.

Population and Sampling

The participant population included five leaders at one manufacturing company in the northern region of the Commonwealth of Kentucky who met the eligibility criteria. A researcher should select the sample size with the greatest potential to achieve data saturation (Fusch & Ness, 2015). A qualitative researcher can interview a minimum of five participants asking each participant the same questions to reach data saturation (Dworkin, 2012). I interviewed five qualified manufacturing leaders who met my eligibility requirements to participate in this study.

Ames et al. (2019) stated that researchers who use purposeful sampling should ensure participants meet the eligibility criteria. The goal of purposeful sampling is to interview participants who can provide in-depth insights into a specific phenomenon (Denzin & Lincoln, 2018). Researchers use purposeful sampling to identify and select data-rich knowledge from participants associated with the phenomenon (Barratt & Lenton, 2015). Hagaman and Wutich (2017) indicated that choosing participants with expertise, experience, and knowledge can potentially contribute to pertinent information to answer research questions. I used purposeful sampling to conduct VoIP semistructured interviews to gain in-depth insights into the phenomenon under study. I reviewed company documents such as policies, procedures, employee performance, production reports, and other supporting documents for data collection. The reports included details about the company's profits, employee productivity, and employee performance. I collected data by reviewing secondary sources such as books, business and management journals, and publicly available data related to the phenomenon.

Researchers use qualitative methods to achieve a depth of understanding with an emphasis on data saturation by continuing to sample participants until no new data information is obtained (Palinkas et al., 2015). Researchers reach data saturation when (a) no additional data emerge, (b) data is repeated, and (c) further data collection becomes redundant (Hennink et al., 2017). One method to obtain data saturation is conducting semistructured interviews where the researcher asks the same questions to each participant (Malterud et al., 2016). I used VoIP semistructured interviews, transcript reviews, company documents such as policies, procedures, employee performance, production reports, and other supporting documents to reach data saturation.

Researchers indicated that conducting interviews at a quiet location such as a library could make the participants feel comfortable (Hennink et al., 2017). Privacy is dependent on the selection of interview locations (Turner, 2016). Interviews should be conducted in an area that is safe and private for participants (Hennink et al., 2017). Due to the Covid-19 pandemic, I did not conduct face-to-face interviews at the manufacturing plant or in a conference room at the public library. Drabble et al. (2016) indicated that conducting telephonic interviews is convenient, safe, and protects participant privacy. I conducted VoIP semistructured interviews from the privacy of my home office and allowed the participants to select a location that was suitable for them to participate free of distractions to ensure the confidentiality, safety, and welfare of participants.

Ethical Research

I followed the guidelines of the *Belmont Report* to conduct my study. I had participants sign an informed consent form indicating that they were aware that their involvement was voluntary. Knepp (2014) recommended researchers provide participants with an informed consent form before beginning the interview process. The purpose of an informed consent form is to (a) give the participants full disclosure, (b) explain the purpose of the study, (c) describe the benefits of the study, (d) list any potential harm that might be caused due to their participation in the research, (e) ensure respect for persons, and (f) protect the human rights of potentially vulnerable study participants (Knepp, 2014).

Sisakht et al. (2015) addressed the importance of obtaining informed consent to allow participants to accept or reject participation. I allowed the participants an opportunity to review the document via email. I explained the informed consent form, research process, and answered any questions participants might have related to the informed consent form and research process. After the participants signed the consent, I began the interviews.

Holm and Ploug (2017) specified that participants have the right to withdraw from a study without explanation and for any reason. Participants were made aware they could withdraw from the study by submitting a written withdrawal request to my Walden University email account. Researchers should destroy data collected from participants who withdraw from the study (Holm & Ploug, 2017). I did not use data supplied by a withdrawn participant. I had one participant withdraw. I destroyed data collected from the participant who withdrew from the study by using a micro-cut shredding machine and Kill Disk software (https://www.killdisk.com/eraser.html) for files on the computer. I will delete all documents created and saved on my computer 5 years from the publishing of this study. The research data will be deleted as a part of the data and confidentiality protection measures and plans.

To minimize the number of withdrawals, I explained to participants their right to confidentiality, any potential risk, and the benefits related to participants in the study. I answered any questions or concerns about the research before beginning data collection. I reiterated that participants could withdraw at any time during the research process.

Researchers can offer incentives and compensation to participants and it a common and ethical practice (Largent, 2016). However, Lie and Witteveen (2017) stated that incentives could contribute to undue influence on participants and create concerns that affect the credibility of the research. I did not offer any incentives. In return for participating, I provided a copy of the summary of findings to the participants after publication. I distributed copies of the findings via email or the postal service.

A primary duty of the researcher is to protect the privacy and identity of participants throughout the research process (Winkler et al., 2018). Researchers should remove all identifying information of participants to ensure privacy and confidentiality (Ross et al., 2018). I removed identifying information to protect names of participants and the organization. I used identification codes such as P1, P2, P3 for participants and O1 for the organization. Before interviewing the participants, I protected the confidentiality of the organization and participants by informing the participants of their rights, storing data in a secure location, and destroying the collected data regarding the study after 5 years from the study being published. I maintained the protection of participant identities when I began data collection and continued the protection through data analysis and findings. Jeanes (2017) recommended storing collected data in a fireproof, secure location and deleting and shredding material after the mandatory 5-year timeframe. After the completion of the study, I destroyed the paper research documents by shredding raw data collected and by erasing computer data using the Kill Disk software. I have stored the paper documents inside a safe located inside my home. I password protected research data on my computer and am the only person to have access to research data. The IRB approval number for this study was 10-07-20-0401963.

Data Collection Instruments

In qualitative research, the researcher is the primary instrument in the data collection process (Clark & Veale, 2018). Yates and Leggett (2016) indicated that as the data collection instrument, the researcher gathers information using semistructured, structured, or unstructured interviews. As the primary data collection instrument, I conducted VoIP semistructured interviews to gather information about participant real-life experiences based on the phenomenon under study. Saunders et al. (2018) and Yin (2018) noted that semistructured interviews allow the researcher to collect in-depth information from participants as related to the explored phenomenon. I provided step-by-step detailed information about how the study would be conducted, recorded interviews, and allowed participants to review transcripts for accuracy.

Researchers follow an interview protocol to conduct semistructured interviews to ask participants predetermined questions aligned with the research problem (Castillo-Montoya, 2016). Elswick et al., 2016 stated that interview protocols should (a) mitigate bias, (b) ensure reliability, (c) help with transferability, (d) provide an overview of the research study, (e) list procedures for data collection, (f) encompass interview questions, and (g) incorporate the consent to participate. The interview protocol and interview questions for this study are in Appendix A. I conducted semistructured interviews using VoIP platforms such as Skype, Google Meets, and Zoom, whichever was most convenient for the researcher and the participants. I used the MP3 Skype recorder to capture interview responses and typed responses into a Microsoft Word document. I gave the participants an option as to which VoIP platform we used. If the participant selected Skype, we used the MP3 Skype recorder.

