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Employee Engagement in the Rio Grande Valley Border Regions of Texas

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Walden University

College of Management and Human Potential

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Thomas R. Ferry, Jr.

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Walden University

2024

Abstract

Employee Engagement in the Rio Grande Valley Border Regions of Texas

by

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MHA, Capella University, 2016

BS, DeVry University, 2011

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management

Walden University

August 2024

Abstract

This qualitative phenomenological study focused on the lived experiences of employees living and working in the Rio Grande Valley Texas border regions. The overall research problem was the general lack of employee engagement that has been highlighted in several studies. This research problem was further investigated to understand the lived experiences of employees in the healthcare industry and residing in border regions of Texas and how those experiences intersected with employee engagement. The purpose of this study was to explore and apply those lived experiences so that managers can use the information to better engage employees. The conceptual foundation consisted of concepts from the social learning theory and their intersections with lived experiences and employee engagement. In semi structured interviews, 10 participants shared their lived experiences with the phenomenon of interest. The interviews underwent coding and themes from the interviews emerged. Emerging themes included (a) positive sense of belonging, (b) positive leadership, (c) performance management, (d) employee recognition, (e) strong trust, and (f) intriguing work. The results showed that multiculturalism had no impact on employee engagement. This study provided practical information to enable managers to engage their employees better and drive positive social change in employee engagement. Engaged employees perform better and increase overall organizational profitability. Increased profitability can have positive social implications for the area, including a better quality of life and additional economic opportunities.

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Chapter 1: Introduction to the Study

Employee engagement has been shown in the literature to increase organizational efficiency, organizational profit, and provide for overall better lives for employees of organizations (Osborne & Hammoud, 2017). Employee engagement is an essential factor in the employee–leader dynamic and mediates the relationship between employee and leader (Dai et al., 2016). Gallup (2022) noted that many companies do not engage employees, citing that as high as 54% of employees were not engaged in the workplace. Attridge (2009) found that 19% of employees were disengaged, 52% were moderately engaged, and only 29% were fully engaged. Employee engagement was defined as the “harnessing of organizations’ members’ selves to their work roles.” Engaged employees express themselves physically, cognitively, and emotionally during performance roles: (Saks, 2019, p. 20). This study was based on the problem noted in literature that not all employees are fully engaged and specifically explored employee engagement in the geographical area of the Rio Grande Valley of Texas (Chacko & Conway, 2019; Gallup, 2022; Osborne & Hammoud, 2017) This area was studied as I previously lived in this area; it offers advantages of proximity and access and I was able to make use of a convenience sample in the area. This study focused on employee engagement overall and even though it is used this region as the sampling area, it may reveal generalizable findings about employee engagement across the United States and varying types and sizes of organizations. The social implications of this study are that it could provide for a better work environment for employees plus potentially could lead to happier, more fulfilling lives as employees are more engaged at work.

This chapter includes the background of the study, including relevant literature. It has the problem statement that defines why the research is being conducted. The purpose of the study will be presented along with the research questions, conceptual framework, and the nature of this study. This chapter will also cover definitions, scope and delimitations, and the significance of the study.

This qualitative phenomenological study explored employees' lived experiences and how they intersected with employee engagement. The conceptual framework consists of concepts of the social learning theory. The study's findings contributed to social change for happier, healthier, and more productive community members.

Background of the Study

Employee engagement and employee experiences are not new research topics; however, they remain unexplored in the literature in terms of lived experiences and how those lived experiences intersect with employee engagement and multiculturalism. There is scant literature on employee lived experiences intersecting with employee engagement in the U.S. and Texas border regions. On the other hand, an abundance of literature exists on the need for global leadership and the intercultural competence of leaders of multinational companies (Bird & Mendenhall, 2016). The globalization of business requires leaders to understand how to lead and engage intercultural employees (Caliguri, 2006).

The most significant work in multicultural leadership is the Global Leadership and Organizational Behavior Effectiveness (GLOBE) project, which addresses how to best engage employees in multinational companies (House et al., 2002). Project GLOBE

suggests that different cultures and countries require different engagement for a productive workforce. Javidan et al. (2006) explored nine dimensions of organizational culture: (a) performance orientation, (b) assertiveness, (c) future orientation, (d) humane orientation, (e) institutional collectivism, (f) in-group collectivism, (g) gender egalitarianism, (h) power distance, and (i) uncertainty avoidance.

According to the GLOBE study, workers from countries such as the United States and Singapore favor this approach. In contrast, family and background influence workers from Greece and Russia (Javidan et al., 2006). Assertiveness indicates the aggressiveness and straightforwardness of leaders in their leader–follower relationships. House et al. (2002) found that workers from high-context countries (e.g., the United States) valued assertiveness. In contrast, those from low-context countries (e.g., Sweden and New Zealand) preferred harmony and avoided leader–follower confrontations. Future orientation is the extent to which leaders engage in forward-looking behaviors with their followers. Javidan et al. (2006) found that workers from countries such as Singapore and Switzerland highly valued future orientation and tended to plan for it; in contrast, workers from Russia and Argentina were found to be less systematic. Humane orientation occurs when leaders encourage and reward people for acting fairly and caring toward others. Javidan et al. found that workers from Egypt and Malaysia valued human orientation; in contrast, workers in France and Germany ranked it very low.

Institutional collectivism consists of how society and organizational practices provide encouragement and rewards for collective action. Workers from Singapore and Sweden find group performance necessary, whereas workers from Greece and Brazil tend

to have individualistic views (Javidan et al., 2006). In-group collectivism is the degree to which individuals show their pride and togetherness in groups. Workers from Egypt and Russia take pride in the groups and organizations they work for. Gender egalitarianism is how group members seek to minimize gender inequality. Europeans rank gender egalitarianism higher; conversely, Egyptians and South Koreans tend to have male-dominated societies.

Power distance consists of the group expectations for the distribution of power in society. High power distance indicates economically stratified groups in Thailand, Brazil, and France (House et al., 2002). Finally, uncertainty avoidance consists of the societal beliefs of uncertainty. Workers from Singapore and Sweden prefer systematic, detailed processes and strategies; in Russia and Greece, workers choose comfortable and concise methods.

Li et al. (2021) researched leadership style, national culture, and employee engagement. They noted very little in the literature regarding types of leadership styles and national culture; hence, they concluded that leadership style did affect employee engagement, including positive correlations for servant, empowering, ethical, and charismatic leadership (Li et al., 2021). Of interest is that specific dimensions of national culture impact and moderate employee engagement from leadership. Namely, gender egalitarianism, human orientation, performance orientation, future orientation, and power distance had a moderating effect on the leadership-employee engagement relationship (Li et al., 2021). From their work, Li et al. concluded that employee engagement depends on the cultural characteristics of the different countries that were analyzed. This supports

that the culture of a workplace could be impacted by diversity or those from other cultures, such as those in border regions of Texas, as much of the population is diverse.

Kappagomtula (2017) also explored multicultural teams in terms of completing large projects. Analyzed were three sociocultural factors that could have an impact on the performance of the project. The three sociocultural factors examined included personal connection, inter/intracultural teams' interactions, and ethnographic bonding. The analysis was from two different countries, China and India. Kappagomtula concluded that there were differences between those two countries on those three sociocultural factors and that these factors are influenced by leadership and impact the work performance of those working on the project.

Research has indicated the need for intercultural understanding, which may be provided by this study (Javidan et al., 2006; Kappagomtula, 2017; Li et al., 2021). There is little literature on border regions and their intersections with employee engagement. All work that I have been able to find focuses on different countries and not a mesh of cultures. Many of the individuals in border regions blend Latin and American cultures (U.S. Census Bureau, n.d). Literature is abundant on employee engagement (as presented in this review); however, there is a lack of research on employee engagement in the border regions of countries. Many scholars have discussed the globalization of business and multinational company leadership. However, few have explored employees' lived experiences in the Texas border regions. More specifically, there is little research on how employees' lived experiences in border regions of Texas intersect with employee engagement. The current study helps fill the gap in the literature by providing themes of

the lived experiences of employees in the sample area with applicability to other areas. In this study, those themes were explored to understand how the lived experiences intersect with employee engagement. This study may provide managers with information on what employees value and how to engage them in the border region workplaces better. The knowledge from this study could contribute to increased company profitability, improved management, greater employee engagement, and overall positive social change in the Texas border regions. Filling this literature gap will build upon the existing literature and contribute to the already robust knowledge of employee engagement.

Problem Statement

The general problem is that the growing prominence of multicultural organizations in the business world requires leaders to understand and manage employees from different cultures (Bird & Mendenhall, 2016; D. Wang et al., 2017). Leaders who do not know how to drive multicultural organizations and engage their employees may fail to be effective (Bird & Mendenhall, 2016). The driving force for this study was the lack of employee engagement indicated by organizations such as Gallup. Gallup's recent research showed that 87% of employees do not engage, and workers at companies with highly engaged workforces outperform their peers by 147% (Eaglebarger, 2017). Attridge (2009) found that that 19% of employees were disengaged, 52% were moderately engaged and only 29% were fully engaged. Employee engagement has been found to be an essential factor in the employee–leader dynamic and relationship (Dai et al., 2016). Understanding how to engage employees is a crucial determinant of organizational success (Stoyanova & Illiev, 2017).

Employee engagement directly impacts employee retention, as it correlates with increased productivity, increased job satisfaction, and many other benefits. The more engaged the employees, the more highly they perceive their value to their organizations. Leaders should understand how to make employees feel valued to increase productivity, job satisfaction, and retention (Adarsh & Roopesh Kumar, 2017). Managers are responsible for 70% of employee engagement variables because they influence their employees most considerably (Beck & Harter, 2015). Many authors have explored multiculturalism worldwide but not in different regions of the United States (Javidan et al., 2006). It is necessary to lead effectively across cultures in organizations that span borders. There is also a need for such leadership in the United States, which has diverse areas, particularly near the border. Texas is situated geographically next to Mexico, thus having prominent Latin ethnicity in the southern part of the state (U.S. Census Bureau, 2019.). Alliances with other countries have extreme importance for the economy. Therefore, organizational leaders must understand how those cultures affect other countries, such as Mexico, and their interactions in the United States. Li et al. (2021) explored cultural differences and their impact on employee engagement at the country level. This means they explored differences based on cultures in separate and distinct countries. They, however, did not explore in the same country. The specific problem is that there is a lack of understanding of how multiculturalism affects border regions of Texas and how this intersects with employee engagement.

The study focused on how individuals at the Texas–Mexico border, specifically the Rio Grande Valley, experience employment in the border regions and how their lived

experiences intersected with employee engagement. The Rio Grande Valley was chosen because there is a lack of literature covering border regions as well as the study advantages of proximity and access. There may be added results that can also reveal intersections between leaders, intercultural competence and employee engagement. This may apply to any multicultural environment in the United States. It may specifically reveal unique aspects of the Border Regions. The Texas border is a unique region with a mesh of cultures as extrapolated from the race breakdown in the latest census (U.S. Census Bureau, 2019). To engage employees, company leaders should understand how people experience employment in border regions and if they feel valued at their organizations. (Chacko & Conway, 2019). There is significant diversification of Mexican and Anglo-centric cultures along the Texas–Mexico border (U.S. Census Bureau, 2019). Leaders must understand how members of these distinct cultures experience their value to the organization, which affects a range of organizational processes, including recruitment, retention, and productivity. Researchers have studied multiculturalism and its management challenges at the global level (Bauer, 2015). However, there is a need for research to define those characteristics by understanding how employees experience their work environment in the Texas border region. Understanding the work environment could result in a deeper understanding of cultural differences and how they may present in an organization. A search of related topics using Google Scholar, EBSCOHost, and Thoreau Multi-Database Search showed little research on cultural differences in the U.S. border regions. This study may provide an opportunity to analyze the interactions of these cultural forces in organizations in this uniquely diverse area.

Purpose of the Study

The purpose of this qualitative hermeneutic research study was to understand the lived experiences of employees and how they intersect with employee engagement. Employee engagement is an essential factor in the employee–leader dynamic and relationship (Dai et al., 2016). Understanding how to engage employees is a crucial determinant of organizational success. Employee engagement directly impacts several factors of a business, as it correlates with increased productivity, job satisfaction, and many other benefits. The more employees engage, the more highly they perceive their value to the organization. Leaders should understand how to make their employees feel valued to increase productivity, job satisfaction, and retention (Adarsh & Roopesh Kumar, 2017) Studies have shown that only 33% of U.S. employees are engaged; this statistic indicates the importance of researching employee engagement (Adkins, 2016). Managers are responsible for 70% of employee engagement variance due to their control and influence on their employees (Beck & Harter, 2015). Many authors have explored multiculturalism worldwide (Aritz & Walker, 2014; Binsiddiq & Alzahmi, 2013; Jia et al., 2019). However, scholars have not studied areas along the U.S. border or the impact of local cultures on employee engagement. Employees’ perception of value could have significance for leaders as this directly impacts their company through the benefits of employee engagement, as previously explained.