The advantages of using VoIP platforms for conducting interviews are (a) eliminating travel time for participants and interviewer, (b) saving interviewer the expense of renting a venue to conduct interviews, (c) eliminating participants and interviewer from incurring travel expenses, (d) allowing participants to answer the research questions in a location where they are most comfortable, and (e) permitting the researcher to capture accurate data allowing researchers to listen to recordings to accurately capture participant thoughts (Shawver et al., 2016). Archibald et al. (2019) identified (a) intermittent Wi-Fi connection causing a break in the call, (b) video disruptions while conducting interviews causing participants to lose focus, and (c) the possibility of personal information being hacked as disadvantages of conducting interviews via VoIP.

Before beginning the interview process, I conferred with participants by VoIP (a) to review the consent form and I addressed any participant concerns, (b) informed the participants that the interviews would be recorded, (c) reconfirmed their commitment to participate, and (d) reminded the participants that they could withdraw from participating at any time. The researcher examines evidence from sources such as (a) interviews, (b) archived documents, and (c) direct observations to triangulate data sources to strengthen and improve the rigor and accuracy of the research (Yin, 2018). I collected company documents such as policies, procedures, employee performance, production reports, and other supporting documents from the manufacturing company to triangulate data.

During the interviews, I wrote journal notes regarding my thoughts, follow-up questions based on employee responses, transcribed interviews into a Microsoft Word document, and clarified participants responses editing them as required. Elswick et al. (2016) postulated that having a uniform process is critical to collect and analyze data. LaPelle (2004) indicated that after the interview process, the researcher should follow the post-interview protocol, which includes transcribing contextual notes, validating transcripts, and editing the transcripts into the general-purpose software tool. Microsoft Word and Excel are general purpose software tools that researchers use to code the collected data (Shawver et al., 2016). Interview and data collection protocols are vital to ensure standardized interview and data analysis processes (Elswick et al., 2016).

A transcript review is a process where researchers provide participants with a copy of the interview transcript to verify the accuracy, correct any errors, and clarify and validate responses (Yin, 2018). I used a transcript review to increase the reliability and validity of the data collection process. After the participants verified the transcripts and made any changes, I established validity and reliability by analyzing interview transcripts, company documents such as policies, procedures, employee performance, production reports, and other supporting documents to help establish methodological triangulation. I also used a reflective journal to track my learning process, provide rich and thick descriptions of the research processes such as interview protocol, data collection, and data analysis procedures. Researchers who use transcript review improve the rigor in qualitative research (Morse, 2015a).

Data Collection Technique

For the exploration of motivational strategies manufacturing industry leaders use to engage employees, I conducted VoIP semistructured interviews via Skype, Google Meets, and Zoom whichever was agreed upon by the participants. Upon receiving IRB approval, I conducted VoIP semistructured interviews using open-ended questions. Semistructured interviews are used by researchers who ask the same questions, in the same order, and to ask the participants follow-up questions (Williamson et al., 2018). I followed the interview protocol (Appendix A). Using the interview protocol, I reminded participants of the purpose of the study, reviewed the informed consent documents, and set up the recording device. I asked participants the same predetermined questions in the same order while recording. Gummer and Roßmann (2015) indicated that the interviewer dictates the response times and duration of the meeting. I allocated an hour for each interview session. Upon completing the interviews, I listened to the recorded interviews and transcribed the responses verbatim into a Microsoft Word document.

AlKhateeb (2018) indicated the disadvantages of using VoIP semistructured interviews via Skype, Google Meets, and Zoom such as the possibility of loss of Internet connectivity and participant discomfort on camera. AlKhateeb (2018) stated advantages of conducting VoIP semistructured interviews via Skype, Google Meets, and Zoom includes (a) the convenience for researcher and participants to engage remotely, (b) cost-effectiveness by reducing travel, and (c) audio recordings can be made of the interview sessions.

The transcript review is a process where participants are provided with verbatim transcripts of their interviews to verify the accuracy, correct errors, or inaccuracies, and provide clarifications (Hagens et al., 2009). Participants have an opportunity to review and edit what was said during the initial interview and add more information (Birt et al., 2016). Researchers might implement a follow-up interview with participants to review the transcript and make corrections or expound on data (Birt et al., 2016). I sent the transcripts to participants via email for review within one week after the transcript was completed.

Data Organization Technique

Developing a tracking system is an important element in the qualitative data organization process (Woods et al., 2016). I used journaling and an electronic database filing system to keep notes, track, and organize the research data. Jaber et al. (2019) identified journaling as a method that researchers can use to capture self-reflections about possible bias while conducting semistructured interviews and reviewing company documents. Researchers use the data organization process to classify and assign file names that identify the content of the research data (Soares et al., 2015). I created two primary folders to store data from interviews and company documents. Andreica (2016) indicated that researchers can use the convention of naming the files according to the data, method collected, and the initials of the collector. I used a standard file naming system titled SSI-LS (Semistructured Interview-Lucretia Starnes) and CD-LS (Company Documents – Lucretia Starnes) to identify the entire qualitative data files.

Morse (2015a) indicated that researchers should use an appropriate tracking system for (a) collecting information during the research process, (b) journaling on reflective thinking regarding the research process, and (c) managing and ensuring information is retrievable for analysis to improve credibility. I tracked data from VoIP semistructured interviews, company documents, audio recordings from interviews, and journals. I used a notebook to journal, taking handwritten notes and jotting down thoughts and reflections while conducting semistructured interviews and reviewing company documents.

For this study, hard copy and electronic data will be maintained 5 years after the study is published. I stored all data in a fireproof safe and am the only person with access. After 5 years have elapsed, I will personally destroy all digital, audio recorded, and hard copies of research data by shredding and performing electronic and digital file shredding using Kill Disk software.

Data Analysis

Data analysis includes a coding process of categorizing, organizing, and developing meaning from data (Sutton & Austin, 2015). Joslin and Müller (2016) stated researchers can use at least two forms of data collection techniques. Triangulation is the process that researchers use to support the reliability and validity of multiple data sources to interpret a phenomenon and reach data saturation (Dev & Kisku, 2016).

For this qualitative single case study, I used methodological triangulation. Researchers use methodological triangulation when collecting data from various sources, such as interviews and company documents to reach data saturation (Clark & Veale, 2018). Researchers also use methodological triangulation to limit bias by collecting data from multiple data sources (Yin, 2018). I used methodological triangulation to develop comprehensive findings to understand the phenomenon being studied. Methodological triangulation is when the researcher validates the consistency of findings generated by different collection methods (Dev & Kisku, 2016). I used methodological triangulation by using VoIP semistructured interviews and company documents containing information about the code of business conduct, technical management training program, and principles of work, safety, environmental and protocols.

Data analysis is essential for ensuring the data collected is accurate and appropriate for finding meaning so the knowledge obtained can be used to make informed decisions (Sutton & Austin, 2015). With qualitative data, researchers generally analyze data to look for patterns, common phrases, and themes to emerge from data collected (Joslin & Müller, 2016). I used Yin's five-phases cycle process for qualitative data analysis.

Yin's Five-Phases Cycle

Yin (2018) identified a five-phases cycle as a method to analyze qualitative data. The five steps are (a) compiling the data, (b) disassembling the data, (c) reassembling the data, (d) interpreting the meaning of the data, and (e) concluding the data. I used the five steps to analyze categories received from the coding process enabling the exploration of new themes to answer my research question.

Compiling

Woods et al. (2016) noted that the first step in qualitative analysis is compiling data. Haines et al. (2015) explained that compiling is the process of arranging data for analysis. LaPelle (2004) indicated that Microsoft Word is a program that researchers use to analyze case studies, and participants interviews. Once VoIP semistructured interviews were completed and company data was collected, I began compiling data. I transcribed VoIP semistructured interviews and information from company documents into Microsoft Word documents. After reading transcripts from VoIP semistructured interviews and company documents, I reviewed data to code and analyze. While reading transcripts, I wrote reflections about my experience, thoughts, and actions during the research process in a journal. Journaling is a method the researcher uses to identify emerging themes and patterns (Jaber et al., 2019). The data analysis process includes reviewing, highlighting, color-coding, and summarizing data to answer the research question (Clark & Veale, 2018). I transcribed interviews and information from company documents into a Word document to review and color code by highlighting themes that emerged during the data analysis process. I used Excel to organize data from Word documents to code to identify themes.

Ose (2016) indicated that a Microsoft Excel spreadsheet is optimal for coding and identifying themes. Researchers use Excel to assist in the process of coding and tracking in qualitative research (Ose, 2016). For color coding data, researchers use components of Excel to sort data based on the color of the cell or even font color (Bree & Gallagher, 2016). I used Microsoft Excel to compile, organize, and analyze data.

Disassembling

Tuapawa (2017) indicated the second step is disassembling data to focus on coding individual categories. Clark and Veale (2018) defined coding as the approach researchers label data collected to establish meaning. Data coding is the systematic process that qualitative researchers use to interpret, create, and synthesize data to determine themes and meaning (Fusch & Ness, 2015). Coding is a process used to identify repeated content in data to determine the interrelated parts of data sources (Sutton & Austin, 2015). Mills et al. (2017) suggested that qualitative researchers use coding to identify concepts and themes. Percy et al. (2015) indicated that researchers who write notes while coding data can recall understanding of data to determine pertinent facts supporting the research question. I wrote down my thoughts and noted participant body language, demeanor, and tone of voice in the margins of the interview transcript. I began the coding process by reading the transcripts, reflecting on the journal notes, and making additional notes as I read. I highlighted and color-coded relevant words and phrases that could answer the research question. I highlighted and color-coded relevant the words “employee engagement” with a yellow highlighter, “motivate or motivation” with a pink highlighter, and other phrases that answered the research questions with a blue highlighter. I assigned codes to summarize the highlighted text and synthesize data.

I repeated the data coding process until data saturation was reached. Data saturation is reached when the data collected from multiple sources (e.g., interviews, company documents, and observations) yield repeated information, and no additional coding is probable (Morse, 2015b). I read through the transcripts a second time following the outlined process of reviewing, highlighting, color-coding, and summarizing to seek additional codes until no other codes were discovered. Reading and scouring through data several times can allow the researcher to gain a deeper understanding of the evidence, which can be useful to reach data saturation (Clark & Veale, 2018). One purpose for coding is to transform data into a system that is suitable for computer-aided analysis (Ose, 2016).

Reassembling

Tuapawa (2017) noted the third step of qualitative analysis is reassembling data to identify patterns and themes. Low et al. (2016) indicated researchers could analyze data by using coding techniques to translate data into utilizable information. After data from VoIP semistructured interviews and company documents were transcribed, organized, and sorted by keywords and concepts, repeated themes emerged from the coded data. Qualitative researchers can identify themes for data analysis by the repetition of words and phrases (Percy et al., 2015). After completing several iterations of coding, I highlighted keywords and terms and then transferred the themes into a Microsoft Excel spreadsheet. I created a master list to compile, organize, and summarize the main concepts derived and compared participant responses with common relationships and themes that answered the research question. Tuapawa (2017) suggested researchers break down data into smaller categories and focus on each category. I assigned each type or theme a name and, later, grouped the themes that supported the research question. I used grouping to highlight the common themes of the participants to the phenomenon. When the coding and synthesizing of data were complete, I ensured alignment by reviewing and comparing the data to the literature and the conceptual framework.

Interpreting

Tuapawa (2017) noted the fourth step is interpretation of findings. Castleberry (2014) and Haines et al. (2015) indicated the interpretation phase is when researchers become familiar with the meaning of data and outlines the implication of findings. Percy et al. (2015) recommended that the qualitative researcher make connections to themes and patterns based upon the shared experiences or commonalities of participants to the phenomenon. Qualitative researchers seek to correlate themes to the conceptual framework to ensure alignment between evidence from the data to conceptual framework tenets used in the research (Morse, 2015b; Trainor & Graue, 2014). Vaughn and Turner

(2016) surmised that to bridge the gap of knowledge to theory and practice, the qualitative researchers should correlate the relationship between the evidence and the tenets of the conceptual framework. I confirmed alignment by reviewing and comparing evidence from data, literature, and conceptual framework.

Conclusion

The fifth stage of the data analysis process is the conclusion or assessment of results (Tuapawa, 2017). Yin (2018) indicated that researchers could establish meaning from data. Researchers could become familiar with themes and codes during the coding process. Cox and McLeod (2014) explained the conclusion is when researchers can offer findings and conclude the research. Yin (2018) suggested that researchers who use the five-phases cycle could effectively present the conclusion of their study. To complete the study, I provided each participant with a summary of the findings via email after publication. In this qualitative study, I sought alignment between the findings and conceptual framework. After I developed my findings, I reviewed the extant literature for newly published articles related to my findings and to Herzberg’s two-factor theory. I correlated my research evidence with the literature and any significant new changes to Herzberg’s two-factor theory to support my study.

Reliability and Validity

Reliability

Anney (2014) stated reliability is about the consistency of a measure, and validity is about accuracy. In qualitative studies, researchers can use audit trails of the assumptions, procedures, and designs for conducting the study to enhance the dependability of the study (Golasfshani, 2003). Qualitative validity refers to dependability, credibility, transferability, and confirmability of the findings (Golasfshani, 2003).