Research Questions

The purpose of this qualitative phenomenological study was to understand how employees’ lived experiences intersected with employee engagement. The research

questions focus on the effect of multiculturalism (i.e., how different cultures interact and their different types of orientation) on leaders in the Texas–Mexico border region and how employees from different cultures perceive their value to the organization. Answering the research questions will provide additional insight into the results specific to the border region.

The overall research question was: how does the multicultural makeup of border regions of Texas impact employee engagement? This can be further subdivided into these two questions:

- RQ1: What are the lived experiences of employees in the sample area with respect to employee engagement.?
- RQ2: How do the lived experiences of employees intersect with employee engagement and multiculturalism?

Conceptual Framework

The conceptual framework for this study is comprised of concepts of social learning theory and employee engagement, with an influence on organizational behavior. Social learning theory includes the organizational participant, the organizational behavior, and the environment (Davis & Luthans, 1980). The social learning theory indicates that behavior is the function of the person and the environment.

The psychological experience of work influences employees' attitudes and actions. Similarly, the individual, interpersonal, group, intergroup, and organizational factors simultaneously affect experiences (Kahn, 1990). The psychological experience of work is the foundation for employee engagement that indicates what drives employees in

their jobs. Employees' experiences and managers or leaders influence employee engagement (Parent & Lovelace, 2018). The perception of being valued and the relationship between an employee with an organization is the key to employee engagement; this perception relates to social learning theory's concept of the workplace's psychological experience (Kang & Sung, 2019; Ladyshewsky & Taplin, 2017).

Employee motivation is another essential component of employee engagement. According to Maslow's (1943) hierarchy of needs, self-actualization is the greatest need for employees. Self-actualization is achieving an individual's potential after fulfilling the basic physical, survival, self-esteem, psychological, social, and self-esteem needs. Employees with their basic needs met can fully engage and work at their maximum potential (Kaur, 2013). In the current study, Maslow's work was the lens used to explore employees' engagement in border regions and whether their experiences show they have met their self-actualization needs.

Organizational behavior has an impact on the work environment. Davis and Luthans (1980) highlighted that organizational behavior relates not only to the environment but also the person's behavior. Meanwhile, the work's psychological experience provides the groundwork for employee engagement and is pertinent to understanding how leaders can successfully engage employees. The social learning theoretical framework relates to the study because it addresses the impact of a person's behavior on the environment (Davis & Luthans, 1980). Behavior can be described as something the person does that is driven by the environment. Organizational behavior is further defined as the combination of both the environment in which a person is and the

behavior they exhibit .The work environment and culture in which the person was raised influence how the individual behaves within the work environment (Davis & Luthans, 1980; Javidan et al., 2006)

Nature of the Study

This study's chosen research method was qualitative with a phenomenological design. Data collection came from semi structured interviews with the targeted subjects in the service industry in border regions of Texas. The semi structured interviews contained several key questions to define the areas under study (in this study, the perception of an employee feeling valued as an important member of the organization and employee engagement). Semi structured interviews also provided an opportunity to pursue an idea or response in more detail. The flexibility of the semi structured approach enabled the discovery or elaboration of information important to the participants not fully explored in previous research.

The qualitative hermeneutic phenomenological approach was appropriate because the study focused on understanding the participants' lived experiences. The qualitative approach aims to understand why something is based upon the process taking place between individuals (Toye et al., 2016). Qualitative researchers focus on understanding experiences rather than measuring the relationships between variables.

The interview questions (see Appendix) were the means to explore the effect of employees' perceptions of their value to their organizations on employee engagement. Questions were derived from the rich literature on employee engagement. The interviews lasted approximately 30 minutes and took place via the online meeting platform Zoom.

This study's target sample organizations were those in the service industry (a) with operations in the Rio Grande Valley border region in Texas near Mexico, (b) with staff members from multiple cultures based upon demographic questions in the interviews, (c) in business for at least 10 years, and (d) a multicultural organization. I sought to interview 10 employees working in these organizations as such a sample size typically results in data saturation (Francis et al., 2010; Rubin & Rubin, 2012). The participants were all at least 21 years old, employed for at least 2 years, and working in a multicultural unit of the organization. The age requirement was selected as it is preferred that employees be out of high school and have some work experience with an organization.

A search went on to find potential organizations for this study. Individuals were selected by using LinkedIn to explore companies in the border regions as chosen by the criteria in the preceding paragraph. Employees were then selected using LinkedIn based on criteria also mentioned in the preceding paragraph. I sent the employees invitations to participate with the informed consent form attached via email. I recorded and coded the interviews using a qualitative analysis tool called NVivo. I designed the interview questions to explore the employees' perceptions of their value to their organizations and their effect on employee engagement. The initial set of interview questions was reviewed by experts in employee engagement. Feedback from experts on the questions were that too many questions existed, which would exceed the 30 minute goal. Some questions were redesigned to align more with the research questions based on feedback from the experts. One test interview was conducted via Zoom to assess question appropriateness

within the 30-minute time goal. Data analysis entailed assigning codes to the interviews and examined them to identify emergent themes.

Definitions

The following are the key definitions of the study.

Employee engagement: Harnessing of organizations' members' selves to their work roles. Engaged employees express themselves physically, cognitively, and emotionally during performance roles (Saks, 2019).

Self-actualization: A person's want for self-fulfillment, specifically to actualize to the most significant potential. Self-actualization varies by person (Maslow, 1943). For example, for one person, self-actualization may be to be a stellar athlete and for another to be a great stay-at-home mother.

Workplace environment: The environment in which an employee works is affected by both the management of an organization and the stressors of the job itself, including mental and physical stressors.

Assumptions

Assumptions are certain factors assumed to be correct for this research, but there is no way to verify. One assumption of this study was that the interview questions would produce information about the interviewees' employment perceptions of being valued. It is believed that all perceptions of being valued would include positive events in their work life. However, there is no way to verify that these events correlate positively for all those interviewed in the study. The next assumption was that the participants were honest and open about their experiences, and they are actual lived experiences that happened in

their workplace and not elsewhere. Another assumption was that the interviewees met inclusion criteria based on the demographics that they provide. In other words, I did not further verify the information they provided but instead, took the participants' word as it related to this information. I also assumed that there is a generalized understanding of a negative workplace experience in the context of lived experiences of work. It may be generalized that someone who reports a negative experience might have a similar emotion to one who has many more frequent negative experiences. It is quite possible that reactions could be different. This study did not include providing a measurement of the magnitude of a negative experience. Finally, I assumed that the data would provide a clear understanding of the participants' lived experiences as it relates to their current workplace.

Scope and Delimitations

The problem that was under study in this research was the lack of understanding of employees' lived experiences and how their lived experiences intersect with their engagement. The scope for this study was employees in the Texas border regions who fit the participation criteria. The data gathered consisted of the lived experiences concerning employee engagement of the employees who work in the border regions of Texas. I used invitations to secure 10 participants, conducting interviews until achieving data saturation. The sample size aligns with the phenomenological approach, which requires only a small sample for understanding (Francis et al., 2010; Moustakas, 1994).

There were three criteria for participant inclusion: (a) at least 21 years old as it is preferred that participants be out of high school, (b) an employee for at least 2 years, and

(c) employment in a multicultural organization. I screened the participants by asking the employees their age, their length of employment, and whether they work in a multicultural unit. Excluded from this research were those from the education sector to help not get different data from other service-related businesses. Delimitations are the limitations imposed by the researcher. I solicited participants from the Texas border area of the Rio Grande Valley. Although participants from other border regions would provide valuable information, this restriction is necessary to minimize cost and travel.

Limitations

Limitations are inherent in all studies. Researchers often identify limitations to assess their studies' results. Limitations are potential weaknesses outside of the researcher's control. One limitation of this study was that it only included people in the service industry. The second limitation was that I only recruited employees from Rio Grande Valley Texas border regions and not the west border regions as I do not have connections there. It is possible that if people were interviewed from different areas of the border regions of Texas that the study could have provided different results using the same methods. This could be due to regional differences in areas of the border regions. Another potential limitation of this study was that using a phenomenological approach only accounts for past experiences that are a snapshot of a particular amount of time. In other words, moving forward, experiences could change, and the study may not have any further applicability. Another limitation may be the emotional impact of a recent negative experience with an interviewee's employer. These interviewees could provide a more negative interview because of the recent experience that may overarch any positive

experience the employee could have had. A potential final limitation was the time-consuming nature of the interviews, impacting the participants' and my schedules.

Significance of the Study

This study contributed to the literature on employee engagement and employees' perceptions of their organizational value. There is scarce literature on engaging employees related to different cultures in the same country. This research added to the literature by providing more information on engaging employees in the same country from different cultures. It further explored the lived experiences of those employees working within the border regions of Texas. Companies in border regions have locations in both the United States and Mexico. The existing literature only provided information on separate countries and not the mesh of cultures in one country. Managers of such companies must understand how to engage employees in this unique area. In order to enhance the practice of management, this study has practical implications. This study may provide that information of an understanding of how to engage employees within border regions and further enhance employee engagement of those companies operating within border regions.

This study had relevance for society, contributing to positive social change in the global and local environment by providing a more engaged, fruitful, and productive work-life experience for employees living within the border regions of Texas. The findings could provide a guide for social change in terms of employee engagement in the border regions and contribute to what motivates employees in this unique area of the United States. Identifying the components of employee motivation could enable company

leaders to design structures and programs to increase employee engagement and perceived value.

Significance to Theory

This study added to the literature on employee engagement by focusing on employees' lived experiences. This study contributed to social learning theory and knowledge. Further contributions pertained to employee engagement and perceptions of employees' organizational value, especially in multicultural workplaces. Since multicultural workplaces are unique to manage, this added to the already existing multicultural literature. This was accomplished by exploring employees' lived experiences in border regions and analyzing how this intersects with employee engagement.

Significance to Practice

This study may provide value to those who practice management in the unique culture of Texas's border regions and seek to drive employee engagement. The findings are significant to practice, as managers could use this study to understand employees' work experiences to improve employee engagement and performance and operating results. The study enables managers who manage border regions remotely to know how to work with and engage employees in the Texas border regions.

Significance to Social Change

This study has relevance to society and could contribute to positive social change due to the global market in which companies currently operate. Further contributions to social change are employee recruitment and retention in the border regions, providing

knowledge of what impacts employees' perceptions of how they are valued in this unique area. Knowing what motivates these employees could enable company leaders to design structures and programs to improve employee engagement and perceived value. Understanding what motivates employees could contribute to the strength of the communities and provide better work and family lives for individuals in the Texas border regions.

Summary and Transition

This chapter provided a background of the study's situation, including that a lack of cultural understanding could decrease employee engagement. The chapter presented the study's problem specific to employees' lived experiences in border regions and the unknown nature of how those experiences intersect with employee engagement. This chapter also discussed the phenomenological approach and why it is appropriate for the study.

The purpose of this study was to explore the lived experiences of employees in a Texas border region and how their lived experiences intersected with employee engagement. The overall research question was how does the multicultural makeup of border regions of Texas impact employee engagement? This can be further subdivided into two questions:

- RQ1: What are the lived experiences of employees in sample area with respect to employee engagement?
- RQ2: How do the lived experiences of employees intersect with employee engagement and multiculturalism?

This chapter presented the conceptual framework, including concepts from the social learning theory and how it intersects with employees' lived experiences. I provided an overview of the research method and hermeneutic phenomenology and defined the critical terms. The remainder of the chapter included a discussion of the study's scope, limitations, and delimitations, followed by its potential significance to theory, practice, and social change.

Chapter 2 contains an overview of the literature on the study topic and the seminal works related to the conceptual framework. The chapter includes a general discussion of employee engagement and the work environment. There is a detailed discussion of the literature, showing the gap in knowledge on how employees experience their work environments.

Chapter 2: Literature Review

The purpose of this qualitative research study was to understand the lived experiences of employees and how their lived experiences intersect with employee engagement and culturalism. The general problem was that few workers engage in their work. Recent research has shown that 87% of employees do not engage in their work (Eaglebarger, 2017). Employee engagement is essential in the employee–leader dynamic and relationship. There is a need to understand how employees experience the employee–leader dynamic to engage employees in the Texas border regions. This study focused on how employees experience employment in sample area and how those experiences intersect with employee engagement and multiculturalism.

In general, the literature has shown that employee engagement has many positive influences on a company. Employee engagement correlates with increased employee productivity and retention, reduced absenteeism, and greater company productivity. However, an estimated 87% of employees do not engage at work (Adarsh & Roopesh Kumar, 2017; Eaglebarger, 2017). A significant opportunity exists to contribute to the literature on employee engagement.

This chapter includes an overview of the study’s conceptual framework, including the social learning theory. Employee engagement is a topic explored from organizational engagement and job engagement perspectives. The chapter presents employee engagement and culture. The issues narrowly related to the cultural expectations of different parts of the world and the dominant traits of workers in those cultures. The

chapter presents leadership in a diverse organization and the management styles leaders use to engage employees.

Literature Search Strategy

I obtained the most recent and relevant literature using several search engines and databases, including Google Scholar, EBSCOHost, and Thoreau Multi-Database Search. The search terms were *employee engagement, leadership, transformational leadership, multicultural leadership, leadership theories, transactional leadership, organizational culture, employee perceptions, and Maslow's theory*, as well as combinations of these terms. I obtained 44 references for this study, 31 published between 2013 and 2022 and 10 published before 2013, including seven seminal sources. I included these studies because I believed them relevant to the research questions and the purpose of the study.

Conceptual Framework

The study's conceptual framework consisted of concepts of the social learning theory. Social learning theory focuses on the organizational participant, organizational behavior, and environment (Davis & Luthans, 1980), suggesting that behavior is the function of the person and the environment. Social learning theory consists of the behaviorist learning theories of classical conditioning and operant conditioning. Individuals abstract and integrate information from different social experiences, such as verbal discussions, models, and discipline encounters.

Further, these different experiences mentally represent the environments and themselves in cognition classes, including response outcome expectancies, perceptions of self-efficacy, and evaluative self-reaction standards. These cognitions affect how

individuals respond to environmental stimuli and the types of environments they seek.

Overall, the cognitions provide the foundation for the psychological experience of work.

The psychological experience of work is a driver of employee attitudes and behaviors. Similarly, the individual, interpersonal, group, intergroup, and organizational factors simultaneously influence experiences (Kahn, 1990). The psychological experience of work provides the foundation for employee engagement and indicates how to engage employees for leaders. Employee engagement relates to the psychological experience of work. Driving an organization forward requires having a sense of a person's behavior and environment. A person's behavior is, in part, a function of the environment. An employee's experiences, interactions, and relationships with management are the drivers of the employee's engagement (Parent & Lovelace, 2018). Therefore, the perception of being valued at an organization is the key to employee engagement, relating to the social learning theory concepts of employees psychologically experiencing their workplaces (Ladyshevsky & Taplin, 2017). The goal of management studies is to produce knowledge about human action and organizational activities (Sandberg, 2005). For the present research, the phenomenological approach enabled understanding of the complex issues related to employee engagement and employees' lived experiences in the Texas–Mexico border region.

Literature Review

This literature review includes the literature on employee motivation, including employee engagement, the cultural implications of employee engagement, and leadership. Employee engagement contains the ability to harness organizations'

members' selves to their work roles; in engagement, people will engage and express themselves cognitively, physically, and emotionally during the performance of their functions (Saks, 2019). There is a need to understand employee engagement by understanding employees' cultures. People have different beliefs and experiences of their lived worlds based upon how they grew up in their cultures (Javidan et al., 2006). Leadership has many effects on how employers engage their employees. This literature review addresses leadership as the actions and strategies leaders implement to engage their employees.

Employee Engagement

Seminal researchers have explored the psychological conditions of engagement and disengagement at work. Kahn (1990) suggested that workers' physical, cognitive, and emotional components affect their work experiences and performance. Personal engagement and disengagement consist of people's behaviors in or out of themselves during work. According to Kahn, personally engaged people keep themselves in roles without giving up for something else. Personal disengagement is the withdrawal of self and the behaviors that contribute to a lack of connection and cognitive, physical, and emotional absence, resulting in passive role performance. Kahn further identified three psychological conditions that affect engagement—meaningfulness, safety, and availability—and drive engagement.

Saks (2019) refined the views of Kahn (1990) to describe the distinction between job engagement and organization engagement. Engagement is a role-specific component. An individual performing a job has two roles: a work role and a member of the

organization. Scholars have identified engagement as multidimensional because it includes both the organization and the individual. The social exchange theory was the basis of this approach based on resources; after employees receive resources, they respond to greater levels of engagement. According to Saks (2006),

Employees feel obliged to bring themselves more deeply into their role performances as repayment for resources they receive from the organization. ... The amount of cognitive, emotional, and physical resources that an individual is prepared to devote in the performance of one's role is contingent on the economic and socioemotional resources received from the organization. (p. 603)

Saks (2019) tested this model in a cross-sectional study of 102 employees in different organizations and jobs, finding all antecedents significantly and positively correlated with job and organization engagement. Additionally, Saks found job characteristics significant predictors of job engagement; however, procedural justice was a marginally significant predictor.

Organizational Engagement

Organizational engagement is part of the model by Saks (2006). Researchers have also focused on understanding the drivers of organizational engagement, including Malinen et al. (2013), who investigated employees' perceptions of fairness and trust in senior management 12 months before measuring engagement and withdrawal attitudes. The authors found that perceptions of procedural justice and trust in senior management were indicators of organizational engagement 12 months later. The findings also showed

that organizational engagement impacted the relationship among procedural justice perceptions, senior management trust, and employee withdrawal attitudes.

Prieto-Díez et al. (2022) researched whether work engagement was an organizational trait or personal trait of employees that work for the company. The personality traits that were used in this study were the big five. These included conscientiousness, extraversion, emotional stability, agreeableness, and openness to experience (Prieto-Díez et al., 2022) In their study, they analyzed the tie between organizational engagement and personal characteristics. Their research was a quantitative study that analyzed these attributes. The results of their research showed that individual personality had an impact on work engagement however, personality had a big impact on this. Organizational engagement was found to further make engagement stronger of those surveyed. The conclusion drawn from their research was that those who are more autonomous and innovative are much more committed to their work and have improved effort leading to greater organizational results. This lead to further organizational commitment which is further explored in research.

Organizational commitment and engagement have undergone further analysis of human resource practices. Juhdi et al. (2013) examined the effects of the relationship between organizational engagement and human resources practices (i.e., person-job fit, career management, compensation, performance appraisal, and job control). From a study of 457 employees in various sectors, Juhdi et al. found that all human resources practice variables had significant effects on organizational engagement and organizational

commitment. Job fit was one of the most powerful predictors of organizational commitment, with compensation the second most important predictor.

Juhdi et al. (2013) found that human resources practices accounted for 42.8% of organizational engagement. Career management was the strongest predictor of organizational engagement. Therefore, managers must develop their employees to keep them committed and engaged in their organizations. Juhdi et al. noted that career management positively correlated with turnover intention. Therefore, employees must receive support for growth and development.

Tetik and Zaim (2021) explored organizational engagement and talent management strategy of an organization. The use of an effective talent management strategy in an organization can lead to a more efficient recruitment and retention along with increased organizational engagement. Tetik and Zaim developed a talent management program and then implemented the program in an organization. The outcome after implementation was then further researched for efficacy. The effect was explored via a talent group and compared against a control group in an organization. The talent management strategy that was designed and implemented included identifying high potential and performing workers, created a talent pool, provided employee development practices and finally included the design of retention practices in the strategy. The comparison between the control group and talent group showed that the talent management strategy that was implemented provided for more support that a talent management strategy that is included with an organizational strategy can have positive

effects on the organizational engagement of an organization and further improved employee satisfaction in the organization.

Other factors also provide support for organizational engagement. Mahon et al. (2014) explored organizational engagement via emotional intelligence, personal vision, positive mood, and perceived organizational support. They surveyed 231 members from two organizations to understand the impacts of emotional intelligence, mood, and perceived organizational support on organizational engagement. The findings illuminated that shared vision and shared positive mood had a positive correlation and direct associations with engagement. Mahon et al. also observed that emotional intelligence affected organizational engagement, amplifying the shared vision and perceived organizational support.

Farndale et al. (2014) explored the idea of organizational engagement and work engagement to predict the outcomes of work and perceived organizational performance. Farndale et al. concluded that work and organizational engagements are distinct ideas with different relationships with important employee outcomes, including commitment, initiative, organizational citizenship, active learning, and job satisfaction. They explored that work and organizational engagement are related but distinctly different concepts. Their research supported Saks's (2006) original idea that employees must fill multiple roles (e.g., job and organizational) regarding engagement. Farndale et al. conducted a quantitative study surveying 298 primarily managerial and professional employees, finding the relationship between work engagement and work outcomes to be supported. Work engagement did not significantly correlate with job satisfaction, and neither work

nor organizational engagement impacted continuance commitment to an organization. The researchers found a stronger relationship between organizational engagement and job satisfaction than between job engagement and job satisfaction. The findings also showed that organizational justice affected employees' job performance.

Organizational justice consists of employees' perceptions of fair treatment at an organization (H. Wang et al., 2015). Research has shown that organizational justice affects people's attitudes, emotions, and behaviors in the workplace. Job insecurity is the uncertainty that a person feels in job continuity. H. Wang et al. (2015) explored the relationship of job insecurity and organizational justice on employee performance and the role of work engagement with the uncertainty management theory. They conducted two studies on the topic, one with a sample of 140 Chinese employees and the second with 125 Chinese employees in the sales environment. Findings from the first study showed that job insecurity had a significantly negative impact on job performance for workers with lower levels of perceived organizational justice. In addition, job insecurity did not correlate with job performance when levels of perceived organizational justice were high. Overall, job insecurity was negatively associated with job performance through work engagement when perceived organizational justice was low.

Job Engagement

Job engagement is the other construct of employee engagement proposed by Saks (2006). A separate construct from organizational engagement, job engagement consists of individuals' engagement in the jobs they do. In a quantitative study, Mutsuddi (2016) explored job engagement in the health care sector in a hospital setting in India using a

sample of 31 participants recruited via convenience sampling. In the narrow context of job engagement, Mutsuddi found that job engagement correlated with job attractiveness and participation. Fair compensation also linked with participation, as did supervisor relation correlated with participation. Job attractiveness and fair compensation received the highest level of agreement, followed by goal achievement, participation, and supervisor relations. Mutsuddi defined job attractiveness as the extent to which an individual finds a job acceptable, engaging, and rewarding.

Reijseger et al. (2017) explored job engagement to understand work engagement, its relation to employee performance, and open-mindedness as a mechanism for job engagement. Using structural equation modeling analysis, they examined survey data from 186 employees in a food processing plant looking at three dimensions of process performance: extra role, in-role, and counterproductive behaviors. Reijseger et al. distinguished between open-mindedness and altruism, personal initiative, creativity, and the three dimensions of work engagement. The findings showed that work engagement related positively to the role and extra-role performance. In addition, they found that the concept of open-mindedness partially accounts for work engagement. Organizational changes might affect work engagement.

Organizational changes are ongoing in business organizations. Organizational leaders must constantly innovate, change, and improve their operations to stay ahead of the competition and ensure customer satisfaction. However, employees who experience organizational change could feel insecure about their jobs, developing cynical attitudes about the company (Cartwright & Holmes, 2006). Organizational changes, as a whole,

could affect employees' job performance. Researchers have studied the effects of organizational changes on employees' job engagement.

Job crafting is a way to help employees adapt to organizational changes, enabling employees to change job demands and resources by decreasing demands that hinder and seeking challenging demands and resources (Petrou et al., 2018). Hulshof et al. (2020) explored organizational change using job crafting to mediate the effects of organizational change on job engagement. Hulshof et al. looked at job crafting in the context of the job demands-resources model, which suggests that each work environment has a unique mix of job demands and job resources (Bakker & Demerouti, 2007).

Job demands are aspects of work that require physical or psychological efforts. In turn, job resources are the aspects of work that enable employees to achieve work-related goals, learn, and develop through personal growth (Bakker & Demerouti, 2007). Hulshof et al. (2020) conducted a quasi-experimental study to explore the effects of job crafting. They implemented an intervention, which consisted of a 1-day training in which 74 employees set job-crafting goals for the following weeks. At a follow-up session, Hulshof et al. found that the intervention was a means of preventing decreased employee perceptions of empowerment. Interestingly, they noted a significant reduction in work engagement in the control group. Additionally, they found higher customer service rates in the intervention group than the control group, indicating the importance of job crafting for organizational change.