Dependability

Anney (2014) defined dependability as the stability of findings over time. Cypress (2017) noted that dependability is a technique used to establish rigor and trustworthiness in qualitative research. Mills et al. (2017) suggested researchers use transcript review to establish trustworthiness of data. Anney (2014) postulated that participants should evaluate the findings, recommendations, and the interpretation of the study to ensure that the results are data driven from the participants of the study. Morse (2015b) specified that transcript review is the process in which participants verify and confirm the transcripts for accuracy to ensure data is credible and reliable. The use of transcript review includes (a) allowing participants to correct errors and add omitted information, (b) adding details that participants did not include during interview, (c) changing or restating a statement, and (d) removal of statements (Moon, 2015). I conducted transcript reviews with participants and had participants confirm accuracy and check for errors and omissions to establish dependability.

Validity

Noble and Smith (2015) indicated that validity is the trustworthiness of data to accurately reflect the research process, tools used, and the findings presented. Morse

(2015a) specified that the researcher should confirm and ensure the legitimacy of the accuracy of data. Fusch and Ness (2015) recommended using (a) triangulation, (b) rich thick descriptions, (c) peer review, and (d) transcript reviews as strategies to increase the trustworthiness of data. I enhanced validity by using an interview protocol (see Appendix A) to ask VoIP semistructured questions, and triangulate multiple data sources such as using VoIP semistructured interviews and company documents such as policies, procedures, employee performance, production reports, and other supporting documents.

Transferability

Walby and Luscombe (2016) defined transferability as the degree to which the research can be transferred to other contexts by the readers of the research. Anney (2014) indicated that the researcher's role is to provide comprehensive descriptions of the study to ensure that the research can be repeated in different settings to ensure transferability. I enhanced transferability by providing rich thick descriptions of the research processes such as interview protocol, data collection, and data analysis procedures. I wrote detailed examples of specific situations and quotes provided by participants. I informed the participants about the purpose of the study and that I was going to record their responses. After recording participant responses, I ensured that the recordings were accurately transcribed verbatim.

Credibility

Anney (2014) defined credibility as the confidence the qualitative researcher has in the truth that the research findings are based on original information and interpretation of participant. Credibility can be established by the richness of the data collected and triangulation (Cypress, 2017). Qualitative researchers depend on triangulation of data from multiple sources to verify the rigor and trustworthiness of the findings (Noble & Smith, 2015). I established credibility with methodological triangulation using multiple sources of data such as VoIP semistructured interviews, literature, and company documents including policies, procedures, employee performance, production reports, and other supporting documents for analysis and interpretation. I conducted transcript reviews with each participant to ensure the accuracy of their responses and my transcription of the interview data. Participants had the opportunity to correct any errors or inaccuracies to establish credibility. I ensured credibility by using methodological triangulation from various data sources such as interviews, company documents.

Confirmability

Mills et al. (2017) noted that confirmability refers to the extent that the results can be confirmed or verified by others. Rapport et al. (2015) indicated that data bias can be limited by maintaining accurate records and careful data interpretation, which improves research data confirmability. Researchers can establish confirmability by creating an audit trail and using a reflective journal (Anney, 2014). I used a reflective journal to track my learning process. The learning process includes how I acquired knowledge and developed a better understanding as I engaged with participants, my thoughts during interactions, and how I developed meaning about the phenomenon. I maintained accurate records by using a personal journal, handwritten notes, and audio recorded interviews.

Data Saturation

Morse (2015b) stated that data saturation is data collected from multiple sources resulting in repeated information and no additional coding is probable. Boddy (2016) indicated that in a case study data saturation can be reached when themes are repeated as related to answering the research question. I achieved data saturation when no new codes or themes emerged from reviewing company documents and information provided by participants became repetitive. If I had not reached data saturation using my current sample size, I would have referred to my population to select more participants.

Transition and Summary

In Section 2 of the study, I discussed (a) purpose statement, (b) role of the researcher, (c) participants, (d) research method, (e) research design, (f) population and sampling, (e) ethical research, (f) data collection instruments, (g) data organization techniques, (h) data analysis, (i) reliability and validity, and (j) transition and summary. In Section 3, the following is included: (a) introduction, (b) presentation of findings, (c) application to professional practice, (d) implication for social change, (e) recommendation for action, (f) recommendation for further research, (g) reflections, and (h) conclusions. I discuss the implications of social change and provide suggestions for future research addressing a gap in business practice.

Section 3: Application to Professional Practice and Implications for Change

Introduction

The purpose of this qualitative single case study was to explore strategies some manufacturing leaders used to engage employees. The semistructured interviews consisted of nine questions, after which I conducted transcript review by providing the participants with a copy of the transcript to review for accuracy. After collecting data, I classified, coded, triangulated, interpreted, and wrote up the results of the study. I was able to reach data saturation through participants' responses to semistructured interviews with open-ended questions, transcript review, and review of company documents. Data saturation occurs when there is no new evidence, information is repeated, and no new themes emerge (Boddy, 2016). The themes that emerged were compared to factors in Herzberg's two-factor theory.

The research findings revealed that employee engagement practices could create a work environment where employees felt they were an intricate part in the overall success of the organization and were more productive. The population included five senior manufacturing leaders at one northern Kentucky-based manufacturing company who had served in a managerial position for at least 1 year before the study and who had successfully implemented employee motivation strategies. The participants confirmed that manufacturing leaders can positively influence employees and impact the organization, which was consistent with the research findings from my review of the existing literature.

Presentation of the Findings

This study’s research question was, what motivational strategies do manufacturing leaders use to engage employees? I used nine open-ended interview questions (see Appendix). Three major themes emerged from data analysis: (a) building a culture of meaningful communication, (b) holistic approaches for engaging employees to increase productivity, and (c) motivating employees by setting clearly defined and attainable goals.

Theme 1: Building a Culture of Meaningful Communication

Evidence From the Literature

The first theme to emerge was building a culture of meaningful communication. Through effective communication, leaders motivate employees to feel good about their work experience and treatment in the organization (Menguc et al., 2017). Muslim et al. (2016) suggested that leaders who effectively communicate with employees improve relationships within the organization and make employees feel needed. Dialogue may encourage productive engagement between leaders and employees (Menguc et al., 2017). Alfayad and Arif (2017) stated that employee motivation is positively impacted by including employee voice in organizational decision-making. Through open communication, employees can express how they feel toward job responsibilities, tasks, and unfavorable job components (Alfayad & Arif, 2017). When an employee voice is heard, and their open communication is fostered between employees and leaders, a culture of meaningful communication is established (Alfayad & Avid 2017; Muslim et al., 2016).