Mubashar et al. (2022) researched the role of organizational trust between perceived organization justice and employee engagement. In their study organizational

justice was defined using three different aspects. The first aspect defined as distributive justice includes the perception of employees about fair and unfair distribution of benefits. The second, procedural justice, is defined as employees perceptions of fair methods of decision making. Finally, interactional justice was defined as a type of justice where employees perception of interpersonal dealings from others and key organizational sanctions. The main hypothesis of this study was that organizational justice with job engagement and organizational engagement is impacted by organizational trust. The result of the quantitative study was that organizational trust mediated the relationship between organizational justice and employee engagement. An interpretation of the findings revealed that employees have more trust in an organization that increase the employees perception of organizational justice. Therefore, the fair actions of the organization enhances the trust of the employees and obligates them to give more good deeds to the organization. This thus increases employee engagement within the organization.

Employee engagement has many organizational benefits. The benefits of engaging employees include increased productivity, increased employee retention, happier employees, and improved customer service (Gupta & Aileen, 2017). Furthermore, on a broader level, employee engagement impacts performance. Mubashar et al. (2022) explored organizational justice and the positive effects this has on employees with increased organizational justice leading to more engaged and happier employees within an organization. Research has shown that highly engaged employees have better

task performance, help others more, and increase overall organizational performance (Reijseger et al., 2017).

Employee Engagement and Culture

The globalization of business has resulted in the cross-culturalization of companies. Companies could have workers in many locations around the world for different reasons. Remote workers have also influenced globalization, as they can work in various locations worldwide. Thus, companies with employees in other parts of the world have more diversity. There has been an abundance of research on the cultural implications of managing and engaging employees from different cultures around the globe.

Javidan et al. (2006) acknowledged the cross-cultural impact of companies and explored the differences of engaging and leading those in different cultures. The GLOBE project presented the cultural differences among nations so that managers could understand how to engage and lead employees. The GLOBE project focused on standard cultural dimensions: performance orientation, assertiveness, future orientation, humane orientation, institutional collectivism, in-group collectivism, gender egalitarianism, and power distance (Javidan et al., 2006).

Javidan et al. (2006) gave examples of how an American manager could engage and lead employees with different cultural dimensions. In Brazil, which has a Latin culture, workers have high in-group collectivism and power distance. Engaging in the Latin culture requires a leader to understand how to become part of the group and engage in relationship-building. Members of Latin cultures do not enjoy performance-based

orientation as much as those from other cultures. For example, the French do not value personal relationship-building as much as those from Latin cultures; instead, they prefer a more bureaucratic approach to engagement. There are also differences in Egypt, where employees expect a manager to be different from them by not trying to get into the group; managers must have an omnipotent status and stand out from the rest. The Chinese, on the other hand, value high-performance orientation, high in-group collectivism, and institutional orientation. Managers must understand that members of different cultures value relationships and communities in different ways.

The examples of these four countries suggest that leaders need to engage employees from different cultures in different ways to achieve optimal global organizational performance. Understanding culture is an essential part of engaging employees. The idea of using cross-cultural skills to manage and engage employees aligns with other works. D. Wang et al. (2017) explored the cross-cultural skills of managers in other countries, particularly China. D. Wang et al. examined the skills needed to understand the different cultures in which the participating expatriate managers worked, using social learning theory to understand the concepts and contribute knowledge. The findings showed that the Chinese expatriate managers needed to acquire and maintain self-maintenance skills to buffer the negative influences of local conditions. D. Wang et al. also found that expatriates working in the Middle East or Africa needed interpersonal skills. They discovered that the managers could not transfer the interpersonal skills from their home countries to the new areas where they worked as

managers. Therefore, effective global managers must have cross-cultural skills and understand different cultural contexts.

Empowerment is a highly recognized component in employee engagement. Zheng and Tian (2019) explored empowerment in different cultural aspects. They researched the dimensions of power distance, individualism, and uncertainty avoidance and their effects on psychological and employee engagement. Confirming their hypothesis, Zheng and Tian observed a positive relationship between structural and psychological empowerment and employee engagement. They concluded that managers could increase employee engagement through structural empowerment; however, the perception of the psychological charge indicates its effectiveness. Employees in high-power-distance cultures could show higher employee engagement with higher empowerment practices. In contrast, employees in low-individualistic cultures might perceive lower structural and psychological leadership with lower practices.

Emotional intelligence is a component of leadership that can affect employee engagement. Emotional intelligence consists of knowing one's emotions and understanding the emotions of others (Ma et al., 2022). Research shows that emotional intelligence has twice as much importance as technical skills and cognitive abilities at all organizational levels. Emotional intelligence has five components: self-awareness, self-regulation, motivation, empathy, and social skills. As indicated in this literature review, differences in emotional intelligence exist in different countries. Reilly and Karounos presented emotional intelligence as an essential aspect of employee engagement, finding understanding and relationship-building crucial for managing and empowering

employees. Emotional intelligence contributes to understanding how to engage employees in an emotional aspect.

Leading Culturally Diverse Organizations

The growing globalization of the business world has resulted in the increased need for global company leadership. International leadership was a topic discussed previously in terms of employee engagement. However, this section addresses multinational leadership through the narrow lens of leading a culturally diverse organization.

Cross-cultural competence is one of the core competencies of a multinational leader. According to Hajro and Pudelko (2010), a competent cross-cultural leader has an interest in the cultures of foreign countries, an awareness of cultural differences, cultural empathy, and the ability to learn from multinational teams about norms and behavioral ideals. Knowledge management and transfer in a multinational company are the most critical tasks of a leader. Leaders of international companies play a tremendous role in the knowledge-creation process, as they enable communicative interactions between team members and external parties.

Lisak and Harush, (2021) explored a leaders social identity in terms of leadership effectiveness in a multicultural organization. The leaders social identity was explored by using the global acculturation model which local identity is an individuals belonging to the local -national culture and global identity reflects the sense of belonging to a global multicultural community. In their study they explored a leaders social identity configuration in terms of global local and marginal (low global, low local) tend to be

more effective in leading multicultural teams. The quantitative study was used to explore this through polynomial regression and showed that leaders with balanced identity configurations were better leaders of a multicultural organization.

Performing in a cross-cultural setting requires more than just cross-cultural awareness. A leader must also have the motivation to use available knowledge. Motivating a cross-cultural team requires creating new norms and encouraging team members to communicate to increase the team identity and bond (Hajro & Pudelko, 2010). Leaders must understand, speak, and write foreign languages to prevent breakdowns in communication and contribute to team success as a whole. In summary, competent cross-cultural leaders need knowledge management and transfer skills, cross-cultural awareness, motivation, goal-setting skills, decision-making skills, the ability to select team members, the ability to delegate tasks and conduct monitoring, knowledge of foreign languages, coordination skills, and the ability to transfer corporate culture.

Employee Engagement and Leadership Styles

Scholars have also studied leadership styles and applied them to concepts of employee engagement. Different leadership styles have different impacts on employee engagement. More specifically, researchers have studied employees' perceptions of their leaders and how leaders impact their employees. Employees' perceptions of the direct leader have shown that job satisfaction and the perceived organizational support impact employee engagement (Borgogni et al., 2011).

Borgogni et al. (2011) explored leaders' self-perception and collective efficacy beliefs, finding that the perceptions of the immediate supervisor correlated to the

collective efficacy of the group. Borgogni et al. also noted that the top managers' perceptions impacted the collective efficacy of the organization as a whole. They administered surveys to 1,149 middle-level managers and had a 67% response rate. The authors conducted a quantitative analysis of the data and contributed to the awareness of leadership levels predicting collective efficacy beliefs. Borgogni et al. explored participants from the two leadership levels of middle and top management. The findings showed that a group member's perception of the immediate supervisor and top managers affected the group's overall performance.

A review of literature has shown the importance of leadership perceptions; thus, there is a need to review the different types of leadership and their impacts on employee engagement. Scholars have long studied Theory X and Theory Y in literature and management practices. Theory X managers tend to assume that employees are generally untrustworthy and lazy individuals disinclined to work. Theory X managers further believe that employees do not possess the desire or ability to contribute their ideas and creativity for organizational success (McGregor, 1960). In contrast, Theory Y managers view employees as industrious, hardworking, honest, able, and willing to contribute ideas to an organization.

Prottas and Nummelin (2018) explored the perceptions of health care employees based on Theory X and Theory Y orientations, work unit psychological safety, organizational citizenship behavior, and service quality. They used data from more than 3,500 employees in an extensive health care system and analyzed the data via hierarchical regression analyses. Prottas and Nummelin considered Theory Y and Theory X as two

separate constructs. They found that the Theory Y orientation positively correlated with employees' psychological safety, quality service, and healthy organizational citizenship behavior.

Transformational leadership is another leadership style explored in the literature. Transformational leaders are charismatic and attentive to subordinates' needs for personal development opportunities. Followers of transformational leaders generally feel more motivated and satisfied with their work. Furthermore, the followers of transformational leaders tend to show above-average performance (Avolio & Bass, 1999).

Scholars have explored the transformational leadership style in conjunction with the job demands resource theory to investigate the relationship between daily transformational leadership and employee work engagement. Breevaart and Bakker (2018) hypothesized that transformational leadership behaviors help keep work engagement on high-demand workdays and help protect work engagement on days with challenging job demands while job hindrances are often presented. Breevaart and Bakker (2018) used a short questionnaire to explore the daily challenge demands, finding positive engagement in high-demand workdays when leaders exhibited transformational leadership. Furthermore, daily hindrance demands negatively affected work engagement when the leaders had low transformation leadership. Breevaart and Bakker (2018) concluded that transformational leadership impacts work engagement; changes in transformational leadership from day to day influence work engagement. Transactional leadership is another leadership style prominent in the literature.

Transactional leaders motivate their followers to meet their expectations with rewards and punish their followers for not meeting expectations (Bajcar & Babiak, 2022). Transactional leaders provide contingency rewards, as followers receive some type of incentive after finishing the required tasks. Performance is a purely transactional exchange. The literature on transactional rewards has suggested their efficacy for motivation. Aboramadan and Kundi, (2020) analyzed transactional leadership and its effectiveness on employee engagement. More specifically, they explored followers' job satisfaction, leader satisfaction, motivation, job performance, and organizational performance. Judge and Piccolo conducted a meta-analysis of the existing literature (87 studies) and found 626 correlations. Transactional leaders performed nearly as well as transformational leaders; however, this was only noted when there was a weak research design (leadership and criteria were analyzed simultaneously from the same source). Robust research designs have shown transformational leaders more engaging and effective in the aforementioned areas. Management, by exception, is another leadership style often used in the business world.

Management, by exception, is the idea that leaders confront followers when they make some type of mistake (Moore & Newsome, 2019). Management by exception involves anticipating mistakes and using rules to prevent errors (Kimberley et al., 2014). Management by exception passive consists of leaders bringing mistakes to followers' attention and letting them know that they do not appreciate those mistakes; this is likely to occur when a leader has a large span of control. Judge and Piccolo (2004) found that management, by exception, had a minimal impact on the outcomes. Management by

exception negatively correlated with anything to do with the leader; meanwhile, it had a slight impact on follower motivation, group performance, and leader effectiveness.

Laissez-faire is the final leadership style explored in this literature review.

Laissez-faire leadership is a style characterized as the absence of leadership (Judge & Piccolo, 2004). Typically not present, a laissez-faire leader avoids making decisions for followers or the organization as a whole. Judge and Piccolo (2004) also reviewed the effectiveness of laissez-faire leadership in their meta-analysis. They found the strongest correlation between the laissez-faire leadership style and follower satisfaction and leader effectiveness.

Onyemah (2019) describes the role that leadership often plays in combating hardship in the workplace. Workplace hardship makes employees want to leave an organization; however, supervisor support can reverse this and make employees more engaged. Onyemah conducted two separate studies to explore this fact. In the first study, organizational hardship had a negative impact on organizational commitment of the employee. Supervisory support was shown to reverse the negative impact. Supervisory support was described as intervention from management, amount of contact from management, monitoring by management, and level of transparency of employee evaluation criteria. Yet as a result of this study there was no clear definitive mechanism for what support leaders give to effectively negate organizational hardship. Leadership engagement at the team level and individual level has also been studied by researchers.

Mazzetti and Schaufeli (2022) explored leadership impact on employees in terms of the impact of individual and team resources and how they affect work engagement and

team effectiveness. In their they explored the impact of personal resources defined as optimism, resiliency, self-efficacy and flexibility along with individual perception of engaging leadership. The authors had two hypothesis in the the study. The first hypothesis stated that self-efficacy, optimism, resiliency, and flexibility mediated the relationship between employees' perceptions of leadership and work engagement. The second hypothesis stated that team resources defined as performance feedback, trust in management, team communication, and participation in decision making has a relationship between perceptions of leadership and team effectiveness. Finally, the third hypothesis was that team resources mediated the relationship between team shared perceptions of engaging leadership and individual team members work engagement (Mazzetti & Schaufeli, 2022).

The results of their study led to three different conclusions that added to literature. One conclusion was that engaging leadership can be an individual level construct and a team level construct (Mazzetti & Schaufeli, 2022). The second conclusion was that individual engagement of leadership predicts the individuals level of work engagement. The final conclusion was that team level engagement from leadership predicts work engagement of individuals and the team effectiveness through the increase of team resources.

Overall, each leadership style has its strengths and weaknesses for employee engagement. Abormadan and Kundi (2020) found that transformational and transactional leadership positively affected employee engagement; therefore, managers should consider the styles' practical implications. Mazetti and Schaufeli (2022) explore the

effects of the engagement of employees at the team level which lead to greater increase in employee engagement and effectiveness of the team. Oneyamah (2019) further explored the Employee experience is also a topic covered in the literature and presented in the following sections.

Employee Experience

Employee experience is “a set of perceptions that employees have about their experiences at work in response to their interaction with an organization” (Shenoy & Uchil, 2018, p. 18). Employee experience is a driver of employee engagement. Shenoy and Uchil (2018) explored the factors with an influence on employee experience. They analyzed the most important aspects of employee experience by administering 200 questionnaires with Likert-type questions. Shenoy and Uchil found that organizational climate, internal policies, and leadership qualities affected employee experience; thus, leaders can use these factors to drive employee experience in their organizations.

Employee experiences have a direct impact on employee engagement, satisfaction, commitment, and performance. Ahire and Sinha (2022) analyzed the employee experience and its effect on organizational efficiency and employee advocacy with an aim to reframe human resource management practice that align with today’s workplace. The authors also took into account the fact that there are now four generations working in the workforce including traditionalists, baby boomers, generation x, and millennials that all have different sets of workplace expectations. It is imperative from their work that the focus from transactional human resource ideas and strategies must move to transformational and focus on the individual employees wants, needs, and

different emotions. They analyzed several different variables related to age, gender, marital status, and years of employment experience. Their results showed that there must be a different approach to the employee experience due to the multiple different types of people that work in today's workplace, including virtual teams. The recommendations from their work are that companies should start using people analytics to explore and understand the workforce that is more of an individualized approach. Additionally, there should be a change to thinking from the employee experience and not the customer experience. The customer experience is mediated by the employee experience. Journey mapping can be done to explore the employee lifecycle and enhance the employee experience. Finally, the authors concluded that there must be a focus on employee well-being, including the total person, not just medical reimbursements (Ahire & Sinha, 2022). Other researchers have addressed the perceived reaction to a company's human resources management system.

A human resources management system consists of the parts of a company that provides management for the company's people. Much of the research on the human resources system strength theory has shown that efficient and robust human resources systems enable employees to make connections between their performance and rewards (Bowen & Ostroff, 2004). Scholars have explored the actual experiences of employees with the human resources management system. Chacko and Conway (2019) examined perceptions of human resources event valence. Of the 971 employees invited to participate in the study, 211 participated. Their first finding was that human resources management events occurred roughly twice in a 5-day workweek. Positive events

occurred via personal employee contact and opportunities to contribute to the organization. Chacko and Conway found evidence of the distinction between positive and negative human resources management system events, as a positive perception of an event had a much stronger effect on the perception of event signaled human resources system strength. The perception of the event itself is important because of the inferences the employees' experience from the affective experience. Next, they linked the human resources management system to daily outcomes affecting daily work engagement. The work engagement related to human resources management occurred at the personal level. Finally, expectancy significantly impacted the mediation of perceived human resources management system strength by the employees. This was important because this linked to a wide range of other motivation and behavior approaches, which all had an underpinning of expectancy as an element. This contributed to the literature by exploring some of the experiences that mediate employee engagement. This literature review also addresses the actual lived experiences of employee engagement.

Scholars have reviewed the concepts and theories of employee engagement and experience. Some researchers have examined employee experience from the humanistic perspective and the actual lived experiences of employees in terms of employee engagement. Lemon (2019) looked at lived experiences to understand how employees make meaning of employee engagement. Lemon employed a phenomenological approach to explore the lived experiences of 32 employees from different organizations across the United States. Lemon conducted interviews to find the following themes.

The first step of employee engagement is the dialogue between the employee and the company (Lemon, 2019). The interviews conducted by Lemon (2019) had dialogic exchanges, which facilitated creating context, active listening, and face-to-face communication for meaning-making. Dialogic interactions enabled meaning-making of the employee engagement experience because both parties could understand each other. Active listening was one of the terms presented in the interviews.

Active listening is an ethical practice of recognizing, acknowledging other viewpoints, attention-focusing, and meaning-creating from the information to understand the views of others (Lemon, 2019). The benefit of active listening is that it allows leaders to hear their employees; this results in openness and transparency because the employees feel that their leaders listen to their thoughts and ideas. Face-to-face communication was another term expressed during the interviews by Lemon (2019).

Face-to-face communication is a component of employee engagement because it contributes to meaning-making. In the study by Lemon (2019), the interviewees noted that face-to-face communication provided dialogue with a human element that enabled further dialogue and the exchange of ideas for trust and employee engagement. Internal communication was another emergent theme during the interviews.

Internal corporate communication is “communication between an organization’s strategic managers and its internal stakeholders, designed to promote the commitment to the organization” (Welch, 2011, p. 339). Internal corporate communication contributes to meaning-making in terms of corporate communication. Interestingly, the manner in which the communication occurs could affect internal communication, such as email

messages telling employees that they are valued members of the organization. Some employees perceived this as phony. It seemed that to truly value someone required clear internal corporate dialogue with two-way communication and active listening by both parties. Therefore, leaders must strengthen and create meaningful employee engagement experiences through strong internal relationships and understanding and adapting to employees' needs (Lemon, 2019). Open and personal communication enables meaningful employee engagement in organizations.

Gap in Literature

Literature is abundant on employee engagement (as presented in this review); however, there is a lack of research on employee engagement in the border regions of countries. Many scholars have discussed the globalization of business and multinational company leadership. However, few have explored employees' lived experiences in the Texas border regions. More specifically, there is little research on how employees' lived experiences in border regions of Texas intersect with employee engagement. The present study helps fill the gap in the literature by providing themes of the lived experiences of employees in the sample area. In this study, those themes underwent exploration to understand how the lived experiences intersect with employee engagement. This study could provide managers with information on what employees value and how to better engage them in the border region workplaces. The knowledge from this study could contribute to increased company profitability, improved management, greater employee engagement, and overall positive social change in the Texas border regions. Filling this

literature gap will build upon the existing literature and contribute to the already robust knowledge of employee engagement.

Summary and Conclusions

This comprehensive literature review provided information and evidence for further research in employee engagement in multicultural organizations and the impact of employees' perceptions in border regions on employee engagement and influences on those experiences. Social learning theory, the conceptual framework, indicates how behavior is a function of the environment. Much information influences employee engagement in an organization. There are consequences of both high and low employee engagement. The literature has shown the differences in leading and engaging employees by culture and country (Javidan et al., 2006). Researchers have addressed culture and employee engagement and culturally diverse organizational leadership, which, combined, indicate the different leadership styles needed to engage and lead employees based on their cultures. Transactional, transformational, and laissez-faire all have impacts on employee engagement. Different leadership styles produce different results and cause employees to perceive their leaders and organizations differently.

The literature has also addressed employee experience, and the lived experiences of employees but does not explain how it intersects with engagement and multiculturalism. A gap in the literature is apparent, with little to no research on engaging employees in border regions. This study will be the means of filling the gap to provide a better quality of life for employees not only in border regions but with applicability to other areas. In the next chapter, I will explore the research methods used for this study.

Chapter 3: Research Method

This hermeneutic phenomenological study focused on employees' lived experiences in the Texas border regions of the United States to explore how those lived experiences intersected with employee engagement. Employee engagement has many positive impacts on an organization (Osborne & Hammoud, 2017). However, survey research has shown that many employees report not being engaged (Eaglebarger, 2017). Employees' lived experiences may enable a better understanding of engagement and how this intersects with multiculturalism.

This chapter presents the study's methodology. I restate the research questions and explain the participant selection and solicitation strategy. I further provide the design for sampling and population and the inclusion criteria. Furthermore, there are discussions of the interview protocol and data collection and an overview of the data analysis method. Finally, I will explain the measures for ethical safeguards and trustworthiness.

Research Design and Rationale

The overall research question for this qualitative study is how does the multicultural makeup of border regions of Texas impact employee engagement? This can be further subdivided into two questions:

- RQ1: What are the lived experiences of employees in the sample area with regards to employee engagement?
- RQ2: How do the lived experiences of employees intersect with employee engagement and multiculturalism?

The research questions are qualitative, focused on experiences rather than quantitative inquiry. Quantitative methods require naming and isolating variables and variable categories that researchers link to propose hypotheses in advance of collecting and analyzing the data (Brannen, 2016). Qualitative researchers begin their studies with broad concepts; therefore, they may change their definitions as the research progresses (Brannen, 2016).

The phenomenological approach is appropriate to explore the lived experiences of people employed in the Texas border regions. The phenomenological design enabled me to understand the recent experiences of these employees while maintaining an open mind. I answered the research questions with an interview-based method. Interviews are suitable for exploring a situation through the lived experiences of those affected (Groenewald, 2004).

Other qualitative designs would not have been as useful. A case study approach would not have been an appropriate choice for this study because the phenomenon was the area of interest. A case study requires many data sources for a clear idea of research in real life and more direct questions. The purpose of narrative research is to understand the stories of experiences; however, this approach could not provide answers for the research questions as precisely as an interview-based inquiry. I did not choose a grounded theory for this study because I was not using the concepts to build a framework and generate new theories.

The exploration phenomenon was the lived experiences of employees working in the Texas border regions and how their lived experiences intersect with employee

engagement. Working in the Texas border regions is the chosen phenomenon experienced by a group of people in a geographically distinct area. I used the qualitative phenomenological approach to understand the phenomenon by looking at those who have experienced it (see Cruz & Tantia, 2017). Data collection occurred via semi structured interviews, audio-recorded and transcribed for thematic analysis.

Phenomenological inquiry requires a small sample size and in-depth examination of each participant (Groenewald, 2004). In contrast, quantitative researchers use large sample sizes and may only discover a few preselected variables about each participant. Quantitative approaches are useful for some studies, as researchers can use precisely crafted research instruments to uncover data. However, quantitative researchers can obtain only limited information from their survey questions. In contrast, qualitative researchers can pose open-ended questions to start discussions about different behaviors and perceptions and develop the interview process (Nardi, 2018).

The qualitative interview approach enables the utmost level of understanding because there is no limit to the types of data, concepts, or themes that researchers can explore. There were no preconceived notions about employee engagement in the Texas border regions for this study. An open perspective provided an excellent baseline for inquiry to achieve new and valuable findings. Although other qualitative designs were available, a phenomenological study had the most potential for addressing the research questions and purpose.

Role of the Researcher

My role as the researcher in this study was to collect and analyze the data. I maintained a nonjudgmental stance and provided a holistic view of the lived experiences of employees in the Texas border regions. In this role, I conducted quality scholarly research throughout the process, including (a) sample size determination, (b) site selection, (c) the interview process, (d) data collection and analysis, (e) bias mitigation, and (f) presentation of the findings.

I did not have any personal or professional relationships with any of the participants in this study. I do not work at any organization in the Rio Grande Valley. I have previous employment in that area but no longer have any supervisory responsibility.

Emotional intelligence can be a framework for refining a researcher's role and enhancing the connection between the interviewee and interviewer. Collins and Cooper (2014) explored this idea by using active listening skills during the interviews to understand employees' experiences better. I improved and used my active listening skills to increase competency and strengthen this qualitative inquiry.

Methodology

Population

The general population for this study comprised employees working in the border regions of Texas. There were 10 interviews conducted. The number of participants selected was based upon previous studies so that data saturation occurs (Francis et al., 2010; Saunders et al., 2018). The first criterion was that the participants lived and worked in the target sample area of South Texas. This area was chosen for convenience and

allowed sampling of multiculturalism. The second was that the participants were over 21 years of age and have 2 years of experience. The third criterion was that they were employed in the service industry, including hospitality, health care, or another service-type business. Employees from the education sector were excluded from this research as to not skew data.

Sampling and Sampling Procedures

Purposive sampling was the means of soliciting participants. I used this strategy to determine that the participants meet the inclusion criteria for this study. The study's population included 10 workers from the service industry. I considered all who wish to participate as long as they met the inclusion criteria unless they work in management, as this study was focused on employees' lived experiences. All attempts were made to solicit interview participants from ethnicities that follow census data for the border region.