Evidence From the Conceptual Framework

Herzberg (2003) identified positive relationships between leaders and employees as one of the tenets of motivation. Building a culture of meaningful communication could lead to an opportunity for employees to contribute to the decision-making process related to increased productivity, process improvement measures, and the success of the organization (Alfayad & Arif, 2017; Menguc et al., 2017). Herzberg (1965) claimed that collaboration with groups acts as a satisfier that fulfills the human need for interpersonal interaction. Herzberg (1965) also suggested that individual creativity functions as a motivator, in which the employee's active work could result in increased productivity and rewards and recognition within the organization. Herzberg implied that without a culture of meaningful communication, employees may feel unsupported, which could lead to employee disengagement. Herzberg (2003) indicated that building a culture of meaningful communication is essential to employee motivation.

Data Collected

Each participant interviewed identified the need for establishing interpersonal relationships to build a culture of meaningful communication between leaders and employees. P3 responded, "I just try to engage everybody." When asked a follow-up question of how to engage, P3 stated, "I provide information about the company's strategic direction, so they understand their role." P3 added, "I listen and try to understand what they [employees] feel when they share their [employees'] thoughts and ideas so that they [employees] feel supported." When asked what would be considered meaningful communication, P2 responded, "Employees want to know that their concerns are heard and that they are included in the process of addressing those concerns." P2 was asked about the results when employees felt that leaders supported them. P2 asserted, "They are more engaged and committed to complete the work." P1was asked how workers on the floor respond when they know you are working to address and resolve their problems. P1 responded, "When they see that you care about what frustrates them every day, you will have a lot more success with the output of work." P1 stated, "Employees will be more involved and will provide input about the best way to achieve goals."

I reviewed the organization's documents related to communication. In the Code of Business Conduct under section *Communication and training*, was a statement that the organization promotes regular dialog on compliance issues and was dedicated to addressing risks openly. Under the section entitled *Written document*, the importance of accurate and truthful reporting was emphasized; leaders cannot retaliate against employees for speaking out or expressing issues to human resources. The company policies support the theme of building a culture of meaningful communication that emerged from the semistructured interviews.

Theme 2: Holistic Employee Engagement to Increase Productivity

Evidence From the Literature

The second theme that emerged was holistic employee engagement to increase productivity. Maslow (1987) defined a holistic approach as providing support that looks at the whole person, such as (a) physical needs, (b) safety, (c) love, and (d) belonging and addressing those needs to increase employee engagement. Joo and Jo (2017) described personal needs as a significant part of employee identity and necessary to understanding how to engage employees to be productive. Alhazemi and Ali (2016) indicated that a healthy work-life balance is essential to engaging employees and increasing productivity. By recognizing the strengths of the unique ways in which individual employees work, a leader can effectively engage and support employees in their actions, creating a more positive work environment (Kreye, 2016).

Evidence From the Conceptual Framework

Herzberg's (2003) two-factor theory focused on personal and professional growth, which aligns with holistic employee engagement to increase productivity. Herzberg connected satisfiers to increased employee job satisfaction. Herzberg's two-factor theory encompasses concepts that are essential techniques to engage employees to ensure appropriate motivation, which is vital to the success of the organization. Tan (2016) determined that the two-factor theory is needed to engage employees to increase productivity. Shaikh et al., 2018 stated that hygiene factors include relationships with peers, relationships with subordinates, relationships with supervisors, and a sense of status and job security. Gbededo and Liyanage (2018) used Herzberg's two-factor theory to understand the social aspect that lends to the hygiene factors. Gbededo and Liyanage's research focused on the importance of incorporating social initiatives, which are components of holistic approaches, to engage employees and increase productivity. Ramdhani et al. (2017) stated that leaders might have the ability to implement strategies to engage employees and increase productivity by interconnecting company policies, relationships, rewards, recognition, and work conditions with the commitment of the employees. Tan supported Herzberg's two-factor theory indicating that motivation was necessary to engage employees to increase productivity. Damij et al. (2015) revealed that motivational factors contributed to employees being challenged to engage and increase productivity. Although Herzberg did not mention holistic approaches for engaging employees to increase productivity, the two theory concepts are indicative of addressing all employee needs.

Data Collected

Each participant interviewed mentioned various components related to holistic approaches for engaging employees to increase productivity. P2 indicated the importance of leaders getting to know employees personally and professionally to help engage employees and motivate employees to want to stay with the organization. P2 stated, "Leaders should approach an employee to determine if productivity is affected by their personal or professional lives. Leaders should take the initiative to get employees back on track."

Participants identified various ways that leaders could support employees in the workplace. P1 said, "Leaders lack an understanding of the employee. There are a lot of different ways of leading depending on [an employee's] personality." P1 continued, "As such, finding strategies for correctly identifying employee work style and employee personality are critical elements of expanding employee engagement."

P2 discussed how people working in different departments within the organization might have similar personality types. For example, P2 mentioned that engineers tend to be more independent in their work styles. Common attitudes and approaches working within an organizational department are essential because some managerial supports, such as knowing employee strengths, practicing diplomacy, being available to employees, and encouraging employees to be their own leaders, may be useful for engaging multiple employees within a department. P1 also explained that common frameworks for personality management and interpretation can be particularly handy tools in individual employees. P1 specifically mentioned using a "Type A/Type B" framework to make sense of employee motivation and work habits. P2 continued,

> the [trainers] at the leadership classes presented information about how to handle different personality types and gave situational scenarios to help coach us as leaders to know how to handle them. Type A personality employees are said to be impatient, outgoing, ambitious, highly organized, and want things done immediately. In comparison to Type B personality employees who are a bit more laid back and easy-going, shows tolerance for others, and have less sense of urgency to matter.

P2 emphasized that "patience within this process is critical." P2 continued,

> Different employees get to the [desired] level of engagement faster or slower, but in the end, it really [seems] to work out [...] it ultimately makes their job[s] and my job a lot easier when the entire team is engaged. Leaders can increase engagement by diligently working on learning how employees work best."

P3 agreed, "Being aware of employees' personality styles and its impact on engagement are essential considerations for executive personae." P3 also stated that "genuine managerial leadership stems from a genuine managerial persona reflecting on how the manager actually is," and that "employees have a good sense of being able to recognize leaders that are truly concerned about them as people and not just the bottom line." P3 stated, "Leaders should be authentic."

P2 discussed how previously established social dynamics within a company could significantly impact how employees work with each other and respond to managerial presence. P2 stated, "Without understanding the past histories of employees' relationships regarding to previous managerial relationships and past developments in relationships with other coworkers, a new manager could not adequately set an employee up for success." P2 specified, "Not knowing individual employee's personalities, past working relationship history between employees and leaders, and between employees were important to learn to be able to help bridge barriers and forge relationships when coming to a new facility." The consensus of participants interviewed was that by understanding the social pressures and challenges their employees face, the leaders would better understand the needs of their employees as individuals. P2 determined, "By understanding the pressures and conflicts employees experience outside the workplace is of tremendous importance to the leaders.” P2 stated, “Employees’ challenges and obligations in their personal lives could impact their performance and that is why it is important to stay abreast of what is happening to them [employees] in their daily lives when considering work expectations and assignments.” P2 expressed, “Celebrating major life milestones with employees could increase engagement by building a more cohesive sense of community.” P2 asserted, “get the team together outside of work and have a dinner at a restaurant, gather together to do something fun and get to know your employees on a personal level, outside of the workplace.” P2 emphasized the importance for leaders and suggested, “recognize the milestones in their [employees] personal lives such as births of babies, when someone gets married, and how their kids are doing in sports, things like that and recognize and congratulate them.”