Procedures for Recruitment, Participation, and Data Collection (Primary Data)

I reached out to my personal contacts, along with soliciting other employees from the sample area via LinkedIn for inclusion in the study. I continued this process until I reached a sample size of 10 participants. The recruitment email or message I sent to them contained the purpose and goal of the study and the participant requirements. I further asked interested individuals for alternate contact information to schedule interviews.

This study was an interview-based phenomenological inquiry; therefore, I interviewed 10 individuals in order to achieve data saturation. A sample of 10 is the typical size needed for data saturation (Francis et al., 2010; Saunders et al., 2018).

Employee experiences could be company-specific; therefore, I attempted to avoid bias and recruit at least 10 participants from two organizations.

The interviews occurred online via Zoom using an interview guide (see Appendix). I protected the participants' anonymity and offered a \$20 gift certificate to participate. A consent form was used to obtain the informed consent of participants. I scheduled the interviews at mutually agreeable times. The interviews commenced after obtaining consent to record the conversation. If an interviewee did not consent to the recording, I took notes of the participant's lived experiences by using a checking process at the end of the interview. For this research, I was the sole researcher, and I did collect data through interview questions. The interview questions were reviewed by experts in employee engagement. Feedback from experts on the initial set of questions was that there were too many questions, which would cause the interviews to exceed the 30-minute goal. Based on the expert feedback, some questions were redesigned to align more with the research questions. One test interview was conducted via Zoom to assess question appropriateness within the 30-minute time goal. Data analysis entailed assigning codes to the interviews and examined them to identify emergent themes.

At the end of each interview, I debriefed each participant and shared my notes with the participant to conduct member checking. Member checking is the process of taking the ideas discovered during the interview back to the interviewee for confirmation and elaboration (Harvey, 2015). I interpreted the participants' words correctly rather than just the words said specifically (Harvey, 2015); this is also known as member validation,

which is a similar process for increasing the validity of qualitative research (Bygstad & Munkvold, 2007).

Data Analysis Plan

Hermeneutics is a way to study human activities and interpret the text to present itself (McConnell-Henry et al., 2009). The hermeneutics approach gave voice to lived experiences while providing contextualization and greater meaning to the phenomenon under study. In this study, the exploration of lived experiences enabled the interpretation of meaning via the unification of text and context (Lavery, 2003). In modern society, it can be a challenge to understand without presupposition. Individuals know and have ideas from the context of their involvement and disposition in the world (McConnell-Henry et al., 2009).

I transcribed the recordings after completing the interviews via the Zoom transcription function. Member validation commenced by sending the participants the transcripts. The participants reviewed the transcripts for accuracy and ensure that nothing is missing. The data underwent analysis with the six-step thematic coding process by Braun and Clarke (2006):

1. Getting familiar with the data by transcribing the data, reading them, and noting initial ideas.
2. Generating initial codes by highlighting particular ideas of the data that appear interesting or meaningful to the phenomenon.
3. Analyzing the codes for the emergence of themes in the data.

4. Reviewing the themes and combining, separating, or eliminating them to ensure distinct themes; checking the themes against the coded data and against the overall data set using a thematic map.
5. Further analyzing themes and subthemes for criteria, such as frequency of mention.
6. Presenting the results in a way that is easy to follow and understand.

I used NVivo, a qualitative software analysis tool, to facilitate the coding process.

The coding process commenced without preconceived expectations, and I did not force an interpretation of the data. Coding is a subjective process; therefore, I did conduct a repeat analysis. A few days after the initial coding process, I performed a second round of coding for a refreshed perspective of the data (see Braun & Clarke, 2006). I then compared and contrasted the two analyses for differences and finalized the emergent themes.

Issues of Trustworthiness

Transferability

The general idea of transferability is to have study findings generalizable to other, similar populations. I ensured transferability with this qualitative study by not researching an atypical population. I selected study sites with employees working in the Rio Grande Valley Texas border regions, with the likelihood that findings will apply to other companies and employees working in the Texas border regions or elsewhere. Therefore, an assumption was that this phenomenon only occurs in the Texas border regions and may not be a phenomenon applicable to other areas of the United States.

Credibility

Credibility is the idea that the participants consider the data collected believable. Credibility occurs when a study has data representative and congruent with what the interviewees thought they provided. I ensured credibility in this qualitative study by conducting member checking after each interview. I emailed the participants the interview transcripts to check for accuracy. Member checking is essential to ensure I do not misinterpret the recorded and transcribed interviews. The member checking process will enable me to verify the data and prevent or address errors resulting in skewed data. This step only required a few minutes per interview and did not inconvenience the participants.

Dependability

Dependability consists of whether other researchers can replicate a study and obtain similar results. Because this was a qualitative study, exact duplication is not possible. However, I ensured dependability by providing a detailed description of the study and the coding process from beginning to end. A detailed description ensured the dependability of the study's methods, as provided in this chapter. Chapter 4 provides more details of the methods so that future researchers can replicate this study and achieve comparable results.

Confirmability

Confirmability indicates whether other scholars can confirm or corroborate the results of a study. Qualitative researchers bring unique perspectives to their studies; therefore, I documented the complete research process to increase confirmability. In this

study, I identified and set aside personal prejudice to eliminate bias. I also looked for any outliers that could suggest flaws in the analysis. Qualitative analysis has subjective codes and themes because every researcher interprets transcripts differently, something that is unavoidable yet allowable. Thus, I wrote the results so that others can follow my reasoning.

Ethical Procedures

I submitted this study to Walden University's Institutional Review Board (IRB) for review and approval. IRB approval was given with approval number 11-07-22-0751364. I also completed the National Institutes of Health refresher training. I provided a detailed explanation of the study procedures and the safeguards for protecting the participants. In addition, the recruitment messages contained similar language. I always informed the participants of the voluntary nature of the study and that there was no penalty for not participating.

The data remained confidential and anonymous. There was and will be no way to identify the participants because I removed all identifying information. I maintained privacy and confidentiality at all times. A number system was the means of referring to the participants and protecting their identities. Although I did collect contact information in the solicitation phase, that information will remain private, and I will destroy it after the interviews. If any participants identified themselves or their companies during their interviews, I removed that information from the transcript.

I assured the participants of the confidentiality of the study and that they will not experience harm by participating. They learned of the study's potential benefits for

society. I did offer a \$20 gift card for participating in the study. The informed consent presented the purpose and method of the study; the participants did sign and return the consent form via email. I did not interview the participants without a consent form. I will keep the physical data in a locked cabinet, password-protecting the electronic data to prevent outside access. I will destroy or erase all the data 5 years after completing the study.

Because I have no professional or personal relationships with the interviewees, there were no power or authority issues. I assured the participants that this study will have no connections to their job functions. Furthermore, any participants reluctant to speak about their jobs were given the opportunity to withdraw from the study immediately. I offered to conduct audio-only interviews if the participants do not wish for me to see them.

I realized that some employees could be reluctant to participate. The individuals might fear that others will hear their complaints and thus identify them. All the participants were coded as numbers, with no identifying information kept with their data. I did not meet in the vicinity of their organizations to conduct the interviews.

Summary

This chapter presented the research methodology for the proposed hermeneutic phenomenological study with a researcher-developed interview protocol. The population consisted of full-time employees working in the Texas border regions. I conducted purposive sampling to obtain 10 participants. I conducted the interviews in person or via Zoom using the interview protocol to ensure consistency in each interview. Thematic

analysis was used to explore the lived experiences shared in participant interviews. The chapter also presented the ethical and trustworthiness procedures for this study, its credibility, transferability, dependability, and confirmability. Chapter 4 includes the study procedures, analysis, and findings. I review and answer the research questions and present the results to illustrate the coding process.

Chapter 4: Results

The purpose of this qualitative study was to examine employee engagement in the Rio Grande Valley and how this intersects with employee engagement. The experiences of the sample were explored to understand how lived experiences of employees in the Rio Grande Valley experience employee engagement and to understand how multiculturalism has an impact on employee engagement. As noted in previous chapters, the research questions were the following:

- RQ1: What are the lived experiences of employees in the sample area with respect to employee engagement?
- RQ2: How do the lived experiences of employees intersect with employee engagement and multiculturalism?

I used research questions to guide the interviews that were conducted. I had 29 open-ended questions that were asked during 1:1 semistructured interviews with 10 participants who fit the sample criteria to understand their experiences that provided influence for the psychological conditions of engagement and provided for an understand of overall engagement of employees in the sample area.

This chapter provides the analysis conducted from the data obtained from the 10 semistructured interviews. I wanted to be sure that the participants' voice was honored and used several established methods to do so. These established methods included conducting member checking, review and reading of the transcripts multiple times, coding all the elements and recoding to make sure that the interviewees sentiments were assessed as they were intended. This also included conducting a secondary analysis

which included a review of the original analysis to be sure that all coding was appropriate. This chapter has the descriptive findings, data analysis procedure followed, results analysis, and summary of findings.

Research Setting

The interviews were held on private Zoom sessions to ensure privacy. The Zoom sessions were recorded consistent with the consent form to accommodate transcription. There were no personal names used or collected. The master list of interviewees is stored in a secure location in my home office and I as the researcher have taken all the necessary precautions to minimize risks. All participants voluntarily interviewed and the consent form was emailed to all participants along with a response necessary acknowledging with the words “I consent.”

Demographics

The population for this qualitative study consisted of employees belonging to the service industry within the Rio Grande Valley of Texas. The sample included 10 employees of different companies from the Rio Grande Valley. See Table 1 for the list of demographics of those interviewed in this study.

Table 1*Participant Demographics*

| Participant ID | Ethnicity | Age range | Industry |
|----------------|-----------|-----------|-------------|
| A1B1 | White | 30–35 | Hospitality |
| A2B2 | Hispanic | 40–45 | Healthcare |
| A3B3 | Hispanic | 25–30 | Healthcare |
| A4B4 | Hispanic | 45–50 | Healthcare |
| C1D1 | Hispanic | 25–30 | Healthcare |
| C2D2 | Hispanic | 40–45 | Healthcare |
| C3D3 | Hispanic | 40–45 | Restaurant |
| C4D4 | Hispanic | 30–35 | Healthcare |
| E1F1 | Hispanic | 30–35 | Healthcare |
| E2F2 | Hispanic | 25–30 | Retail |

Recruiting the 10 participants involved using a purposive sampling approach.

Purposive sampling includes the process of “selecting units (e.g., individual) based on the specific purpose of answering questions associated with answering the research questions of the study” (Teddlie & Yu, 2007). Since the study is focused on a population that had unique characteristics such as those described above, purposive sampling serves to identify that population for examination (Bradshaw et al., 2017). For this study, I identified the participants based on the above. I used a research company to help identify participants for interview. The research company provided socioeconomic data on the participants along with the completion of a survey that ensured that each participant met the above criteria before being invited to interview.

Participant Screening

Following the invite to participate in the study based upon their characteristics, the participants were sent screening questions.. The screening questions identified only

that the participants met the inclusion criteria above and did not ask any other questions other than above. The screening consisted of questions that confirmed that the individual (a) lived in the Rio Grande Valley of Texas, (b) was over 21, and (c) was employed in the service industry. Each participant then received an invite to interview for the study. Once scheduled for an interview, the interviewee was then consented via email. The interviewee was sent the consent form via email and provided acknowledgement via replying “I consent” to the consent form that was emailed to them.

Interview Process

Of the 11 individuals who were screened for further participation in the interview process only 10 agreed to move forward and attend the interview. The participants who agreed and attended the online Zoom interview met inclusion criteria and all were sent informed consent form prior to the interview. The interview process did not commence until informed consent was obtained via email. All of those who participated in the interview process did so via Zoom. The interviewees consisted of both male and female participants. The ethnicity of the participants in this study were one White and nine Hispanic. This is consistent with census data for the area being 85.2% Hispanic and 10.9% White alone (U.S. Census Bureau, n.d.). Of the participants interviewed, three held a managerial role of some capacity while the other seven were various line employees in the service industry who did not hold a role that managed subordinates. The resulting data showed a mix of both leaders and followers.

An identifier was assigned to each participant to keep confidentiality. Each participant was numbered sequentially 1 through 10. Each participant was assigned the

number as the interview occurred (see Table 1) in order to protect the identity of the individual in the study. The numbers were assigned with an alphanumeric designation. The interviews were conducted virtually and were invitation only. There were no other participants in the Zoom room while the interview was conducted to maintain confidentiality.