Direct praise and acknowledgment of employee achievement is another way a leader can drive engagement within the workplace. P5 identified examples of acknowledging employees, “Saying thank you, writing a note recognizing a job well done, offering a gift card, or an email shout out goes a long way.” While praising employees for a job well done is important, P5 stressed, “Individual employee’s preference should determine how these employees are acknowledged.” P5 stated, “If an employee prefers not to have attention drawn to them, have a one-on-one conversation or email them.” P4 indicated, “I choose to give out certificates to acknowledge high-effort employee behaviors." All participants agreed that understanding different ways to reward and acknowledge employees is an essential part of increasing engagement.

I reviewed the documents of the organization and found offerings for programs that focused on work-life balance and employee well-being, including mental health programs. Continuous professional improvement programs are also offered. Employees can attend managerial and technical training for professional development. Employees can obtain certification in technical management, drive and control technology, electric drives, and hydraulics to expand their knowledge of the organization processes. Employees have opportunities to engage in cross-training and job swapping among the various plants. The documents did not contain information relating to personal or external interactions, nor specific information related to holistic approaches to engage employees for increasing productivity; therefore, the documents reviewed do not support the theme.

Theme 3: Motivating Employees by Setting Clearly Defined and Attainable Goals

Evidence From the Literature

The third theme that emerged was motivating employees by setting clearly defined and attainable goals. Ogola et al. (2017) stated that an effective leader provides employees with guidance and direction to achieve their desired goals, resulting in employees exerting more effort into work completion. Employees who are committed to an organization understand the goals and the expectancy needed to do the job (Anjali & Anand, 2015). Expectancy is the level of confidence and capability of an employee to successfully do their job and achieve their goals (Purvis et al., 2015). Vroom (1964) stated that employees make decisions based on their knowledge of the desired goals and their ability to achieve them. Vroom implied that employees working to achieve their personal goals could indicate that doing a job does not require understanding the company's goals. Vroom (1964) stated that employees are motivated when attaining goals and achieving their need to be recognized. Sahito and Vaisanen (2017) discovered that employees often desire to achieve personal and professional growth to increase job responsibilities but need motivation and clearly defined and attainable goals to move towards their achievements.

Evidence From the Conceptual Framework

Herzberg et al. (1959) implied that motivating employees by setting clearly defined and attainable goals was needed. Herzberg et al. (1959) stated that employees want advancement through personal and professional development, motivational incentives, and intellectual stimulation. Employees who desire advancement may also exemplify the standards of the organization (Herzberg et al., 1959). Hur (2018) indicated that incentives and rewards were extremely relevant along with motivating factors such as (a) responsibility, (b) knowledge/training, (c) rewards, and (d) wages. Harahap et al. (2017) and Hur determined that the type of job an employee holds within an organization determined the impact of the level of motivation. Herzberg's two-factor theory encompasses tenets such as (a) advancement, (b) training, (c) career development, and (d) increased responsibility (Dobre et al., 2017). Purvis et al. (2015) asserted leaders who understand what motivates employees are more successful at influencing employee behavior in the work environment. Kreye (2016) stated that many factors were involved in motivation, whether intrinsic or extrinsic. De Vito et al. (2016) used Herzberg's two-factor theory and determined key factors of motivation are the direction of an individual's decision-making ability, intensity or strength of the decision, and persistence and follow-through with the process. De Vito et al. mentioned Herzberg's two-factor theory outlines how leaders should motivate employees who desire to pursue goals within an organization.

Data Collected

Three of the five participants (P1, P3, and P5) that were interviewed mentioned setting realistic, clearly defined goals as a means of engaging employees as a manager. P1 said, "Goals must be achievable and [leaders] must be clear on setting goals and make them achievable [for employees]. P3 stated, "It is beneficial for leaders and employees to meet to communicate about goal setting." P3 went on to say, "You fail as a manager if you do not discuss goals and the step-by-step overview as to how to achieve them." P3 added, "The easiest way to make an employee unmotivated is by making a goal that is too far out of reach to achieve." Leaders should coach employees through the process and create a formal process. P2 explained, "Goals can be obtained by having standard processes in place such as written work instructions, standard operating procedures, and provide cross-training to everyone." Giving employees graduated tasks to accomplish based on realistic, attainable goals can gain a more definite sense of efficacy related to their role in the organization.

When discussing productivity targets, P5 indicated, “By giving employees reasonable, modest improvement goals, employees can understand themselves as demonstrably successful.” P1 asserted, “Setting clearly defined, attainable goals may look different depending on if the employee is salaried or hourly.” P1 stated, “Salaried employees in this organization generally determine annual goals which may be qualitative or quantitative.” P1 disclosed, “The day-to-day nature of hourly work often means that employees can have expectations switched to meet the company’s immediate challenges.”

I reviewed the company documents. The documents contained information related to organization goals, external production requirements, production goals, and personal goals, but the documents did not indicate if the goals were achievable. Information was included in the documents about registering for professional development training courses. The information provided did not have clear instructions related to obtaining goals.

Applications to Professional Practice

For this study, I focused on five leaders at one manufacturing business in northern Kentucky to obtain the strategies they used to engage employees. The strategies contained in this study might be helpful to establish a culture of engagement, identify education and training necessary to provide leaders with the knowledge and the capability to engage employees, and capitalize on resources to reward and recognize employees. The strategies could be useful for manufacturing leaders who are struggling with employee engagement. Leaders in the manufacturing industry could benefit from (a) building a culture of meaningful communication, (b) developing holistic approaches to engage employees to increase productivity, and (c) motivating employees by setting clearly defined and attainable goals.

The leaders in this study provided examples of communication and engagement styles. The multiple perspectives on leader communication and engagement strategies may also help manufacturing leaders understand the best communication style to engage employees. Laxton (2017) stated the critical factor to the success of an organization and the productivity and performance of employees are leaders' ability to manage the culture of the organization. Leaders in the manufacturing industry could potentially develop a positive reputation in the local community and increase hiring rates among high school graduates by managing a culture of meaningful communication.

As a result of the findings, leaders could apply holistic approaches to engage employees to increase productivity. To ensure employees commitment to an organization and increase productivity, employees might come to realize the leaders in their workforce care about employee well-being (Osborne & Hammoud, 2017; Sievert & Scholtz, 2017). Jeanes et al.(2018) discovered that employees who are disengaged are unwilling to commit to the organization. When employees feel that the leaders of the company care about various aspects of their lives, employees become committed to the company (Osborne & Hammoud, 2017).