The interview process was designed for confidentiality and comfort for the participant. Participants were allowed to select a day and time that was mutually convenient for the participant and me outside of their work hours to prevent any conflict of interest. Participants had the option of being on video or off video.

I followed the interview script (see Appendix). The interview process began with a reminder that continuing in the interview process was voluntary and that the interview participant could stop at any time. The participant was further informed that the interview would be recorded and transcribed for further review. I concluded the opening statement by ensuring that each participant understood the informed consent document that they had read and indicated they consented to in writing. Each interview consisted of 30 predesigned open-ended questions. I often incorporated follow-up questions to get a full understanding of the lived experiences of the participants. All of the individual interviews were recorded using the Zoom record feature and transcribed using the Otter.ai platform. A table of the key demographics of the interviewees is found in Table 1. The transcripts were then emailed to the participants for member check. Doing the member check built trustworthiness into the study to increase the credibility. Each individual concurred with the transcript. There were no corrections made by the interviewees.

Data Analysis

This study involved exploring employee engagement in the Rio Grande Valley and how multiculturalism intersects employee engagement. The following research questions served as a foundation for the study:

- RQ1: What are the lived experiences of employees in the sample area with respect to employee engagement?
- RQ2: How do the lived experiences of employees intersect with employee engagement and multiculturalism?

All components of the study design were completed as planned with exception of the method of recruitment. Recruitment attempts via LinkedIn failed and were discontinued after sending 450 messages via LinkedIn. Instead, the company User Interviews was used to recruit the individuals for the interviews. Reflexive thematic analysis was the approach to analysis that was used in this study. Using this approach, themes are “meaning based patterns, evident in explicit or conceptual way and as the output of coding (Liamputtong, 2019). Liamputtong (2019) specifically placed emphasis on the iterative approach that allows researchers to split, merge, or change codes as they become further acquainted with the data, and furthermore as patterns begin to come to the forefront. Liamputtong (2019) further contended that themes from reflexive thematic analysis is the result of analysis that leads to further insight of the researchers patterns that develop in the research data. This research study followed reflexive thematic analysis by reading and rereading data, which led to a coding process that was iterative and led to codes, categories, and ultimately themes to emerge.

Data Sources

Potential interviewees were invited by research company to participate in the study and screened via survey to ensure that they met the inclusion criteria. Once confirmed that they met the inclusion criteria, they were invited to participate in the 30-minute interviews. A total of 11 were invited to interview, but only 10 actually moved forward with the process. Interviews were conducted until data saturation was reached for each question. Participants were then asked to member check the transcripts.

Data Analysis Steps

The data from this qualitative study were broken down into analysis of two stages. Initially, the data were arranged by topic based on the interview questions, and then reflexive thematic analysis (see Braun & Clarke, 2006) was the method used to identify and examine the themes and patterns in the data that were acquired from the interviews. I used NVivo (Version 2020 R1) to do the data analysis starting with grouping responses by topic and then analyzing for themes.

Thematic analysis (Braun & Clarke, 2006) was the type of approach used in analysis of data. Thematic analysis was later reconceptualized as reflexive thematic analysis (Braun et al., 2018). Braun and Clarke (2006) defined thematic analysis as a “method for identifying, analyzing, and reporting patterns within data” (p. 79). About 10 years later, Braun et al. (2018) further defined three distinct phases to analysis of themes. The steps I followed in the process were the following: (a) data familiarization, (b) initial codes from data, (c) searching for themes, (d) reviewing themes, (e) themes definition and naming, and (f) producing the report.

At first, I developed the initial concepts that were used in the thematic analysis. The interview transcripts were read to get familiar with the data. The transcripts were then uploaded in NVivo 12, which is a qualitative software to help with coding and theme generation. I arranged the responses to questions were visible from each participant on the same sheet. Codes were applied from each transcript. Any information that did not fit the code got a new code.

During the coding process, I examined for recurring topics between the different transcripts. Once the codes were applied to all the areas, I analyzed for possible themes. After analysis of the themes, I linked codes under the same theme to each other. As I defined the themes, the themes were analyzed for importance. The thematic label was established from the codes and categories.

Several different themes emerged as a result of analysis. Beginning with understanding the employee's leadership and how their boss led in terms of consistency, support, control, and trust, the following codes emerged. In terms of leadership competence, the following emerged: disconnected leadership with codes including "they don't really lead," "separated from communications," and "separate from the team itself," while another felt that leadership was "nonexistent at the moment." These were categorized as disconnected leadership characteristics with a theme of disconnected leadership being noted. Another reported that leadership seemed concerned with "making sure I don't feel overwhelmed" and "spent a lot of time teaching us." These codes were categorized as training of employees with a theme of supportive leadership being identified. Consistency or control of leadership was described as "everyday needs to be

documented on what we did,” “constantly monitored,” and “penalties when we don’t average out at the end of each quarter.” This was categorized as daily performance monitoring, with a theme of performance management noted. When interviewees were asked about the support of leadership, the following codes emerged: “very responsive and accommodating,” “He took care of me to avoid disciplinary action,” and “very supportive on issues.” These were categorized as leadership support with a theme of supportive leadership being noted.

In terms of trust of employees by leadership the following codes emerged: “they left it all in my hands,” “they were very trusting, and I was able to fulfill all my responsibilities, and “my boss has told me personally she trusts me to get the job done.” This was categorized as strong trust. The overall theme was strong trust.

Sense of belonging in the workplace had codes “I feel like I belong” and “I do and I didn’t start off wanting to be in healthcare.” This was categorized as a feeling of belonging along with a theme of a positive sense of belonging. The next item to be reported is employee recognition.

Some reported employee recognition as something that is done by their leadership, and some did not. Responses received included codes such as “I was recognized as one of the top performers” and “I was recognized for going above and beyond.” Another reported, “I receive a bonus for my hard work.” Interviewees reported that “this makes me feel good.” It also “makes me feel like I have a better impact”. This was categorized as Employee Recognition is Strong with a theme of Positive Recognition improves employee feeling.

Employees interest in work was also discussed in the interviews. Some reported that “challenging work,” “having to be inquisitive,” and “having to find the reason” made them feel more interested in their work. Others reported that “I’m not too consumed” and “I find it boring.” This was categorized as neutral interest in work.

The relationship between the employee and the boss was also explored. Specifically asked was whether the employee reported that they felt their boss’s ethnicity had an impact on their relationship. Only three of the respondents reported that they had a boss of a different ethnicity than themselves. All reported that they felt that this did not have an impact on their work relationship with their boss. Interviewees reported, “it’s good” and “she makes me feel like I’m a part of the team.” This was categorized and themed as ethnicity has no impact on boss relationships.

Of note along with discussion of ethnicity, three respondents reported that their ethnicity had an impact on how they interacted with customers who spoke only Spanish. They felt that this allowed them to interact better than if they did not speak Spanish. Any discrepant data was taken into account but did not have an overall effect on data.

Evidence of Trustworthiness

Credibility

I ensured credibility in this qualitative study by conducting member checking after each interview. I emailed the participants the interview transcripts to check for accuracy. Member checking was essential to ensure I did not misinterpret the recorded and transcribed interviews. The member checking process enabled me to verify the data and prevent or address errors resulting in skewed data.

Transferability

I ensured transferability with this qualitative study by not researching an atypical population. I selected study sites with employees working in the Rio Grande Valley Texas border regions, with the likelihood that findings will apply to other companies and employees working in the Texas border regions or elsewhere. Therefore, an assumption will be that this phenomenon only occurs in the Texas border regions and may not be a phenomenon applicable to other areas of the United States.

Dependability

I ensured dependability by providing a detailed description of the study and the coding process from beginning to end. A detailed description will ensure the dependability of the study's methods, as provided in this chapter. This chapter provided those details so that in the future the study can be replicated.

Confirmability

In this study, I identified and set aside personal prejudice to eliminate bias. I also looked for any outliers that could suggest flaws in the analysis. Qualitative analysis has subjective codes and themes because every researcher interprets transcripts differently, something that is unavoidable yet allowable. Thus, I attempted to write the results so that others can follow my reasoning.

Results

The results of my research will be discussed based upon the two research questions presented in previous chapters. The first research question was: "What are the lived experiences of employees in the sample area with respect to employee

engagement?” In order to explore this, the definition of employee engagement that was used included “as harnessing of organizations’ members’ selves to their work roles. Engaged employees express themselves physically, cognitively, and emotionally during performance roles” (Saks, 2019).

The main themes that were noted during interviews in regard to employee engagement included (a) positive sense of belonging, (b) positive leadership, (c) performance management, (d) employee recognition, (e) strong trust, and (f) intriguing work.

Interviewees were asked about whether or not they felt they belonged in their place of work. Of the interviewees all reported that they felt like they belonged in their work place. C2D2 reported that there is a “sense of feeling that I belong there” along with D1E1 reporting that “I feel like I do” and F2G2 “I do and I didn’t want to start off going in healthcare”. Interviewees were also asked about their relationship with their boss.

When asked about their relationship with their boss one interviewee (A2B2) reported that their relationship was “nonexistent” while the other 9 reported positive remarks including interviewee F2G2 stated “I actually feel we have a very good bond” and Interviewee F1G1 reported that “they always make me feel welcome” and their door is always open.” Interviewees were also asked about how their leadership exhibited control over them.

Interviewees were asked how leadership exhibited control or consistency over them and how this made them feel. The theme performance management emerged from this with interviewee A2B2 stated “They do have a very strict adherence to work being

done and if requirements aren't being done they will reach out frequently. Interviewee A3B3 reported that "we have got to make sure we hit our deadlines" and "if there's an outside issue they'll help you work with it" and also "They just want us to have a good work life balance and not feel overwhelmed." Interviewee C1D1 reported that "it all gets put in an email at the end of the day and sent to them". Employee recognition was also a theme noted.

Interviewees were asked whether they have been recognized for their work and how this makes them feel. Eight of ten interviewed reported that they had indeed been recognized or had seen other employees recognized for their work. A2B2 reported that they had been recognized as one of the top performers while also being recognized for "going above and beyond". C1D1 reported that as an employee they were not aware that they could be "given a bonus for all their hard work" and that this makes them feel good about it. Also explored was trust in the leader and employee relationship.

When asked about how management trusts their employees 8/10 had a positive response regarding management trusting subordinates to get the job done. A1B1 reported that "they left it all in my hands and trusted that I get everything done". C1D1 reported that "she knows that it'll get completed in a timely." A2B2 reported that the trust "is usually a positive influence." Employee interest in work was also explored.

Employees' interest in work was explored during interviews by asking open ended questions regarding what made work more interesting for employees. Most employees reported that interesting and intriguing work made it more interesting for them while two reported that their work could be described as boring. The theme of intriguing

work developed as a result of several different responses including “trying to figure out the answer” from A2B2 and “challenging work” from A3B3. F2G2 reported that “when the scenarios are different” along with F1G1 responded that they are “zoned in focus on my work”. The relationship between the employee and the boss was also explored.

Research Question Number 2 explored the lived experiences of employees with regards to employee engagement and multiculturalism. Specifically explored was the relationship between the employee and the leader in regard to race along with if employees felt that race gave any significant advantage to one group or the other. Of the ten who were interviewed two reported that their boss was of a different race than themselves while the rest reported that they were of the same race. Of those who were interviewed only three reported that they had a boss of a different race than themselves. All felt that race had no impact. A1B1 reported “ I don’t feel any difference on how anybody gets treated. I feel like we all have the same expectations as to the work.” A2B2 reported that its an all encompassing and open to any culture. C1D1 further reported that “everybody gets treated fairly and equally.” All interviewed felt that race had no bearing on their work relationship, nor did it impact their ability to progress in the organization.

Advancement in the organization in regards to race was also explored. Overall advancement in the organization was related more to education then any type of race involvement. C1D1 reported that “ethnicity did not have an impact on that” and further reported that the “ones with the degrees seemed to be given more opportunity than anyone else.” F2G2 reported “it’s never about ethnicity and more about qualifications and what they bring”.

Summary

In this chapter, the data collection process and recruitment process was discussed along with the results of the study. Included in the data collection process was confidentiality, consent, and member checking. All data was collected through Zoom with 10 interviewees that all worked in the service industry and fit the research demographics. Both the research questions were presented along with responses to those research questions based upon the interviews conducted. The overall themes presented in response to the research questions were (a) positive sense of belonging, (b) positive leadership, (c) performance management, (d) employee recognition, (e) strong trust, (f) intriguing work, and (g) no racial impact on work relationships. In the next chapter, the purpose of the study is restated along with the nature of research and its purpose. To conclude, I will compare the data with the literature review and validate the study's findings, limitations, and social change benefits.

Chapter 5: Discussion, Conclusion, and Recommendations

The purpose of this qualitative hermeneutic research study was to understand the lived experiences of employees and how they intersect with employee engagement. The approach of qualitative inquiry allowed me to explore how employees are engaged and whether or not multiculturalism has an impact on employee engagement.

I identified seven themes from the interviews, conducted via Zoom, in which the interviewees fit the qualifying criteria mentioned previously. The findings from this study showed first that employee engagement was indeed in place in the border regions of Texas along with multiculturalism not having an impact on employee engagement. The themes that emerged from the data included (a) positive sense of belonging, (b) positive leadership, (c) performance management, (d) employee recognition, (e) strong trust, and (f) intriguing work, (g) and no racial impact on work relationships.

Interpretation of Findings

The findings in this section are based on the books, journals, and peer-reviewed articles that were presented and discussed in Chapter 2. The literature review provided the ideals for the understanding of employee engagement strategies in border regions of Texas. Employee engagement has been shown in literature to have many benefits. The seven themes that evolved from the interviews will be discussed below.

Sense of Belonging

The first theme that emerged to be indicative of employee engagement in border regions was a sense of belonging. Based on literature, the perception of being valued and the relationship between an employee with an organization is the key to employee

engagement; this perception relates to social learning theory's concept of the workplace's psychological experience (Kang & Sung, 2019; Ladyshewsky & Taplin, 2017). The conceptual framework of this study, social learning theory and the psychological experience of work both align with this theme (Davis & Luthans, 1980). My study showed and built upon the literature by extending the idea that a sense of belonging and being valued extended into those being interviewed. This provided support for evidence of employee engagement and that employees lived experiences supported a sense of belonging in their workplaces. Positive leadership will be the next theme explored.

Positive Leadership

The theme of positive leadership emerged from the data as a result of interviewees sharing positive reactions about their leadership, as discussed in the previous chapter. The literature reviewed in Chapter 2 provided the idea that the relationship with leadership has an impact on employee engagement. Mazzetti and Schaufeli (2022), specifically, explored and confirmed the idea that having a positive relationship with leadership leads to greater employee engagement. My study helped to confirm this and added to the literature by demonstrating that positive leadership traits even in a multicultural work environment can still lead to positive employee leader relationships. How leaders exhibit control over employees was also explored in this study.

Performance Management

The theme of performance management also emerged in this study. Leaders exhibit control over the work that their subordinates perform. This seemed to be prevalent

throughout all interviews. Reijseger et al. (2017) explored job engagement to understand work engagement, its relation to employee performance, and open-mindedness as a mechanism for job engagement. Work engagement was shown to increase employee performance and is indicative of better engagement of employees. The emergence of this theme in my study extends the current literature and helps employers in the border regions of Texas understand the importance of work engagement. Performance management by leaders including both positive and negative can increase all workers engagement. Employee recognition was also a theme that emerged in this study.

Employee Recognition

Employee recognition is valuable in the business world as it helps employees be recognized for their work. The act of employee recognition, allows the employee to feel as if their work makes a difference in the business. Part of the conceptual framework of this study aligns with this. Kahn (1990) stated that the psychological experience of work is the foundation for employee engagement and engagement relates to the psychological experience. Lemon (2019) reported that leaders must strengthen the relationship and engage employees through two-way communication and adapting to the employees' needs. This theme emerging in my study emphasizes and adds to the importance of employee recognition as being a valuable and important tool to further increase the relationship between employees and leadership. While not a new idea in literature, it extends the importance of this to border regions of Texas. Trust is another theme that emerged within the workplace of those that interviewed.

Strong Trust

While intertwined with performance management, a theme that emerged within the study was strong trust. All respondents reported that their leadership trusted them to do their job and get their job done. However, most did mention that they required a daily report of the work accomplished to their boss. In the literature, employees with more trust in their organization are more engaged which obligates them to do more for their organization (Mubashar et al., 2022). Strong trust is indicative of a strong relationship. This indicates that in my study, employees in border regions had strong trust between the leader and the employee. This extends the literature to include the border regions as an area and demographic that has engaged employees with trust of leaders and employees within the organization. Intriguing work was also shown in my study to create interest in work and keep employees engaged in their work.

Intriguing Work

The theme of intriguing work also developed in the interviews. Having work that keeps employees interested in their job was reoccurring in interviewees making them more attuned and interested in doing their jobs. Most reported that solving problems and having a challenge made them more interested in their work. Reijseger et al. (2017) discussed work engagement including interest in an employee's work and found that work in engagement related positively to the role and extra role performance. My study added to the literature by confirming that work performance and interest in work are related to engagement and help prove that employees prefer to be engaged. The role of multiculturalism was also explored in my study.

Lack of Racial Impact on Work Relationships and Work Engagement

In my study, specifically explored was the relationship between employee and leader. There was found to be no specific difference in border regions in relationships due to race. One respondent did state, “10 years ago it was true that race may have had an impact on work,” but now they felt that it did not have an impact. Javidan et al. (2006) explored the cross-cultural impact of leading different members of different cultures. My study itself was inconclusive to this research. There were no real differences found as all felt that everyone was treated the same and that their work was not impacted whatsoever by their race or their leader’s race.

Limitations of the Study

This study had a few limitations. The first is that the study was based in border regions of Texas and not the rest of the border regions in the United States. The information in this study may not be generalizable to other areas of the border region and results could possibly be different depending upon the location that the study was conducted in. Secondly, the sample for this study only included the service industries and not any other industries within the geographic area. The findings may not be applicable to other industries in border regions. Next, the information in this study is based on interviews representative of the sample. While every attempt was made to verify the answers of interviewees, researcher bias could also be a limitation to this study.

Recommendations

The purpose of this qualitative study was to have an understanding of the lived experiences of employees in border regions of Texas and how those lived experiences

intersected with employee engagement. This research study included the following findings: (a) positive sense of belonging, (b) positive leadership, (c) performance management, (d) employee recognition, (e) strong trust, (f) intriguing work, and (g) no racial impact on work relationships. The lived experiences of the participants were used to understand the emerged themes in this study. The finds of this study further confirmed both the empirical and conceptual literature by the discovery of the lived experiences of employees in border regions.

The research itself is limited to the geographic regions of border regions of Texas. The issue of employee engagement and lived experiences of employees is applicable to all border regions. I recommend that any future researchers looking to explore the border region include border regions in other states to explore lived experiences there. Another recommendation if time is not limited is to increase the sample criteria and include other industries to see if the data are any different from other industries.

I recommend that managers in border regions continue to understand the differences between cultures as explored in literature and apply those to their practice of management. Based on the results of my study employee interest in work, employee recognition and the other themes that emerged are essential to engaging employees and should be integrated into practice. Managers should have a complete understanding of these practices and apply them to best engage their workforce.

Implications

This study's implications include the themes that were identified, which managers in border regions can use to understand employee engagement and which seem to be

most important to employees within the border regions of Texas. Since the service industry is mainly a people-based industry and research has shown that engaged employees perform better, managers should use this information to better engage their employees. The gap of this study was focused on the lived experiences of employees in border regions in regard to employee engagement. The purpose of the study was to explore the lived experiences of border region employees regarding employee engagement and multicultural engagement.

This study showed that most employees within the border regions were engaged, and that race had no implications on engagement of employees in the border regions of Texas. More specifically, the race of the employee and leader had no impact on the employee–leader relationship. These findings can help service-related organizations in border regions of Texas continue to understand and develop their employee engagement practices. The themes that emerged in this study that contribute to employee engagement included (a) positive sense of belonging, (b) positive leadership, (c) performance management, (d) employee recognition, (e) strong trust, (f) intriguing work, and (g) no racial impact on work relationships. Managers can use this information to focus on and engage their employees within the regions.

Implications to Theory

This studies implications to employee engagement in border regions have validated that the knowledge gained from the social learning theory are appropriate and applicable to employee engagement. Social learning theory asserts that behavior is a function of the environment (Davis & Luthans, 1980). Kahn (1990) also explored the

psychological experience of work, which also includes the employees' attitudes towards work and the actions of employees. These two theories have been validated in my research and can be used as the basis for further study and practical implications of employee engagement. The lived experiences described in this study may also be used to add to the knowledge of engagement of employees more specifically in the border regions of Texas.

Implications for Positive Social Change

This study presents some implications for positive social change. The social change can be at the company or organization levels and societal levels. This study's findings show that employee engagement is essential for society and helps to ensure that employees are happier, healthier, and more engaged. A healthier and happier population is a greater asset to society (Hornby-Turner et al., 2017). The study can ensure that companies establish an environment which is conducive to engaged employees. At the organizational level, this study can contribute to positive social change by sharing and giving organizations the tools necessary to lead and engage employees within the border regions of Texas. Organizations in border regions could benefit from increased performance of the organization and more productive employees. This study's finds showed that engagement in border regions helps to ensure that employees engaged create a greater and stronger community as a whole.

Implications to Practice

This study's purpose and objective may provide contributions to knowledge regarding the lived experiences of employees in border regions of Texas. Managers of

employees within border regions of Texas can use this information to understand what is most important to employees within border regions and can contribute to a more engaged workforce of their employees. Review of existing employee engagement strategies along with implications of this study could help managers create a more engaged workforce and stronger company.

Conclusion

In today's business world, it is imperative that managers understand employee engagement. Statistics have shown that only 33% of U.S. employees are engaged and this indicates the importance of employee engagement (Adkins, 2016). Employee engagement has been shown to have direct impacts on employees and businesses, including increased productivity, retention, and job satisfaction (Adarsh & Roopesh, 2017).

The findings of my study show that employee engagement ideas are important to border regions of Texas. The conceptual framework of social learning theory and psychological experience of work play a large part in understanding employee engagement and help managers understand employee engagement. This study provides contributions to social change such as sharing ideas on importance of employee engagement and creating a more engaged workforce. Employee engagement is alive in the service industry in border regions of Texas.

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Appendix: Interview Questions

Based upon the definition of employee engagement defined as harnessing of organizations' members' selves to their work roles. Engaged employees express themselves physically, cognitively, and emotionally during performance roles (Saks, 2019).

1. What is your role in the company?
2. How would you describe your ethnicity?
3. What would you describe as the most important work values in your ethnic culture as you see it?
4. Do you feel that your ethnicity has an impact on your job in terms of work relationships?
5. How would you describe your work environment in terms of work relationships and company culture?
6. Do you feel that your ethnicity contributes to or develops those unwritten norms?
7. Is your boss the same ethnicity as you?
8. How would you describe your relationship with your boss? Do you feel that your boss understands you? Do you feel you have a great relationship with your boss?
9. A leaders way of managing and the processes they implement often have an impact on our work experience. Please describe an experience with your leadership in terms of:
 - a) Competence (How well they lead)

- b) Support (How well they support you and allow you to not succeed without a consequence).
 - c) Consistency (Control over the work you do)
 - d) Trust (They trust that you will get the job done)
 - e) Resiliency (How well they bounce back from a difficult situation)
10. How would you describe how your boss makes you feel at work emotionally, physically, and cognitively?
11. Have you had an interaction at work that felt very meaningful to you? Why was this interaction so meaningful?
12. Have you ever been recognized for your work? In what ways?
13. Have you seen other employees recognized for their work?
14. Do you feel that people of other ethnicities than your own are treated differently?
15. Do you feel that you belong in the organization that you work for?
16. Do leaders and your coworkers respect you? Do you think your ethnicity has an impact on this?
17. Are you able to describe a relationship at work where you feel that you can be your true self?
18. Can you provide a description of a time while working that you were very interested and consumed in what you were doing? What factors provided for you to feel this way? (E.g, Challenging work, work variety, freedom, goal).
19. While working we have different energy levels. Are you able to describe a time where you felt full of energy at work? Describe what made you feel this way?

20. Were there any factors that made you feel full of energy (e.g. confidence, leader, work relationships, influences)?
21. Do you feel that outside factors such as personal life affect your work? If so, can you describe a time where you felt supported by your leadership in something that affected you personally?
22. Does your company offer opportunities for you to further your education or potential? If so describe how this makes you feel about your work?
23. Does your company incentivize you to grow personally and professionally? If so please describe how this makes you feel?
24. Are there certain groups in your workplace that are given more opportunities than others? Do you feel your ethnicity has an impact on this? How does this make you feel?
25. If you were contemplating leaving a job what factors would be most important to you in deciding to stay? How do these factors make you feel about your work?
26. Do you feel that your current leader and company is addressing those factors? If not what ways could they improve? How does this make you feel about your workplace?
27. Is there anything else that you could describe that makes you feel more valued and engaged at work?
28. Of everything discussed today, which factors make you feel most engaged at work? What would you describe as the most influential and least influential?