Employees and leaders could potentially benefit from having clearly defined and attainable goals. Purvis et al. (2015) stated employees are successful when they have a clear expectancy of job responsibilities and are aware of the goals of the organization. Kumar and Pansarai (2016) suggested that focusing on employee motivation factors could improve productivity and give organization leaders a competitive advantage for hiring candidates.

Implications for Social Change

The implications for positive social change include the potential for community residents to (a) improve their well-being through career readiness, (b) participate in school-to-work programs that provide training to students while in high school and offer employment upon graduation, and (c) improve the local economy by remaining in the community and contributing through increasing tax revenues and volunteering. The implications for positive social change that emerged from this research included providing a positive work environment that includes competitive compensation and benefits, building a positive reputation in the community, and increasing the local economy by having a healthy work-life balance. Mwangagangi and Nahashon (2018) noted that career growth, interpersonal relationships, job security, pay, and compensation benefits were important factors to creating a positive work environment. Ramdhani et al. (2017) discovered that employee commitment and corporate culture are interconnected to employee dedication and productivity and leaders have the potential to implement strategies to manage a positive culture within the organization.

The results from this study might contribute to positive social change as leaders are encouraged to improve employee engagement and identify motivators to build a positive work environment in the community. Andersson (2017) stated individuals who work in the manufacturing industry and who focus on motivation factors could benefit the community as well as society. Manufacturing leaders have the potential to build a culture of meaningful communication that could reduce employee discontent and increase productivity ensuring that manufacturing companies remain in the community, which contributes to (a) increasing the local economy by providing revenue to operate local schools and government agencies, purchasing homes and, through tax revenues and local spending, (b) hiring candidates within the community, and (c) having an effective school to work program.

Manufacturing leaders, who have motivational skills that focus on holistic needs by cultivating significant relationships with employees, families, and community, could develop employee behaviors that promote positive social change. Manufacturing leaders, who increase communication, build mutual trust, and respect employees could gain a positive reputation in the community, and make the organization a highly sought-after place to work by residents in the community, which could boost the local economy.

Recommendations for Action

The results of this study could help manufacturing leaders adopt the new strategies to further engage employees. Manufacturing leaders who implement the study findings could positively impact workplace cooperation, employee-leader communication, and employee motivation. Jayasuriya et al. (2017) indicated that the purpose of leadership is to focus on achieving the overall goals of the organization through motivating employees to maximize productivity in the manufacturing industry.

Findings from this research could be useful for human resource professionals, leaders, trainers, and employees who would like to advance their careers in the manufacturing industry. Human resource professionals in the manufacturing industry could benefit from the findings of this research to develop an effective motivation system to use during orientation and on-boarding. Pang and Shan Lu (2018) stated that leaders who develop motivation systems increase employee motivation toward work. Human resource professionals, along with manufacturing leaders, could find methods to incorporate various avenues for employees to obtain their professional goals using the programs that are in place for advancement opportunities. Venkatesh and Sumangala (2018) discovered that employees expand their knowledge and skills through training and education in preparation for opportunities for advancement.

Kaliannan and Adjovu (2015) noted leaders who exhibit poor motivational skills might cause employees to become frustrated and disengaged. Jayasuriya, et al. (2017) concluded that the level of influence of aspects such as career growth and interpersonal relationships had a direct effect on employee motivation and productivity. Kreye (2016) stated that a leader’s role is to support and build assurance to foster a positive work environment.

Manufacturing leaders should consider (a) scheduling stand-up meetings where the leadership teams and employees meet briefly between shifts to provide a forum to ensure that employee voices are heard at all organizational levels, (b) hosting employee family-oriented events such as picnics and offering employees career development counseling to forge a comprehensive personal and professional understanding of the employees, and (c) presenting SMART goal setting sessions to allow employees to create specific, measurable, attainable, relevant, and time-bound goals and create an outline of steps for employees to reach their goals.

I plan to facilitate trainings and present motivation and employee engagement seminars at the North American Manufacturing Excellence Summit and Lean and Six Sigma Conferences. I plan to conduct seminars geared toward expanding knowledge of how to effectively communicate with employees. I also plan to conduct seminars to provide techniques to help leaders learn how to support and motivate employees in the manufacturing industry.

Recommendations for Further Research

This study's findings could help expand knowledge regarding strategies manufacturing leaders used for employee engagement in the manufacturing industry. Although this study led to an understanding of strategies manufacturing leaders used, the limited scope of the findings indicated more research on this topic is still necessary. One limitation of this study was the single case study design. I interviewed five manufacturing leaders from one organization. The number of participants and using one organization limited the depth of knowledge provided from participants and the ability to collect data from multiple sites.

The findings from this study allowed for a clearer understanding of manufacturing leader impact on implementing engagement strategies within the manufacturing organization in northern Kentucky and the limited diversity from leadership perspective. A potential approach for further research that could expand ongoing knowledge is to conduct a quantitative correlational study examining the relationship between employee engagement, leadership motivation, and productivity. Researchers should also consider an exploratory case study by interviewing 20 to 25 manufacturing leaders in a large metropolitan area in the United States, do onsite observations (when permitted by health regulations), and obtain and review relevant documentation related to leadership motivation of employees and profitability.

Additional limitations for further research of this study are demographic locations and talent shortages to maintain the manufacturing workforce in northern Kentucky. The limitations include (a) accessible workforce labor in northern Kentucky, (b) skills-gap of potential employees, (c) older employees retiring, and (d) high school graduates leaving the local area to attend college or seek other career opportunities.

Through this study, I discovered that manufacturing industry leaders did not have detailed information related to employees attaining professional goals. Training was available to employees, but no specific information related to course completion timelines was available. Employees did not know of available job opportunities once training was complete and if employees were required to take additional courses for leadership opportunities. Additional research could include how leaders can contribute to employees attaining goals for professional development in the manufacturing industry. I also discovered gaps between employee expectations of how leaders should handle employee engagement versus how leaders actually motivated employees. Employees expected manufacturing leaders to consider the whole person and use more holistic approaches for employee engagement. Manufacturing leaders focused on motivation for employee engagement specific to professional development and not personal development. Further research is needed to explore if leaders using holistic approaches effectively increase employee engagement to increase productivity in the manufacturing industry.

During this study, participants did not mention school-to-work programs or initiatives that would benefit the local community's economic development. I recommend further research to explore motivational strategies manufacturing leaders need for incorporating programs such as school-to-work programs to partner with local high schools to recruit future employees. I suggest researching opportunities to develop programs to recruit viable candidates within the community.

Reflections

My DBA program experiences have tested confidence in my abilities, faith, resolve and desire to become an expert practitioner. When I began my DBA journey, I thought that the program would be relatively easy since I had earned two master's degrees from two different universities within months apart. I thought I understood how demanding the process would be, but I soon realized the doctoral journey was not for the faint in heart and required stamina, time, and tough skin to receive feedback from mentors and Chairs. The DBA program was an extremely rigorous and challenging process. Although the DBA process has been intense, the effort has been invaluable. The challenges that I have experienced during the DBA process have strengthened my patience, enhanced my critical thinking, and improved my communication skills. Learning is a constant process and working through this DBA program has revealed to me how much more I can learn about the business world, working with people, and maintaining relationships.

I came into this research with several biases. I thought that employees' main concerns were driven by the amount of money they made and the health and wellness benefits. I entered with the bias that leadership focus was to do whatever was needed to meet the requirements and demands to keep the organization running and producing the product for shipment. I thought most leaders would push to meet quotas and not be genuinely concerned about employees. After interviewing the participants from this study, I now realize that leaders are worried and care about their employees. Leaders desire to create healthy relationships and a safe and healthy work environment for everyone. Leaders want the same things as their employees including acceptance, respect, recognition, and meaningful work. Leaders desire a work-life balance just like employees. The possible effects that I may have on participants would be to cause them to think about what behaviors they can change and new habits they could develop to communicate, interact, motivate, and engage employees. After conducting this study, I have changed my thinking about how leaders create the climate in organizations and the importance of having leaders trained in strategies to engage employees to ensure a culture conducive to employees doing their best work.

Conclusion

The purpose of this qualitative single case study was to explore strategies that manufacturing industry leaders use to engage employees. The five selected participants were leaders at one manufacturing business in northern Kentucky. During data analysis, I identified three themes in response to the research question, which were supported by Herzberg's two-factor theory and existing literature on employee engagement. The three themes were building a meaningful communication culture, holistic employee engagement to increase productivity, and motivating employees by setting clearly defined and attainable goals.

Based on the study findings and literature review, that in order to engage employees manufacturing leaders should (a) ensure employee input it all organizational levels by asking employees where they find workplace inefficiencies, (b) incentivize employee innovation, (c) understand the impacts of managerial persona on individual employees, (d) forge a comprehensive personal and professional understanding of employees, (e) become familiar with psychological frameworks for understanding employees, (f) build managerial familiarity with manufacturing floor positions, and (g) set clearly defined, attainable goals for employees. The strategies that I discussed in this study may be an asset to manufacturing leaders who seek to create a greater sense of community, communication, and collaboration in their workplace.

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Appendix: Interview Protocol

WHAT TO DO	WHAT TO SAY-SCRIPT
1. Introduction of the interview	I would like to take this time to thank you for allowing me to interview you today. The interview and data collected is for an assignment called a doctoral study, which is a graduation requirement. I would like you to know that your participation in this education assignment is to try to find motivational strategies to engage employees, which will help increase productivity. I plan to interview you and no less than 4 other leaders to gather information to find solutions to engage employees to increase productivity. First, I would like to begin by letting you know that your participation is voluntary. If there is any question that I ask, that you do not feel comfortable with you do not have to answer it or if you want to stop the interview at any time feel free to do so. Also, as I told you before I am going to audiotape this interview and I am going to take notes as well, is that OKAY with you? When your interview is complete, within 72

	hours I am going to email you the verbatim transcription of your interview for your review. If I misrepresented, you in any way and if there is any information that you would like to add or take away just let me know. To ensure confidentiality, I plan to protect your identity, the name of your organization, and all data collected. I have set aside one hour for the interview and can extend it up to 30 minutes if necessary. I provided you a copy of the interview questions and interview protocol prior to this meeting. I informed you of my intent to have you sign a copy of each today. Before we get started with the interview, I would appreciate you signing the copy of the interview questions and interview protocol for my records. Thank you. We will now begin.
2. Introduction of the interview	I would like to take this time to thank you for allowing me to interview you today. The interview and data collected is for an assignment called a doctoral study, which is a graduation requirement. I would like you to know that your participation in this education assignment is to try to find

	motivational strategies to engage employees, which will help increase productivity. I plan to interview you and no less than 4 other leaders to gather information to find solutions to engage employees to increase productivity. First, I would like to begin by letting you know that your participation is voluntary. If there is any question that I ask, that you do not feel comfortable with you do not have to answer it or if you want to stop the interview at any time feel free to do so. Also, as I told you before I am going to audiotape this interview and I am going to take notes as well, is that OKAY with you? When your interview is complete, within 72 hours I am going to email you the verbatim transcription of your interview for your review. If I misrepresented, you in any way and if there is any information that you would like to add or take away just let me know. To ensure confidentiality, I plan to protect your identity, the name of your organization, and all data collected. I have set aside one hour for the interview and can extend it up to 30 minutes if necessary.

	I provided you a copy of the interview questions and interview protocol prior to this meeting. I informed you of my intent to have you sign a copy of each today. Before we get started with the interview, I would appreciate you signing the copy of the interview questions and interview protocol for my records. Thank you. We will now begin.
3. Watch for non-verbal queues 4. Paraphrase as needed 5. Ask follow-up probing questions to get more in-depth information	The overarching research question used for this qualitative case study is the following: What motivational strategies do manufacturing industry leaders use to engage employees?
	Interview Questions 1. What strategies have you used to engage employees? 2. How did your employees respond to those strategies? 3. What were the key barriers to implementing your strategies for engaging employees?

	4. How did your organization address the key barriers to implementing your strategies for engaging employees? 5. How have you measured the effectiveness of your strategies to engage employees? 6. How were strategies to engage employees communicated throughout the organizational ranks and among stakeholders? 7. What, if any, modifications did you apply to any strategy to improve its effectiveness in stimulating innovation? 8. Based upon your experiences, how did these strategies contribute to engaging employees? 9. What additional information can you provide that manufacturing leaders may use to implement strategies to engage employees?

6. Bring the interview to a close by thanking the participant. 7. Schedule Transcript Review Appointment	Again, I want to thank you for taking the time to allow me to interview you. This concludes the interview. I want to reiterate that I plan to email you a copy of the word for word transcripts of the interview so that you may review to ensure that I did not misrepresent you in any way. Also, to see if there is anything that you would like to add, that would be a good time to do so. What would be a good time next week to schedule a follow up meeting for the Transcript Review?
Follow Up Transcript Review Meeting 8. Introduction of the follow-up interview 9. At the close of each interview, I plan to thank each participant for taking the time to participate in the study.	I would like to take this time to thank you for your participation for this study and sharing your insight and sharing your documents related to employee engagement and performance. Were you able to review the transcripts from the interview? Is there anything that you would like to add, remove, or clarify? Reviewing the transcript of interview responses to ensure accuracy should take approximately 30 minutes.